

TURNING POINTS OF
THE WAR

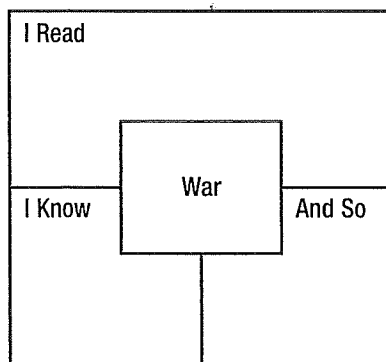
1863–1865

ESSENTIAL QUESTIONHow did the United States transform
during the Civil War?**AMERICAN
STORIES
ONLINE****The Secret Weapon of the South****SECTION 1 The Emancipation Proclamation****KEY VOCABULARY**

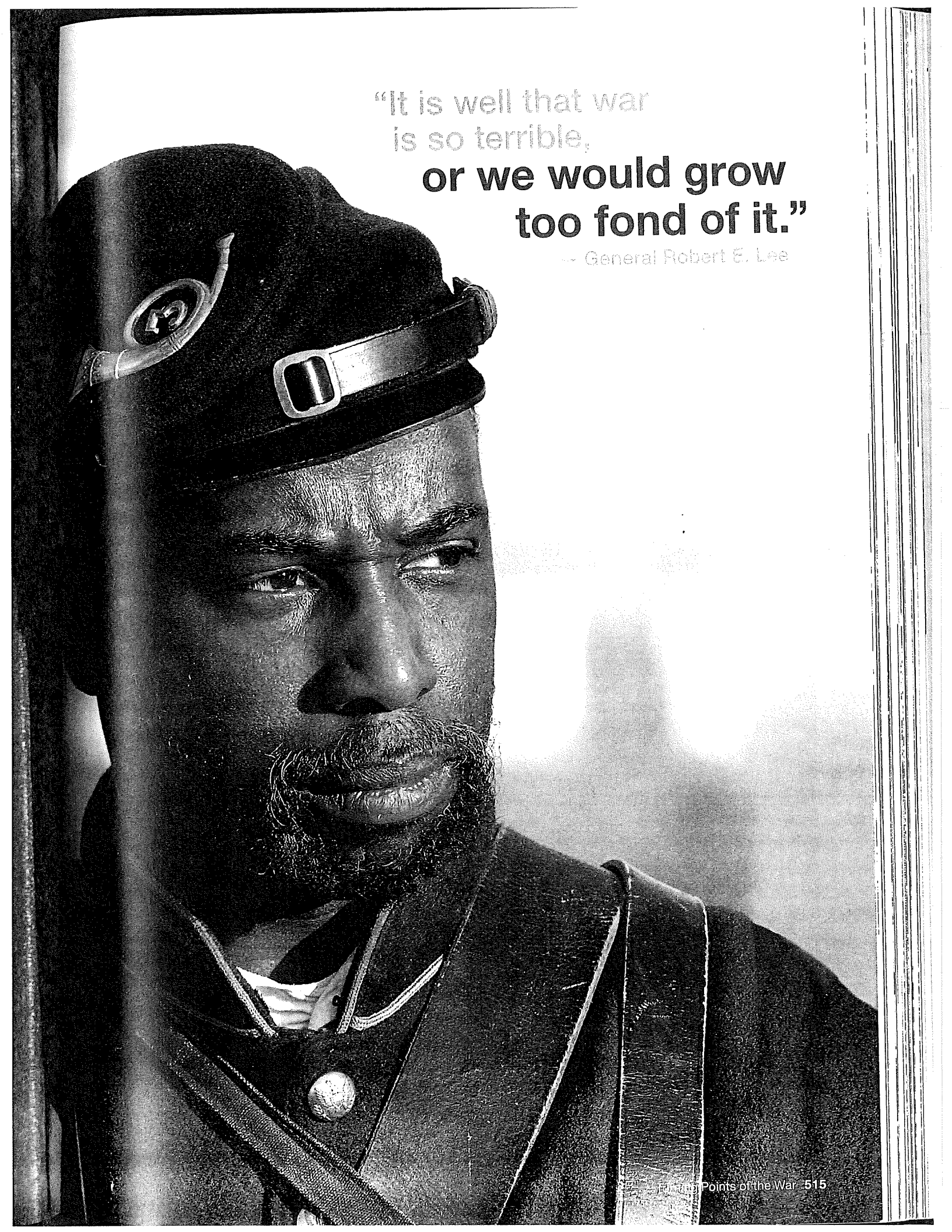
Emancipation Proclamation enlist stalemate

SECTION 2 Americans at War**KEY VOCABULARY**bond *habeas corpus* ration
Conscription Act Legal Tender Act scapegoat
draft quarantine scurvy
exemption**SECTION 3 The Tide Turns****KEY VOCABULARY**bluff Gettysburg Address total war
flotilla morphine veteran**SECTION 4 The War's Aftermath****KEY VOCABULARY**assassinate Homestead Act Reconstruction
casualty jurisdiction servitude**AMERICAN GALLERY
ONLINE****Battlefield Medicine****READING STRATEGY****ANALYZE LANGUAGE USE**

When you analyze language use, you note how specific word choices shape the meaning or tone of a text. As you read the chapter, use a graphic organizer like this one to help you analyze how word choices help convey the realities of war.



National Geographic photographer Ken Garrett captures a Union Army reenactor at rest during a Gettysburg Hallowed Ground Remembrance Day parade. The annual event commemorates Lincoln's Gettysburg Address and the cemetery dedication.

A black and white portrait of General Robert E. Lee. He is wearing a dark military uniform with a high collar and a dark cap with a leather strap and a circular emblem. He has a full beard and mustache and is looking slightly to the right with a serious expression. The background is bright and out of focus.

**"It is well that war
is so terrible,
or we would grow
too fond of it."**

— General Robert E. Lee

1.1 Lincoln Issues the Emancipation Proclamation

In a game of tug-of-war, if both sides pull with equal force, neither wins. In the summer of 1862, the Union and Confederate armies were both tugging equally, and President Lincoln had to find a way to end the standoff.

MAIN IDEA In 1863, Abraham Lincoln issued the Emancipation Proclamation, which freed slaves in states under Confederate control.

GIVING PURPOSE TO THE WAR

Before September 17, 1862, the name “Antietam” referred only to a creek near Sharpsburg, Maryland. But by sunset that day, Antietam would become the name of one of the bloodiest battles ever fought on American soil. Despite battle after battle, the war had reached a **stalemate**, with neither side holding a clear path to a final victory. And still, the body count rose.

In both the North and the South, the loss of so many lives led many to question why Americans were fighting against one another. In the midst of all this suffering, President Lincoln sought to define a greater moral purpose for the war. He realized the Union could not defeat the Confederacy without first destroying slavery.

From the beginning of the war, President Lincoln had faced pressure from abolitionists to end slavery. Although personally opposed to the

CRITICAL VIEWING President Lincoln meets with General McClellan in the general's headquarters after the Battle of Antietam. What do you notice about the flags in the photo?



8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists; 8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

PRIMARY SOURCE

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

—from the Emancipation Proclamation, issued by Abraham Lincoln, January 1, 1863

institution, Lincoln was initially reluctant to abolish it outright. Instead, he envisioned a gradual end to slavery, with slaveholders being paid for the loss of their property. Northern Democrats, whose support he needed, opposed abolition. Many of them were sympathetic to the South and to the cause of slavery, even as they remained loyal to the Union. They warned Lincoln against the social, economic, and political fallout of bringing an end to slavery, whether slowly or abruptly.

From a military standpoint, however, the institution of slavery gave the Confederacy an advantage over the Union. Slave labor kept the southern agrarian economy running, which meant more white southern men could join the Confederate Army. Although some members of Lincoln's party urged him to allow African-American men to fight on the side of the Union, the president remained hesitant to offend the border states by doing so. By the summer of 1862, Union troops had secured the slave-owning states of Missouri and Kentucky.

FOREVER FREE

The North had been fighting to preserve the Union, but a clearer moral purpose was emerging from the bloodshed. Five days after the Union victory at Antietam, Lincoln shifted the focus of the war. He issued a decree that emancipated, or freed, all Confederate slaves. Lincoln had purposely waited to submit a draft of the **Emancipation Proclamation** to his cabinet because he knew the timing had to be right for such a dramatic move. The five-page document declared that all slaves in

rebel states were “thenceforward, and forever free.” It committed the government and armed forces of the United States to liberate enslaved people in rebel states. The final draft of the proclamation allowed the Union to accept freed slaves into its fighting forces. On January 1, 1863, Lincoln formally issued the Emancipation Proclamation.

At the time Lincoln wrote the proclamation, approximately 4 million enslaved people lived in the United States. However, the proclamation did not apply to slaves in the Union's slave-holding border states of Maryland, Missouri, Kentucky, Delaware, or West Virginia. Lincoln feared that emancipating slaves in all Union-controlled territories might cause border states to join the Confederacy. The Union couldn't afford that loss.

As you have read, the Declaration of Independence states that “all men are created equal.” However, according to the Constitution, enslaved African Americans were not equal citizens with equal rights. By issuing the Emancipation Proclamation, Lincoln began the long process of addressing the vast discrepancies between the words of the Declaration of Independence and the realities experienced by African Americans, both enslaved and free.

Slaveholders in Confederate states did not consider themselves bound by U.S. law, and they refused to acknowledge the proclamation. In order to become free, enslaved people still had to escape to Union-controlled territory. About 500,000 African Americans emancipated themselves by escaping. Some young men who did so fled to Union camps and, after 1863, even joined the Union Army. However, many enslaved people in the South knew nothing about the Emancipation Proclamation until the war was over.

HISTORICAL THINKING

1. **READING CHECK** What were the goals of the Emancipation Proclamation?
2. **MAKE INFERENCES** To what extent did the Emancipation Proclamation extend the principles of the Declaration of Independence?
3. **ANALYZE CAUSE AND EFFECT** What factors affected President Lincoln's decision to issue the Emancipation Proclamation?

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Frederick Douglass 1818–1895

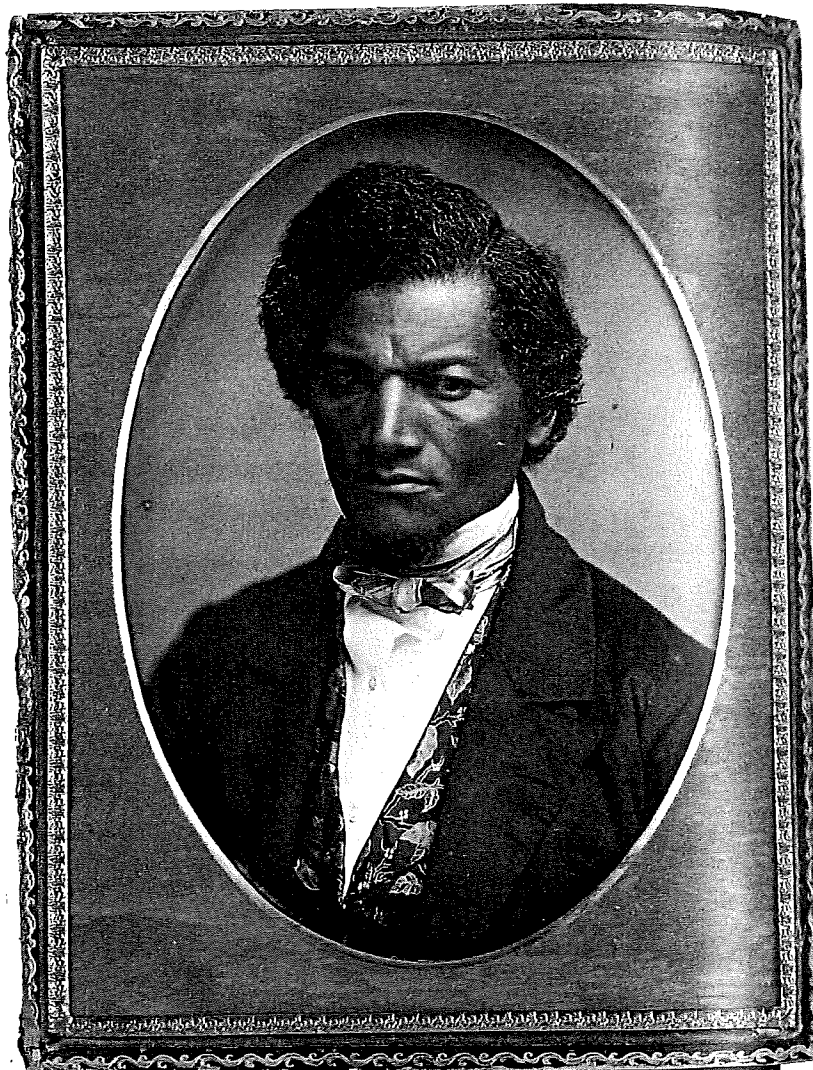
“The white man’s happiness cannot be purchased
by the black man’s misery.” —Frederick Douglass

Frederick Douglass was deeply familiar with the miseries suffered by black men and women living in slavery. Born to an enslaved mother in 1818, he spent the early years of his childhood living on a plantation in Maryland. There, he endured cold and hunger, and he witnessed other slaves being whipped.

BALTIMORE AND BEYOND

When he was around eight years old, Douglass was sent to live in Baltimore with a shipbuilder named Hugh Auld. Auld’s wife Sophia taught the young boy the alphabet. Auld quickly put a stop to the lessons because it was illegal to teach a slave to read. However, the child’s passion for learning had been ignited, and he taught himself to read and write.

In 1832, Douglass was sent to work on a plantation, where he was regularly beaten and given little to eat. In his own words, he was “broken in body, soul, and spirit” as “the dark night of slavery closed in upon me.” Eventually, he returned to Baltimore to work in the shipyards, where he made his escape in 1838 by fleeing to New York City. After his escape, he changed his name to reduce the risk of being found by slave catchers. Before, he had been called Frederick Augustus Washington Bailey. From this point on, he would call himself Frederick Douglass.



Art Institute of Chicago

This photograph by Samuel J. Miller shows Frederick Douglass in formal dress, staring forcefully at the viewer. Douglass, the most photographed African American of the 19th century, insisted on posing this way. He wanted to reteach people how to see African Americans by replacing the stereotype of the oppressed slave with the portrait of a dignified, proud fellow citizen.



FIGHTER FOR FREEDOM

Douglass settled in New Bedford, Massachusetts, where he worked as a laborer and furthered his education by reading widely. In 1841, he made his first speech describing his life in slavery and calling for an end to the brutal practice. It was the beginning of a lifelong career in public speaking.

Douglass's speeches were so eloquent that some people suspected him of simply pretending to be a former slave. They reasoned that a man born in slavery could never have learned to speak with such brilliance. In many ways, Douglass remade how his fellow citizens viewed African Americans.

To tell his full story, Douglass wrote *Narrative of the Life of Frederick Douglass, an American Slave* in 1845. Publishing the autobiography was a special act of courage because it revealed details about his life that might enable slave catchers to find him. He traveled to Great Britain, where he promoted his book and gave lectures. There, he could speak out without fear of being captured. Over the course of his two-year tour, he gained many new friends and supporters, who helped him purchase his freedom.

Back in the United States, Douglass founded an abolitionist newspaper, wrote two more influential books, and continued to speak out. In 1852, he delivered one of his most famous speeches, "The Meaning of July Fourth for the Negro." In it, he asked why enslaved people should celebrate the country's freedom when they did not benefit from it themselves. "We need the storm, the whirlwind, the earthquake," he thundered. "[The] conscience of the nation must be roused."

When the Civil War broke out, Douglass helped recruit African-American soldiers, and he met with President Abraham Lincoln several times. After the war he held various government posts, including U.S. Marshall for the District of Columbia. He continued promoting civil rights for all Americans until his death in 1895.



CRITICAL VIEWING This painting, *Three Great Abolitionists: A. Lincoln, F. Douglass, J. Brown*, was created by William H. Johnson around 1945. Frederick Douglass stands in the middle, clasping hands with Abraham Lincoln on his left and John Brown on his right. Johnson depicted the three using a "primitive" style of painting, characterized by the work's bright colors and two-dimensional figures. Just behind John Brown, African Americans raise their hands in celebration of the abolitionists. What aspects of Civil War-era African-American life are depicted in the background of the painting?

HISTORICAL THINKING

- 1. READING CHECK** Why was Douglass in danger of being enslaved again, even after he became well known?
- 2. ANALYZE CAUSE AND EFFECT** How did a few lessons from Sophia Auld change the course of Douglass's life?
- 3. DRAW CONCLUSIONS** Why do you think Douglass took the Fourth of July as a theme for a speech on slavery?

1.3 African-American Soldiers

Sometimes in war, people put goals ahead of prejudices. During the Civil War, the U.S. military accepted African-American soldiers into its ranks. Defeating the South had become more important than excluding fellow Americans from military service.

MAIN IDEA In 1863, African Americans began to join U.S. military units and proved to be valuable soldiers for the Union.

AFRICAN AMERICANS JOIN THE FIGHT

When the Civil War first began, many free African-American men rushed to **enlist** in, or join, the Union Army, but they were turned away. A 1792 law barred African Americans from joining the U.S. military. At first, members of Lincoln's administration resisted changing this prohibition. But the Emancipation Proclamation reversed the law with its provision that African-American men "will be received into the armed service of the United States," a critical development that affected the war's outcome.

By the end of the Civil War, African-American soldiers in the U.S. Army totaled nearly 180,000, or about 10 percent of total Union enlistments. Additionally, 19,000 African Americans served in the U.S. Navy. African-American troops faced the same danger and fought with as much commitment as white soldiers, but they were not treated equally.

The army assigned African-American soldiers to segregated units commanded by white officers. African-American soldiers received lower wages than most white soldiers until June 1864, when Congress granted equal pay to African-American military units.

Like all 19th-century American women, African-American women were barred from enlisting in the army. Still, some African-American women, including Harriet Tubman, served as nurses, spies, and scouts. As you have read, Tubman led people to freedom on the Underground

Railroad. Tubman also worked as a nurse and scouted behind Confederate lines for the Union's 2nd South Carolina Volunteers. In 1863, she helped free 727 slaves at one time during the Combahee River Raid. That raid was the single largest liberation of slaves in American history.

THE 54TH MASSACHUSETTS REGIMENT

In February 1863, the governor of Massachusetts issued the first formal call for African-American soldiers to join the U.S. Army. He selected the **54th Massachusetts** infantry regiment under the command of Colonel **Robert Gould Shaw**, a white officer. In just two weeks, more than 1,000 African Americans enlisted. Charles and Lewis Douglass, two sons of Frederick Douglass, were among them.

On July 18, 1863, the 54th Massachusetts prepared to storm **Fort Wagner**, which guarded the Port of Charleston, South Carolina. At dusk, Shaw gathered 600 of his men on a narrow strip of sand just outside Fort Wagner's walls. He told them, "I want you to prove yourselves. The eyes of thousands will look on what you do tonight."

As night fell, Shaw led his men over the walls of the fort. They were met by 1,700 Confederate soldiers waiting inside the fort. The brutal hand-to-hand combat that followed took its toll: 281 of the 600 charging soldiers were killed, wounded, or captured. Shaw himself was shot in the chest and died instantly. The 54th lost the battle at Fort Wagner, but its valor, or courage, was beyond



8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities:
8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).



Smithsonian National Gallery of Art, Washington, D.C.

In 1897, Augustus Saint-Gaudens unveiled his 14-year project of honoring the members of the 54th Massachusetts in a bronze relief called the Robert Gould Shaw Memorial. The sculpture depicts the regiment marching down Beacon Street in Boston, on its way to fight Confederate troops in South Carolina. The following year in Paris, Saint-Gaudens exhibited a second version of the memorial made of plaster and covered with bronze metallic paint. Today, the bronze-


painted sculpture shown above is housed at the Smithsonian National Gallery of Art in Washington, D.C. The original sculpture is located at the Boston African American National Historic Site on Beacon Street, across the street from the Massachusetts State House. An inscription on the Boston memorial reads, "Together they gave to the nation and the world undying proof that Americans of African descent possess the pride, courage, and devotion of the patriot soldier."

question. For his bravery in the fight, William H. Carney became the first African American to receive the Congressional Medal of Honor.

For the next two years, the 54th Massachusetts took part in a number of sieges in South Carolina, Georgia, and Florida. The service and bravery of its members helped to win acceptance for other African-American regiments and solidified their importance in the war effort. Despite increased African-American enlistment, the need for more soldiers in both the North and the South grew.

HISTORICAL THINKING

- 1. READING CHECK** Why did the Union wait until after the Emancipation Proclamation to enlist African Americans in the army?
- 2. DRAW CONCLUSIONS** Why did the 54th Massachusetts gain great respect in the Union Army despite losing its first battle?
- 3. ANALYZE LANGUAGE USE** What made the words Colonel Shaw used with his troops before the battle at Fort Wagner particularly effective?

 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

2.1 Conflicts over the Draft

Imagine being told you have to fight in a war you may not even support. Then consider that your wealthy neighbor is told the same thing but can pay someone else to take his place. During the Civil War, many men realized they were getting a bad deal.

MAIN IDEA In reaction to forced military service during the Civil War, people in both the North and the South staged riots.

MILITARY SERVICE IN THE SOUTH

Waging a civil war required a steady supply of men volunteering to fight as soldiers. At first, men from both the North and the South rushed to sign up. However, as battles wore on, numbers of enthusiastic volunteers began to dwindle. The South was first to acknowledge this problem.

When war first broke out, 100,000 southern men volunteered to fight for the Confederacy. But as their yearlong enlistments were ending, many soldiers returned home to their families and farms. In 1862, the Confederate government, worried that its armies would be short of men as the Union was stepping up its attacks, instituted a **draft**, or a mandatory term of military service. The Confederacy required three years of service for all white men between the ages of 18 and 35.

The draft didn't apply to every man equally, however. Wealthy southerners could pay other men to serve in their places. They could also choose to pay a fee of \$500—an amount out of reach for most men. Individuals who owned 20 slaves or more were excused from the draft and their voluntary enlistments altogether.

Military **exemptions**, or releases from the obligation to serve, widened the growing divide between rich and poor in the South. A non-slaveholding man named Jasper Collins remarked that exemptions made the Civil War a "rich man's war, and a poor man's fight." Some soldiers deserted, or left, their units. Desertion remained a major problem for the Confederacy throughout the war.

The gap between rich and poor spread beyond military service. Convinced that greedy merchants were hoarding flour and supplies, women rioted in Richmond, the Confederate capital. They smashed storefronts and stole bread and everything else they could grab, from bacon to boots. One young girl explained, "We are starving . . . each of us will take a loaf of bread. That is little enough for the government to give us after it has taken all our men."

DRAFTING SOLDIERS IN THE NORTH


The North also faced the need for new soldiers. Death, disease, and desertion continually reduced the size of the army, so the Union instituted its own draft in the form of a law called the **Conscription Act** in March 1863. Men between 20 and 45 years of age were liable to be drafted into the military, but, as in the South, they could pay to avoid service for \$300—a fee only wealthy families could afford. These exemptions ignited draft riots in cities throughout the Northeast.

On July 13, the attempt to enforce the draft in New York City set off the most destructive civil disturbance in the city's history. Rioters torched government buildings. Police struggled for three days to control the riot. Eventually, Union troops had to rush from the battlefields in Pennsylvania to New York City to aid the police. Union soldiers fired into groups of fellow citizens who were rioting. About 300 people, more than half of them police officers and soldiers, were injured, and more than 100 people died, most of them rioters.

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 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Some whites in New York blamed African Americans for the unrest surrounding the draft riots. In fact, African Americans became **scapegoats**, or individuals or groups blamed for the mistakes or faults of others. Some people claimed that African Americans were responsible for the war and that they were taking jobs away from white workers. Angry white rioters killed many African Americans and destroyed their homes. Such violence prompted many African Americans to flee New York City during the draft riots. They feared for their lives.

In an effort to control riots and curb criticism of the war, the Lincoln administration suspended the writ of ***habeas corpus***, or the right of an arrested person to be brought before a judge before going

to jail. More than 14,000 people were jailed after being accused of disloyalty to the Union. As a result of the riots, some New York men with families who had no other means of financial support received exemptions from the draft.

HISTORICAL THINKING

1. **READING CHECK** Why did both the North and the South enact military drafts?
2. **ANALYZE LANGUAGE USE** How did Jasper Collins describe the Civil War, and why?
3. **COMPARE AND CONTRAST** In what ways were the Confederate and Union drafts similar, and in what ways were they different?



CRITICAL VIEWING In this photo still from the 2016 film *Free State of Jones*, Newton Knight, center, and his fellow soldiers fight off Confederate troops trying to put down their rebellion. What do you notice about the men in the photo?

Open Rebellion in Mississippi

Newton Knight of Mississippi enlisted in the Confederate Army in July 1861. Angered by the law exempting white men who owned 20 or more slaves, Knight deserted his battalion in October 1862. Back home, he witnessed his fellow southerners suffer abuses at the hands of Confederate soldiers, and he decided to form an opposition group. Other deserting soldiers and escaped slaves joined him, and by late 1863, they had organized into the Jones County Scouts.

The Jones County Scouts eventually numbered more than 1,000. To symbolize their open rebellion, Knight and his men raised the American flag over the Jones County courthouse. They evaded capture by disappearing into the swamps, with local civilians supplying them with weapons, food, and information. Though Confederate officers eventually subdued the rebellion, the Jones County Scouts fought against the Confederacy until it fell.

2.2 Paying for War

Raising money to fight a war is difficult. In 1861, the federal government implemented several financial strategies to support the war effort. The Confederate government struggled with hard economic realities as it tried to do the same.

MAIN IDEA During the Civil War, both the North and the South had to devise new methods of funding their war efforts.

FINANCIAL STRATEGIES

War is incredibly expensive. Even though the Union and the Confederacy were both rich by any international standard, neither had ever supported a large army. Thousands of soldiers needed food, shelter, transportation, uniforms, weapons, ammunition, medical care, and a host of other supplies. As the costs increased, leaders on both sides discovered they had only a few choices: loans, new taxes, and the creation of paper money.

In the North, the federal government issued \$2 billion worth of treasury **bonds**. Bonds are certificates offered for sale to the public with the promise that the government will pay the money back at a later date, usually with interest. In August 1861, Congress passed the first federal income tax in U.S. history. This law required citizens who earned more than \$600 per year to pay a portion of their income to the government to fund the war.

In 1862, Congress passed the **Legal Tender Act**, an act that replaced currencies of individual banks with one national currency. Because the back of the money was colored green, the national notes were soon called "greenbacks." The Union issued \$450 million in greenbacks during the war.

The sudden increase in money in the North had unexpected negative consequences. Greedy manufacturers took advantage of federal funds and urgent demand to produce poorly made and even defective goods. Uniforms sometimes fell apart in the first rain or had no buttons. Some shoemakers produced boots with soles made of cardboard. Not surprisingly, these boots didn't last on long

marches. Some suppliers mixed sawdust in with the gunpowder that filled artillery shells. Dishonest businessmen profited from supplying Union troops with spoiled meat. A new word was invented to describe defective war material: *shoddy*.

PRINTING MONEY, SEIZING CROPS

As you have read, the North had a distinct industrial advantage over the agrarian South. It also had the support of the federal government. The South's lack of an industrial base and a strong government made it difficult for the Confederacy to raise funds to pay for war. It tried to borrow money from Britain and France, and it raised taxes to meet expenses. The Confederacy also printed money, but unlike in the North, this strategy resulted in severe inflation: prices for goods increased and the purchasing value of money decreased. The Confederate government also issued war bonds, but most southerners were too poor to buy them. Those wealthy enough to afford bonds soon discovered that inflation was rising faster than the rate of interest on their bonds.

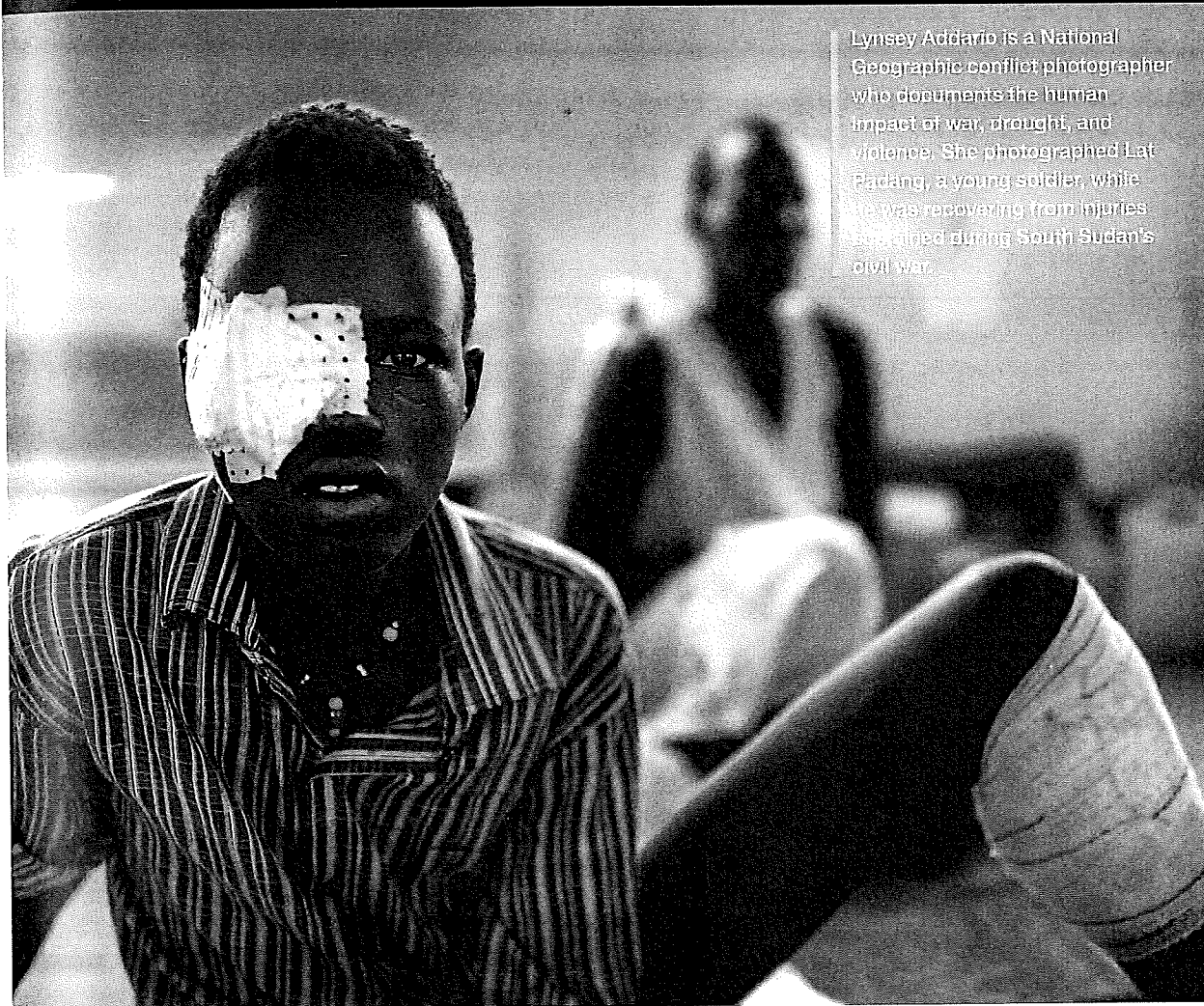
In 1863, the Confederacy passed a law requiring all farmers to give 10 percent of all the crops they raised to the government for use in the war effort. In addition, Confederate citizens were subjected to impressment, a practice that allowed military officers to take anything they thought might be useful to the war effort, including slaves.

Thousands of African Americans were forced to leave their families to perform forced labor for the Confederate military. Many of them rebelled and escaped to the Union lines where they offered their



A GLOBAL PERSPECTIVE No matter when or where they are fought, civil wars have devastating consequences for ordinary people. Financial resources of nations are diverted away from supporting citizens in order to pay for war. Young men, and sometimes boys, are forced into military service. Day-to-day lives are disrupted, people are displaced from their homes and countries, and economies are damaged. These characteristics all apply to the civil war that took place after the African country of South Sudan achieved independence in 2011.

During that civil war, government spending on weapons took priority over other responsibilities, thousands of people were killed, and more than 1 million people fled the country. The military limited the movements of those who remained, which meant farmers could not plant crops, trade harvests, or tend livestock. The result was massive starvation and famine by 2016. How might the experience of South Sudanese like the young man shown below be similar to what families in the United States experienced during the Civil War?



Lynsey Addario is a National Geographic conflict photographer who documents the human impact of war, drought, and violence. She photographed Lat Pading, a young soldier, while he was recovering from injuries sustained during South Sudan's civil war.

labor to the Union. Southern farms and plantations no longer had the labor necessary to grow food and cash crops.

Meanwhile, many southerners watched helplessly as armies stripped their farms of food and livestock. Some farmers grew cotton because it stored well and they thought it would fetch a high price after the war. As a result, the Confederacy devoted land and labor to growing cotton instead of growing food for its hungry citizens.

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; **8.10.6** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; **8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

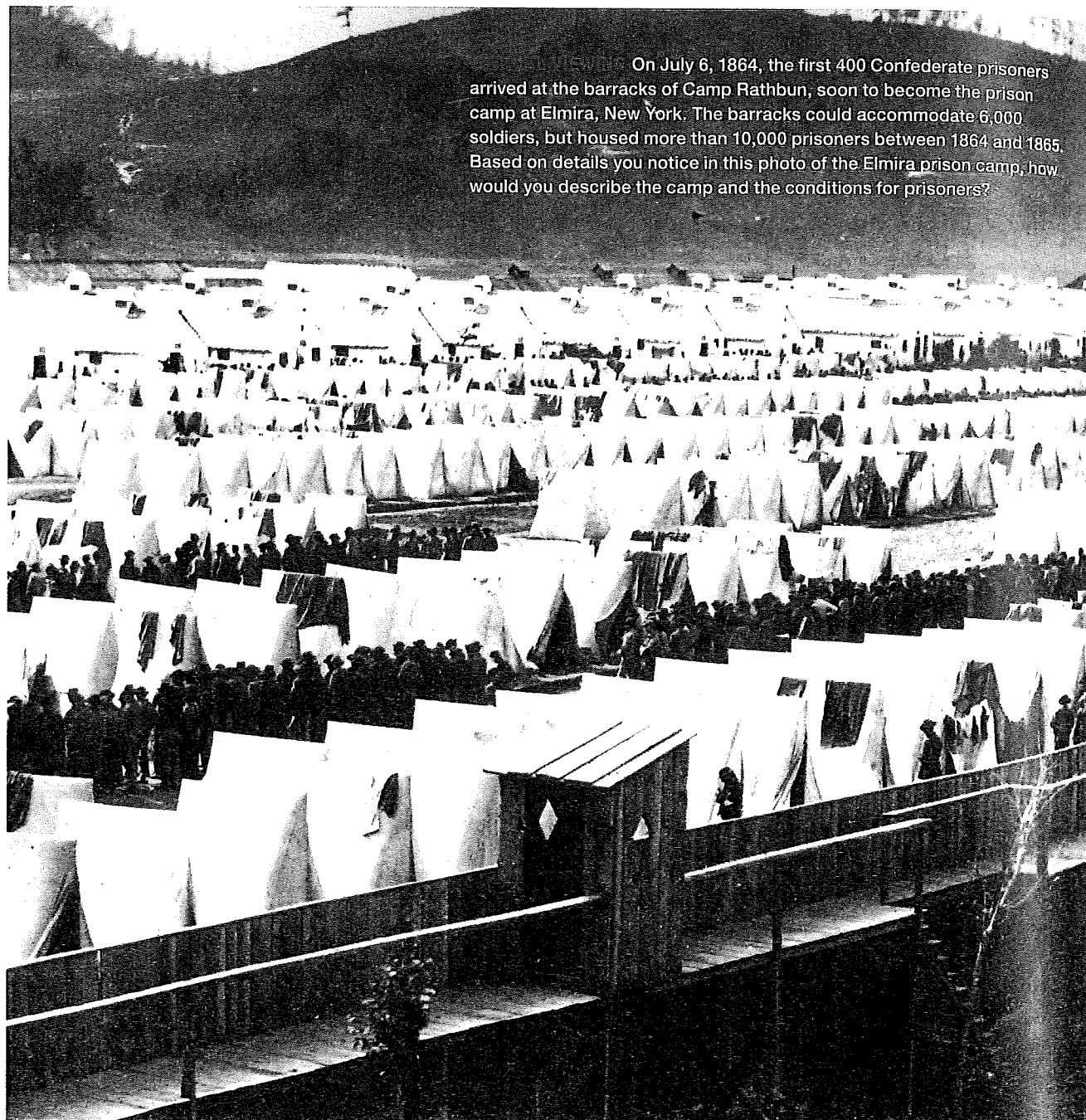
HISTORICAL THINKING

- 1. READING CHECK** What methods did the North and the South use to raise money for the war?
- 2. DESCRIBE** In what ways were civilians in the North and the South affected by the war?
- 3. COMPARE AND CONTRAST** In terms of its economy and government, what advantages did the North have over the South?

2.3 Wartime Prison Camps

In war, there are always unintended consequences. During the Civil War, neither side was prepared to provide shelter and food for thousands of war prisoners. For those unfortunate enough to be captured, imprisonment could be worse than death.

MAIN IDEA Thousands of soldiers on both sides of the conflict died from exposure and disease in Civil War prison camps.



On July 6, 1864, the first 400 Confederate prisoners arrived at the barracks of Camp Rathbun, soon to become the prison camp at Elmira, New York. The barracks could accommodate 6,000 soldiers, but housed more than 10,000 prisoners between 1864 and 1865. Based on details you notice in this photo of the Elmira prison camp, how would you describe the camp and the conditions for prisoners?

PRISONERS IN THE NORTH

In the early years of the Civil War, the Union and the Confederacy exchanged prisoners of war rather than maintaining prisons. Cooperation soon broke down between the two sides, however, and captured soldiers were confined in military prison camps on both sides.

Camp Douglas in Illinois received its first prisoners—approximately 5,500—in February 1862. It would house more than 26,000 Confederate prisoners by the end of the war. Many prisoners were already sick or wounded when they arrived at the camp, and many died while there due to lack of medical care. Poor sanitation, harsh weather conditions, and reduced **rations**, or supplied food, weakened the remaining prisoners. These circumstances left the prisoners susceptible to infectious diseases such as pneumonia and smallpox. Still others died from **scurvy**, a disease linked to malnutrition and a diet lacking in fruits and vegetables. The total death toll has been estimated to be as many as 6,129 men, the greatest mortality statistic of any Union prison.

Alton was another Illinois prison camp. Originally the first state penitentiary built in Illinois, it closed in 1860, but then reopened in 1862 to relieve overcrowding in other Union prisons. Soon Alton became overcrowded as well. When smallpox swept through the camp in 1862 and 1863, authorities built a hospital on an island in the Mississippi River to **quarantine** infected prisoners, or keep them away from those who had not yet contracted the disease.

Elmira prison camp in New York operated from July 6, 1864, until July 11, 1865. Even though it was set up for 6,000 men, more than 10,000 arrived. Because of overflow, some prisoners camped along the nearby Chemung River.

CAMPS IN THE SOUTH

The largest and most notorious Confederate military prison camp was **Andersonville**, located in Georgia. A creek that flowed through the 16-acre compound provided water for the prisoners, but it quickly became polluted with human waste, making it a perfect breeding ground for contagious diseases. The camp, built for 10,000 men, soon held 33,000 prisoners.

Situated on a 54-acre island in the James River near Richmond, Virginia, Belle Isle prison camp operated from 1862 to 1865, housing more than 30,000 men. In 1864, Surgeon De Witt Peters described the horrific conditions experienced by Union prisoners at Belle Isle.

PRIMARY SOURCE

Laboring under such diseases as chronic diarrhea, . . . scurvy, frost bites, general debility, caused by starvation, neglect, and exposure. Many of [the prisoners] had partially lost their reason. They were filthy in the extreme, covered in vermin. . . . nearly all were extremely emaciated [very thin]; so much so that they had to be cared for even like infants.

—from testimony to the U.S. Sanitary Commission, by De Witt Peters, 1864

Approximately 13,000 of the 45,000 Union prisoners eventually held at Andersonville died because of exposure, starvation, and brutality. Northerners were enraged when they heard about the conditions at the military prison. After the war, Andersonville's commander, Captain **Henry Wirz**, was executed for war crimes.

Overall, between 12 and 16 percent of southern and northern prisoners died in military prison camps during the war. The deplorable prison camp conditions, both in the North and in the South, led to prison reform efforts after the war to build safer, more sanitary, and more humane prisons in the United States.

HISTORICAL THINKING

- 1. READING CHECK** What were the general conditions of most Civil War prison camps? Provide evidence to support your answer.
- 2. ANALYZE LANGUAGE USE** What words did De Witt Peters use to describe Belle Isle prison camp, and why might he have chosen those words?
- 3. ANALYZE CAUSE AND EFFECT** What effect did wartime deaths at prison camps have on the U.S. prison system after the war?

3.1 Battles of Vicksburg and Gettysburg

Sometimes you can recall the exact moment when things suddenly change and get either much better or much worse. For Civil War generals, two battles in particular dramatically shifted the war's direction.

MAIN IDEA The battles of Vicksburg and Gettysburg were the key turning points in the Union's eventual victory in the Civil War.

SPLITTING THE CONFEDERACY

In the first months of 1863, the war was not going well for Union generals. In January, after a disastrous defeat at Fredericksburg, Lincoln replaced General **Ambrose Burnside** with General **Joseph Hooker** as commander of the Army of the Potomac. Then in May, Lee's army defeated Hooker's forces near **Chancellorsville**, Virginia. Hooker resigned after the loss and was replaced by General **George Meade**. Lee lost his own most capable commander when Stonewall Jackson was accidentally shot by one of his own soldiers. However, Lee's victory at Chancellorsville is widely considered his greatest of the entire war.

The battle that ensued further south, in Vicksburg, Mississippi, began to change the course of the war for the Union. By 1863, Vicksburg had been a Confederate stronghold for more than a year. Its position allowed the Confederacy to control a wide part of the region from **bluffs**, or cliffs, 200 feet above the Mississippi River. Capturing the city and silencing Confederate guns became a strategic necessity for the Union.

During the early spring of 1863, Union forces commanded by General Grant tried to find a way to take the city from their vantage point on the western bank of the river. But Confederate troops commanded by General **John C. Pemberton** turned them back. Then in early May, Admiral **David Porter**, under Grant's orders, ran a **flotilla**, or small fleet, of gunboats and barges past

Confederate forces at Vicksburg under cover of night. Porter used these vessels to ferry Grant's troops across the river south of the city.

From there, Grant's troops marched northeastward before doubling back toward Vicksburg and cutting the city off from the east. In only three weeks, Grant's men marched 180 miles, won 5 battles, and captured 6,000 prisoners. Vicksburg was now surrounded and under siege. Food ran out and the residents began to starve. Pemberton surrendered on July 4, 1863. The Union victory at the **Battle of Vicksburg** gave the Union control of the Mississippi Valley and split the Confederacy in half. It also convinced President Lincoln of Grant's outstanding military ability.

THE TIDE TURNS AT GETTYSBURG

Despite his victory at Chancellorsville, Lee realized that the North's manpower advantage might be wearing down Confederate troops and that a victory on the attack would boost Confederate morale. He decided that his most effective move was to invade the North again. In late June 1863, Lee's troops advanced into Pennsylvania, where they met Meade's troops at the **Battle of Gettysburg**. At first, Lee succeeded in sending the Union troops into retreat. Then, on July 1, reinforcements arrived for both sides, bringing troop numbers to approximately 90,000 for the Union and about 75,000 for the Confederates. Union forces stopped retreating and stationed themselves on **Cemetery Hill**, where the high vantage point gave them a defensive edge.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

CRITICAL VIEWING Photography played a new and important role in the Civil War. This iconic photo, captured by Timothy O'Sullivan in July 1863, shows about 20 of the more than 3,100 fallen Union soldiers after the Battle of Gettysburg. What effect do you think this photo might have had on Americans who saw it in 1863?



On Friday, July 3, hoping to outflank Union forces on Cemetery Hill, Lee ordered Major General George Pickett and about 15,000 of his men to attack the Union troops on a plain just below the hill. Lee's strategy proved disastrous. The Union repelled Pickett's charge, killing or wounding more than half of Pickett's troops. The next day, Lee retreated, eventually crossing the Potomac River to Virginia. This retreat marked a turning point in the war. It put the Confederacy on the defensive and the Union in a favorable position for victory.

On November 19, 1863, President Lincoln delivered the **Gettysburg Address** at the battle site to commemorate the loss of so many men and to dedicate a military cemetery there. Throughout his speech, Lincoln referred to the Declaration of

Independence directly and to its ideas. His address reinforced the Declaration's principles of equality and freedom for which the war was fought and for which so many died, and were still dying.

HISTORICAL THINKING

1. **READING CHECK** How did the battles of Vicksburg and Gettysburg affect the Civil War?
2. **IDENTIFY PROBLEMS AND SOLUTIONS** What challenges did Grant and his troops face, and how were they eventually able to capture the city of Vicksburg?
3. **EVALUATE** How did the Union's position on Cemetery Hill contribute to its victory at Gettysburg?

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

3.2 Sherman's March and Grant's Victory

Can you think of someone you know who, when challenged by what looks like impossible odds, simply refuses to give up? Historians attribute this kind of persistence to General Grant, especially in the last year of the Civil War.

MAIN IDEA Grant and his generals brought the full power of the Union Army down on the South in their campaign to capture the Confederate capital.

MARCHING THROUGH GEORGIA

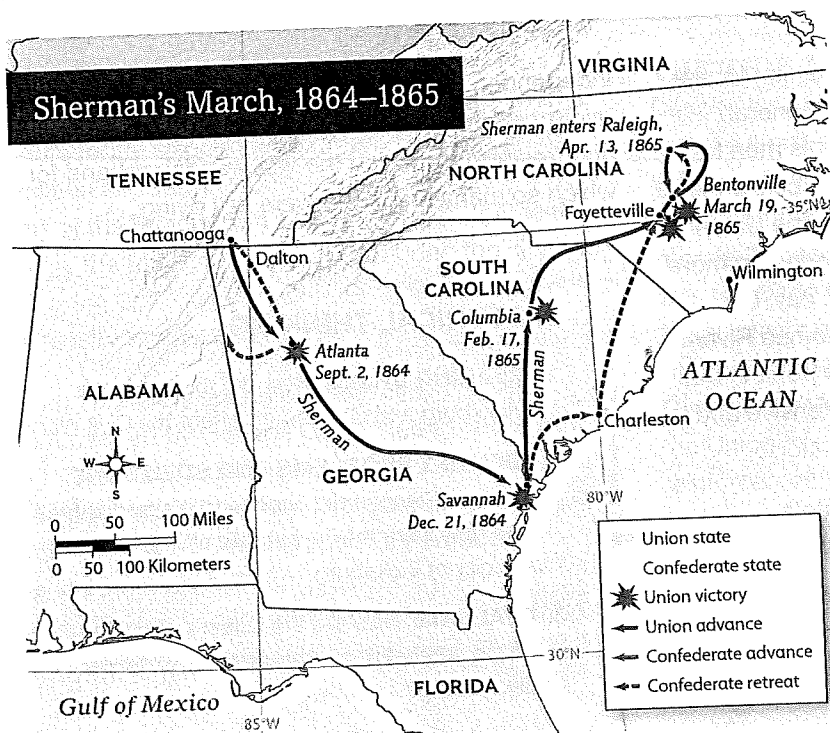
In March 1864, President Lincoln named Ulysses S. Grant, the victor of Vicksburg, as commanding general of the Union Army. Grant immediately put a plan in place to wear down the Confederacy with a series of widespread and relentless attacks. Following a Union victory at Chattanooga, Tennessee, in 1864, Grant sent General William T. Sherman to deliver destruction to the heart of the Confederacy—Atlanta, Georgia, which Sherman captured in September 1864. This was an important feat because Atlanta was a railroad hub and the industrial center of the Confederacy.

The city was also a symbol of Confederate pride and strength. Its fall made even the most loyal southerners doubt that they could win the war. "Since Atlanta," South Carolinian Mary Chesnut wrote in her diary, "I have felt as if . . . we are going to be wiped off the earth."

From Atlanta, Sherman marched 62,000 Union troops through Georgia to Savannah, located on the Atlantic shore. His goal was to destroy southern property, crops, and other supplies. Early in 1865, Sherman and his men left Savannah, burning their way northward to Columbia,

South Carolina. From there, they marched into North Carolina, battling Confederate troops before destroying the Fayetteville arsenal. In Bentonville, the Confederacy challenged Sherman for three days, but his troops gained the upper hand.

A **total war** is one in which all rules and laws of war are ignored and all resources are poured into defeating the enemy no matter what the cost. Sherman waged total war against the Confederacy, and his strategy was brutal and destructive. But it did what it was meant to do. It was a blow to southern morale and fighting





AMERICAN PLACES

Savannah Historic District Savannah, Georgia

The Savannah Historic District is a National Historic Landmark. James Oglethorpe founded the city in 1733 when Georgia was a British colony. Savannah's distinctive 18th- and 19th-century architecture is reflected in its numerous historic homes, gardens, and monuments. General Sherman used the Greene-Meldrum House, shown here, as a base of operations between 1864 and 1865. The house was built in 1853 in the Gothic Revival architectural style.

capacity. It led to a feeling in the North that the Union was winning the war and so helped with President Lincoln's reelection in November 1864.

Sherman and his troops spared the city of Savannah instead of burning it as they did Atlanta. Why? There are a number of theories, some more plausible than others. One is that Sherman found Savannah too beautiful to burn. Another is that he was lenient because city leaders surrendered before he could enter the city, agreeing they would not put up a fight if he spared life and property. Perhaps the strongest theory is that Savannah had a large port that could prove very useful to the Union.

GRANT FACES LEE

General Grant was pleased with Sherman's success in the South, and he became even more determined to capture Richmond, Virginia, the Confederate capital. The first large battle of Grant's campaign was the **Battle of the Wilderness**, fought in a heavily wooded area west of Fredericksburg and north of Richmond. The armies engaged in battle for two days with heavy casualties, especially on the Union side. Grant refused to retreat. Instead, he moved his army farther south. Lee followed him. On May 8, 1864, Grant attacked Lee's troops near **Spotsylvania**, beginning a battle that raged for 12 days. The Union's Army of the Potomac lost 18,000 men at the Battle of Spotsylvania; the Confederates lost

12,000. In less than three weeks, Grant had lost 33,000 men. On May 31, Lee and Grant collided again at **Cold Harbor**, where Grant's forces were defeated with heavy losses. The Union lost about 13,000 troops; the Confederates lost only 2,500 or fewer.

In 1865, Grant's forces broke through the last line of Richmond's defenses, and the city fell on April 3. Confederate troops and government officials fled Richmond, setting fire to parts of the city as they left to prevent Union troops from using it for shelter and supplies. The Union took control of what was left of the city. The Confederate capital was captured. President Lincoln traveled to Richmond a few days later to see the evidence of this significant Union victory for himself.

HISTORICAL THINKING

- 1. READING CHECK** What was Grant's strategy in the South?
- 2. ANALYZE LANGUAGE USE** Mary Chesnut used a figurative expression to describe how she felt about the fall of Atlanta. How did she articulate how she felt about the war? Use evidence from the text to support your answer.
- 3. MAKE PREDICTIONS** What effect could you predict the Union capture of Richmond would have on the Civil War's outcome?

Lincoln's Vision

Politicians and public officials use speeches to express their views on public policy. During his political career, Abraham Lincoln delivered a number of speeches, several of which became some of the most formative speeches in U.S. history.

For nearly 100 years, historians believed that no photos existed of Lincoln delivering the Gettysburg Address. But in 1952, National Archives employee Josephine Cobb was examining a crowd shot taken by photographer Mathew Brady at Gettysburg on November 19, 1863. She had the photo enlarged and examined where she thought Lincoln might have been standing in that crowd. And right there, in the middle of the crowd, she identified the out-of-focus—but unmistakable image—of Abraham Lincoln delivering the Gettysburg Address. You can see this rare photo below.

Lincoln was not known as a speaker gifted with a captivating voice or dramatic delivery. Rather, the force

of his speeches came from the words themselves. For example, the Gettysburg Address is just 272 words long, and it took only around three minutes for Lincoln to deliver it. But in this succinct address, Lincoln reminded Americans of the foundation on which the United States was built and on which it still rested. Quite intentionally, he framed his words around the principles of liberty and equality as set forth in the Declaration of Independence.

CRITICAL VIEWING Locate Abraham Lincoln in the photograph below. What do you notice about Lincoln's position in the crowd and how it differs from the ways in which the president is protected in public today?



8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his 'House Divided' speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865); 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

DOCUMENT ONE

Primary Source: Speech
The Gettysburg Address, by Abraham
Lincoln, November 19, 1863

As president, Lincoln used the opportunity of a battle site dedication to appeal to his fellow citizens to take up “unfinished work” of those who had died. He begins by situating his words in time by using the phrase “fourscore and seven” as a way of expressing the number 87. The word *score* means 20, so *fourscore* equals 80. By referring to 87 years ago, Lincoln asks his listeners to remember the American Revolution and the nation’s founding principles of liberty and equality.

CONSTRUCTED RESPONSES

What did Lincoln mean by “testing whether that nation or any nation so conceived and so dedicated can long endure”?

What action did Lincoln propose as the best way to honor those who had died at Gettysburg?

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

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

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

DOCUMENT TWO

Primary Source: Speech
from Second Inaugural Address, by Abraham Lincoln,
March 4, 1865

When Lincoln delivered this speech in March 1865, the North was close to victory. Lincoln did not speak of happiness, nor did he gloat about the South’s impending defeat. Instead, he spoke about his sadness over the loss of life during the war. Just over a month later, the president who had saved the Union would be assassinated.

CONSTRUCTED RESPONSE What was Lincoln referring to when he called on Americans “to bind up the nation’s wounds”?

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

SYNTHESIZE & WRITE

- 1. REVIEW** Review what you have learned about the events leading up to Lincoln’s address at Gettysburg and his Second Inaugural Address.
- 2. RECALL** On your own paper, write the main themes that emerge from the Gettysburg Address and this excerpt from Lincoln’s Second Inaugural Address.
- 3. CONSTRUCT** Construct a topic sentence that answers this question: What was President Lincoln’s vision for the United States after the Civil War, and how did he try to persuade Americans to support that vision?
- 4. WRITE** Using evidence from this chapter and the documents, write a persuasive paragraph that supports your topic sentence in Step 3.

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox;
8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

3.4 Appomattox

Forgiving a sibling or a friend after a fight is hard to do. Generals Grant and Lee had a difficult task in front of them when they met to end the war. Grant wondered: Was it better to forgive former enemies, or punish them further?

MAIN IDEA The Civil War ended with the surrender of the Confederacy at a simple ceremony in Virginia.

SURRENDER AT LAST

By the beginning of 1865, war had nearly completely devastated the South. Sherman continued to march through the Carolinas, burning homes, barns, and crops. Knowing the end was near, Confederate president Jefferson Davis sent his vice president, **Alexander Stephens**, to meet with Lincoln on February 3, 1865. His goal was to negotiate peace and bring the war to an end. Not interested in negotiating, Lincoln demanded that the Confederacy surrender completely. Stephens refused, and the war continued.

Meanwhile, General Lee finally had to abandon his defense of Richmond after the Confederate government fled and Union troops marched in to take over the city. But Lee still had hopes of turning the situation around. He tried to move his forces south in order to join other Confederate forces in North Carolina. Lee's army never reached that goal. Union cavalry surrounded Lee and his troops near the Virginia town of **Appomattox Court House**, halting his progress. Following a brief battle, Lee agreed to surrender.

On April 9, 1865, Lee met Grant in the front room of Wilmer McLean's home in Appomattox Court House. Grant arrived in his muddy field uniform, while Lee wore his full dress uniform. Lee accepted Grant's terms of surrender. All Confederate officers and soldiers were pardoned. They could keep their private property, including their horses, which they would need for spring planting. Confederate officers were also allowed to keep their side arms. Grant made sure that Lee's

men, many of whom were starving, would receive Union rations. Grant told his officers: "The war is over. The Rebels are our countrymen again."

The Confederacy had fought with courage and endured almost unimaginable hardships. But courage was not enough to defeat the resources and manpower of the far more powerful industrial North. The Union prevailed.

COSTS OF THE WAR

In dollars and cents, the Union spent more than \$3 billion on the war; the Confederacy spent about \$1 billion. But these amounts of money for military expenditures barely compared to the massive loss of life. Roughly 620,000 men had died: 360,000 Union soldiers and 260,000 Confederate soldiers, the most American lives lost in any conflict to date.

Two out of every three deaths occurred not from battle, but from disease. The most common diseases in army camps were typhoid fever, smallpox, measles, diarrhea, pneumonia, malaria, and tuberculosis. Army surgeons relieved the pain of sick and wounded soldiers by prescribing millions of doses of a highly addictive medication called **morphine**. Morphine worked well to ease wounded soldiers' pain, but many Civil War **veterans**, or people who had served in the military, became addicted to it.

The war had direct economic consequences for American families. The loss of fathers or sons often meant the loss of family breadwinners. Countless wounded veterans were unable to work, and families fell into poverty. Many homes, farms,



and businesses, particularly in the South, had been destroyed. Lives, careers, and communities had to be rebuilt.

Even after financial costs were recovered, the emotional toll of such intense loss persisted for generations. The war itself became the subject or backdrop for art and literature. In 1863, Louisa May Alcott published *Hospital Sketches*, a collection of stories crafted from her letters home while she served as a nurse in Washington, D.C., during the war. Thirty-two years later Stephen Crane published *The Red Badge of Courage*, a novel based on the life of Private Henry Fleming. Crane was not yet born when the war broke out, but his novel captured the horrific details of battlefield experiences nonetheless. That Crane's novel still resonated with American readers three decades after the war ended speaks to the profound effect the Civil War had on the country.

CRITICAL VIEWING To commemorate the centennial anniversary of the end of the Civil War, the National Geographic Society commissioned Tom Lovell to paint *Surrender at Appomattox*. Lee, dressed in gray, signs the surrender terms while Grant and his officers look on. Their meeting was somber, but friendly. Upon signing, Lee is reported to have said, "This will have a very happy effect on my army." Based on details you notice in the painting, how did Grant treat Lee during the signing?

HISTORICAL THINKING

- 1. READING CHECK** What were the terms of surrender that Grant delivered to Lee?
- 2. ANALYZE LANGUAGE USE** What do you think Grant was saying about what it means to be an American when he stated, "The war is over. The Rebels are our countrymen again"?
- 3. FORM AND SUPPORT OPINIONS** Explain whether you think the financial losses or personal losses of the war were greater, and support your opinion with information from the text.

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments; **8.10.6** Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox; **8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.



Ball's Bluff National Cemetery Leesburg, Virginia

The need to lay soldiers to rest respectfully after battle led to the creation of national cemeteries during the Civil War. These sites honor the bravery and sacrifice of the men and women who have served their country throughout its history.

In 1861, a Union raiding party crossed the Potomac River at Ball's Bluff in Leesburg, Virginia. They tangled with a Confederate patrol, and a skirmish began, moving down the steep slope of the bluff and into the river. Many soldiers drowned, dragged under the water by the weight of their heavy gear. Using their geographic advantage, Confederate troops shot down at Union soldiers from the top of the bluff, causing even more fatalities. To the horror of President Lincoln, the bodies of many Union soldiers washed up on the shores of the Potomac in Washington, D.C., after the battle. The embarrassing and devastating defeat prompted Congress to form a committee to investigate Union losses, the treatment of wounded soldiers, illegal trade with Confederate states, and military contracts.

More than 50 of the Union soldiers who fell at Ball's Bluff were buried near the battle site, at what would become a national cemetery. In what ways does a cemetery like Ball's Bluff serve as a shrine to the fallen?



CRITICAL VIEWING The Ball's Bluff National Cemetery is one of the nation's smallest military cemeteries. Established in 1865 as the burial place for Union soldiers killed at Ball's Bluff, only the name of one soldier is known: James Allen, a Union soldier and member of Company H, 15th Massachusetts Infantry. What does the unique perspective of this photo by National Geographic photographer Ken Garrett reveal about the cemetery?

4.1 Landmark Amendments and Terrible Loss

The end of slavery was a great moral victory for the nation. But it became a source of rage for some—rage that triggered violence and terrible loss.

MAIN IDEA Abraham Lincoln planned to rebuild the South and restore the Union, but others would have to follow through for him.

SLAVERY IS ABOLISHED

In January 1865, three months before Lee would surrender, Congress passed the **13th Amendment**, which prohibited slavery in the United States. As with all amendments, it was sent to the states for ratification. By December 1865, three-quarters of the states had approved it, and the 13th Amendment was added to the Constitution.

Slavery was over. Georgia, a former Confederate state, provided the final vote needed for ratification. The amendment states, “Neither slavery nor involuntary **servitude** [being enslaved] . . . shall exist within the United States, or any place subject to their **jurisdiction** [the authority to enforce laws within a given area].” The 13th Amendment abolished slavery, but African Americans were not guaranteed full equality under the law until 1868, with the ratification of the **14th Amendment**. African-American men received voting rights when the **15th Amendment** was ratified in 1870.

Outlawing the practice of slavery was a giant step toward equality and justice. However, discrimination and racism did not magically disappear with the passage of the 13th, 14th, and 15th Amendments. African Americans were frequent victims of violence at the hands of whites. With few options for employment, many southern African Americans went back to work on plantations, where they earned poverty-level wages. Further, African Americans could not depend on a legal system that still favored whites.

LINCOLN'S ASSASSINATION

After the Civil War ended, Lincoln's primary goal was, once again, reuniting the nation. He recognized that integrating newly freed African Americans into society and rebuilding the physical and social structures of the South would be a delicate operation. He planned to implement measures to remedy the injustices of slavery, bring the former Confederate states back into the Union, and rebuild the South.

These plans became known as **Reconstruction**. Lincoln knew he would have to act with careful diplomacy in order to carry out these measures without inflaming already volatile racial and sectional tensions. However, he realized some issues would cause an uproar, no matter the diplomacy used in proposing them. For example, on April 11, 1865, he suggested that some African-American men should have the right to vote. As you have read, that right would not be guaranteed for another five years.

Just three days later on April 14, 1865, **John Wilkes Booth**, an actor and Confederate sympathizer, fatally shot Lincoln at Ford's Theatre in Washington, D.C., as the president watched a play. Audience members rushed the president from Ford's Theatre to the Petersen House, a boarding house across the street. Lincoln never regained consciousness, and he died the next morning. For the first time in U.S. history, a sitting president had been **assassinated**, or murdered for political reasons.

On April 21, Lincoln's funeral train began a somber journey to Springfield, Illinois, where he had lived before becoming president. Thousands of Americans lined the train's route to mourn. Lincoln was buried on May 4, 1865.

Vice President Andrew Johnson succeeded Lincoln as president. Johnson favored Lincoln's Reconstruction policies, but he lacked Lincoln's leadership skills. Also, Republican congressmen distrusted him because he was a former Democrat and former slaveholder.

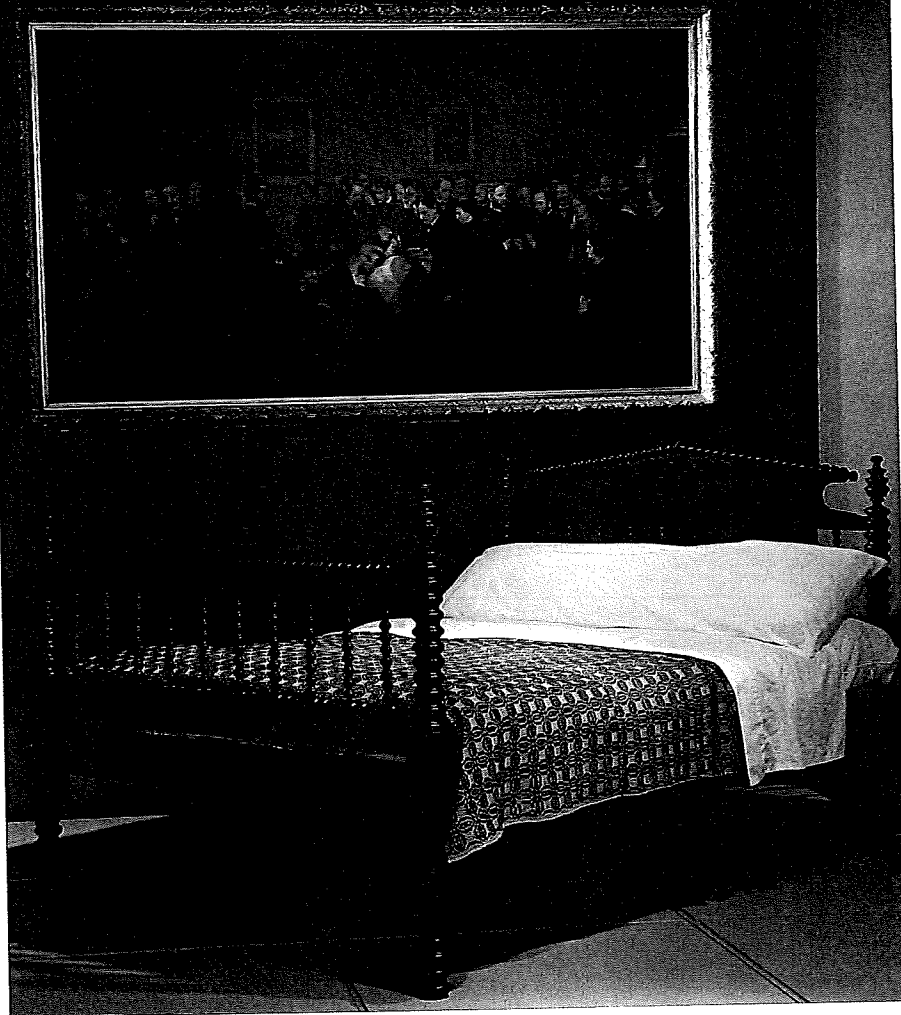
Johnson could not stop Congress from enacting harsh penalties on the southern states. In particular, the **Radical Republicans** believed the former Confederacy should be punished for secession and war. Their treatment of the South caused long-standing resentment and discontent among many southerners.

Lincoln's steady leadership had brought an end to the Civil War. Following his death, the nation struggled to regain a true sense of unity as it rebuilt without the leader who had saved it. The far-reaching consequences of his loss were yet to be realized. The morning he died, Lincoln's Secretary of War, Edwin M. Stanton, is reported to have said either, "Now he belongs to the ages" or "Now he belongs to the angels." For Americans in 1865, both statements rang true.



Chicago History Museum

After Lincoln was shot, he was taken to a small bedroom in the Petersen House and laid in this bed, diagonally, because he was so tall. Today, you can see Lincoln's death bed at the Chicago History Museum. *The Last Hours of Abraham Lincoln*, painted by Alonzo Chappel in 1868, hangs above the bed. It dramatizes Lincoln's last hours, features Mary Todd Lincoln weeping on his chest, and includes many of the people who visited Lincoln before he died.



HISTORICAL THINKING

1. **READING CHECK** How did Lincoln plan to reunite and heal the nation after the Civil War?
2. **ANALYZE LANGUAGE USE** What do you think is meant by the phrase "or any place subject to their jurisdiction" in the 13th Amendment?
3. **EVALUATE** In what ways did Lincoln's assassination affect Reconstruction and attitudes in the South?

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; 8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions; 8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

4.2 The Legacy of the War

The Civil War was one of the most formative events in American history. Four years of battle and loss resulted in both positive and negative consequences.

MAIN IDEA The Civil War left a legacy of unresolved economic and political issues that would have long-lasting effects on the United States.

REBUILDING THE NATION

Conditions in the North and the South after the Civil War contrasted dramatically. The devastated South struggled to recover from the financial and physical destruction it suffered during the war. Its economy had been based on growing and exporting crops for cash. Invading armies had burned down farms and destroyed crops and fields, and, at least initially, few resources existed to rebuild them. The North's naval blockade of southern exports resulted in plantation owners' financial ruin. The biggest economic blow, however, was the abolition of slavery and the resulting loss of "free" labor. Southern plantation owners would have to find other ways to profit from agriculture as the South rebuilt.

Although the North had suffered some destruction and hundreds of thousands of **casualties**, or dead or injured men, it emerged from the war more prosperous than ever. The war effort had led to a rapid growth of the North's industrial economy. Manufacturing had expanded because of the need to build products necessary to fight the war, from guns to railroad cars to uniforms and shoes. Many northern business owners grew rich on wartime profits and the industrial boom that followed. Even northern agriculture prospered during and after the war, as the Union's farms began using more farm machinery to grow and harvest crops with fewer farmers in the fields. In fewer than 50 years after the Civil War, the expansion of primarily northern manufacturing, mining, and transportation made the United States the world's leading industrial nation.

LAND GRANTS AND HOMESTEADS

The Civil War achieved two significant goals: the preservation of the Union and the abolition of slavery. The United States banned slavery later than some other countries. Great Britain had outlawed slavery throughout its empire, including the British West Indies, with the 1833 **Slavery Abolition Act**. In the Western Hemisphere, many South American countries had already abolished slavery as well, though Brazil didn't outlaw the institution until 1888.

Another result of the war was the greatly expanded power and size of the federal government. The balance of power shifted from individual states and regions to Washington, D.C. The federal government was quick to use its power, and one of its goals was to encourage the settlement and development of the West. The government had already begun to put some of its planned programs in motion even before the end of the Civil War.

The **Morrill Act**, signed into law by President Lincoln on July 2, 1862, provided each state with 30,000 acres of federal land grants for each member of its congressional delegation. The land was then sold to the states, and the proceeds were used to fund public colleges that focused on agriculture and the mechanical arts. These land grants funded 69 colleges, including Cornell University, the Massachusetts Institute of Technology, and the University of Wisconsin at Madison.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey); 8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

WAR BY THE NUMBERS

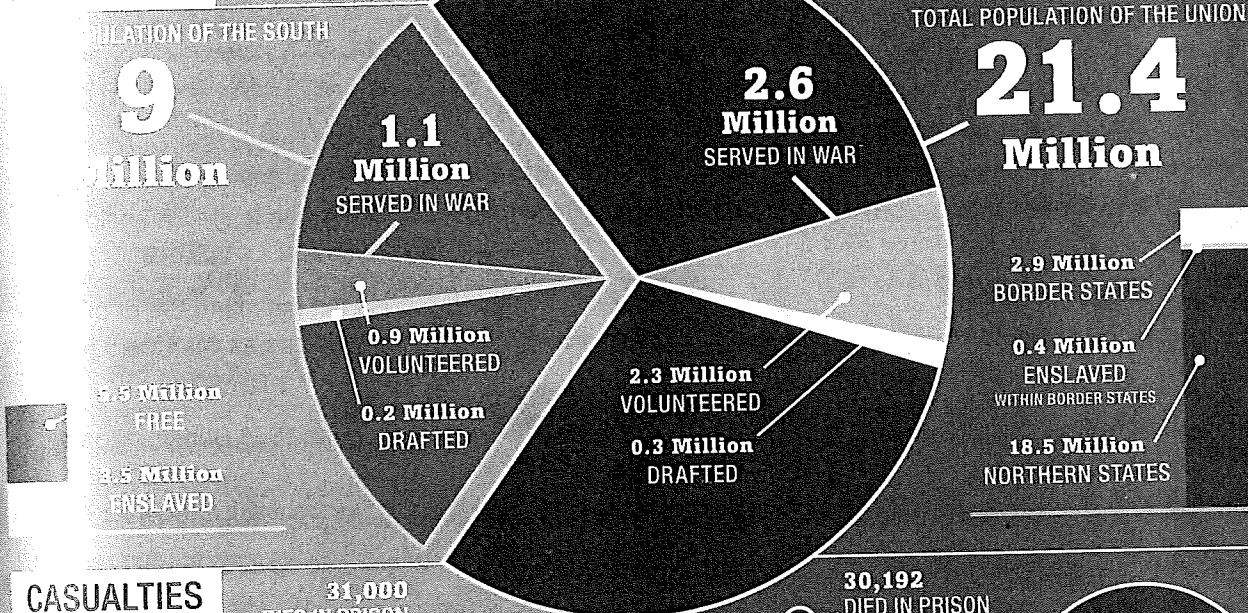
CONFEDERACY

VS

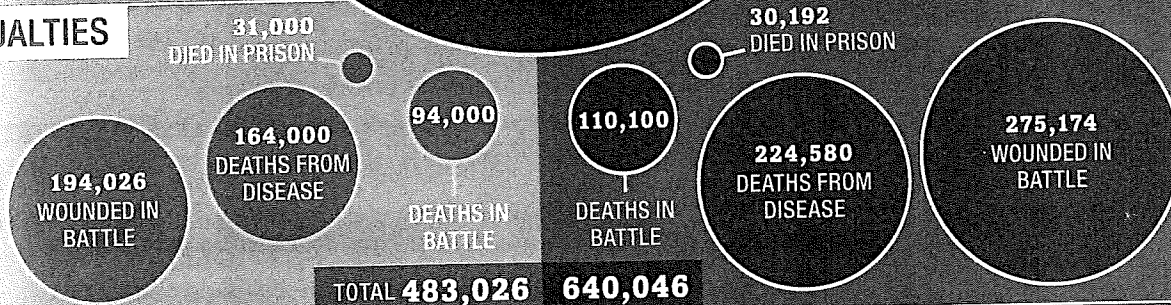
UNION

Sources:
National Park Service;
U.S. Census Bureau;
Congressional Research
Service

POPULATION



CASUALTIES



COST



\$1 Billion

\$3.2 Billion



The **Homestead Act**, signed into law on May 20, 1862, set in motion a program of public land grants to small farmers. It provided that any adult citizen who headed a family could qualify for a grant of 160 acres of public land by paying a small registration fee and living on the land continuously for five years.

The main task of the country's political leaders, however, was, in Lincoln's words, "to bind up the nation's wounds." Many years would pass before the nation would recover politically, economically, and socially. This struggle would be especially difficult for the South.

HISTORICAL THINKING

- 1. READING CHECK** What were the major economic and political impacts of the Civil War on American life?
- 2. COMPARE AND CONTRAST** How did the aftermath of the Civil War affect the southern agricultural economy and northern industrial economy differently?
- 3. SYNTHESIZE** Consider how land grants affected education and farming. Then use the Financial Literacy handbook to conduct a cost-benefit analysis of one of the land grants.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare; 8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies; HI 6 Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

REVIEW

VOCABULARY

Use each of the following vocabulary words in a sentence that shows an understanding of the term's meaning.

1. stalemate **HSS.8.10.6**
Since they could not agree on a single point, their argument ended in a stalemate.
2. exemption **HSS.8.10.7**
3. quarantine **HSS.8.10.7**
4. conscription **HSS.8.10.7**
5. scapegoat **HSS.8.10.7**
6. bluff **HSS.8.10.6**
7. Homestead Act **HSS.8.12.3**
8. servitude **HSS.8.10.7**

READING STRATEGY

ANALYZE LANGUAGE USE

If you haven't done so already, complete your graphic organizer to analyze how word choices throughout the text help convey the realities of war. Then answer the question.

I Read <i>Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure.</i>		
I Know	War	And So

9. How do the words used by President Lincoln in the Gettysburg Address help you understand the impact of the Civil War on the United States? **HSS.8.10.4**

MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

10. What major change in the war led to Lincoln's decision to issue the Emancipation Proclamation? **LESSON 1.1** **HSS.8.10.4**
11. What challenges did the members of the 54th Massachusetts face as new members of the U.S. Army? **LESSON 1.3** **HSS.8.10.5**
12. What provision of the 1863 Conscription Act was most responsible for sparking draft riots throughout the Northeast? **LESSON 2.1** **HSS.8.10.7**
13. What measures did the North and the South take to pay for the war? **LESSON 2.2** **HSS.8.10.7**
14. What problems did prison camps in the North and the South share? **LESSON 2.3** **HSS.8.10.7**
15. Why are the Union victories at Vicksburg and Gettysburg considered turning points in the war? **LESSON 3.1** **HSS.8.10.6**
16. What was the main military goal of Sherman's march through Georgia? **LESSON 3.2** **HSS.8.10.6**
17. What were the main provisions of Grant's terms of surrender? **LESSON 3.4** **HSS.8.10.6**
18. In what ways did Lincoln's assassination affect the treatment of the South during Reconstruction? **LESSON 4.1** **HSS.8.10.4**
19. How did the federal government support its goal of expansion into western states after the war? **LESSON 4.2** **HSS.8.12.3**

HISTORICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

20. **MAKE CONNECTIONS** In what ways did having a strong central government help Lincoln wage war against the Confederacy? **HSS.8.10.4**

21. **MAKE INFERENCES** How did the battles fought during Sherman's march through the South reflect broader struggles during the war? **HSS.8.10.7**
22. **EVALUATE** How and why did the war become a war to end slavery? **HSS.HI.1**
23. **DRAW CONCLUSIONS** What is the main reason Lincoln chose Grant to lead the Union armies after the Battle of Vicksburg? **HSS.HI.2**

24. **SYNTHESIZE** How did the Civil War change the United States? **HSS.8.10.7**
25. **FORM AND SUPPORT OPINIONS** What was the most important factor in the Union victory over the Confederacy? Support your opinion with evidence from the text. **HSS.8.10.6**
26. **SEQUENCE EVENTS** What amendments followed the Civil War, and what meaning did they have? Create an annotated time line to illustrate your answer. **HSS.CST.2**

ANALYZE SOURCES

In his 1863 political cartoon, Thomas Nast imagines what impact emancipation would have on African Americans. Look closely at the cartoon and then answer the following questions.



27. How is slavery depicted in this cartoon? **HSS.REP.4**
28. How is emancipation depicted in this cartoon? **HSS.REP.4**
29. Why does Nast include Lincoln in this cartoon? **HSS.REP.4**
30. How might Americans in the North and the South have viewed this cartoon differently? Explain. **HSS.REP.4**

CONNECT TO YOUR LIFE

31. **NARRATIVE** Think about the events that became turning points in the Civil War. Connect your knowledge about this time in history to your own life. Have there been any turning points in your life? Do you expect there to be any turning points in your life in the future? Write a paragraph in which you compare turning points on a national scale like those in the Civil War to more personal turning points like those you've experienced or expect to experience in your life. **HSS.CBT.2**

TIPS

- Make a time line of principal turning points in the Civil War. Then make a time line of possible turning points in your own life.
- Use two or three vocabulary terms from the chapter in your narrative.
- Conclude the narrative with a comment that ties Civil War turning points to your own life.