



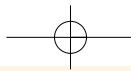
CHAPTER
16

The Civil War Begins 1861-1862

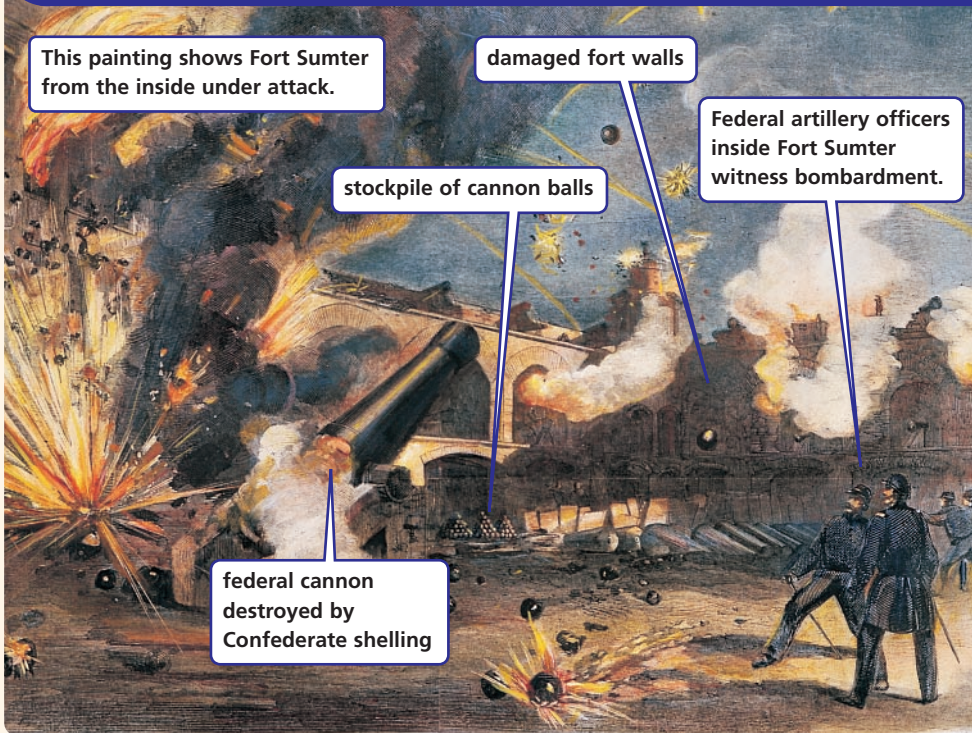
- Section 1* **War Erupts**
- Section 2* **Life in the Army**
- Section 3* **No End in Sight**



In this vivid engraving, South Carolina shore guns fire on Fort Sumter in Charleston's harbor.



Interact *with* History

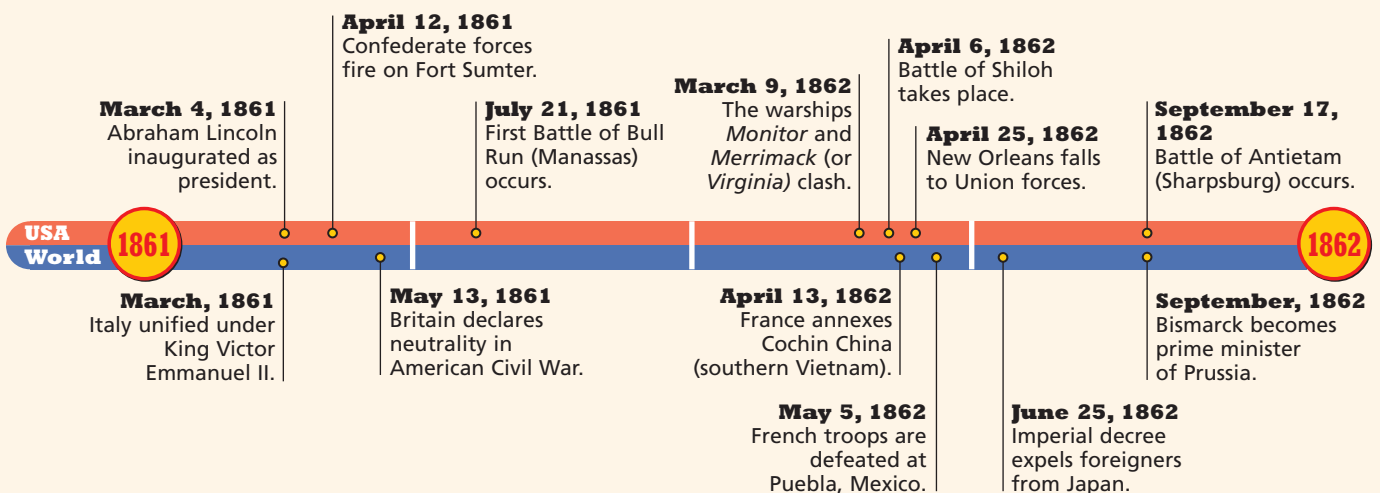


The date is April 12, 1861. You and other residents of Charleston, South Carolina, watch the bombardment of Fort Sumter by Confederate forces. This event signals the beginning of the Civil War—a war between factions or regions of the same country.

What Do You Think?

- What sort of physical destruction might take place in a civil war?
- What social, political, and economic trouble might be likely to occur in a civil war?
- What might happen when a civil war breaks out?

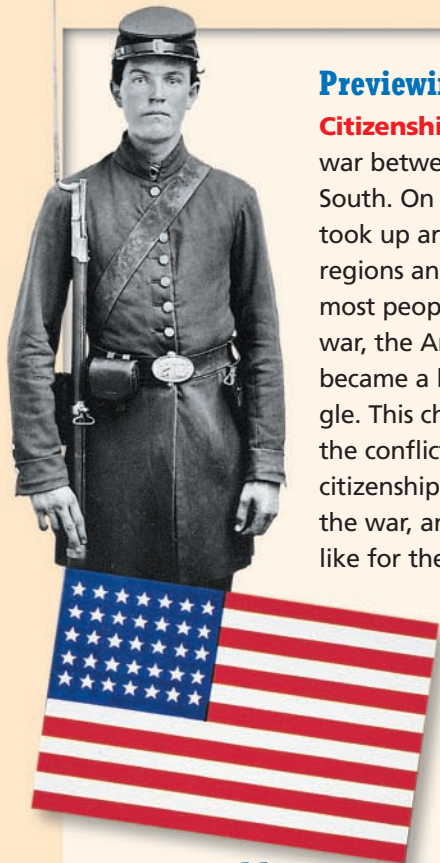
How might a civil war be worse than other wars?





Chapter 16 SETTING THE STAGE

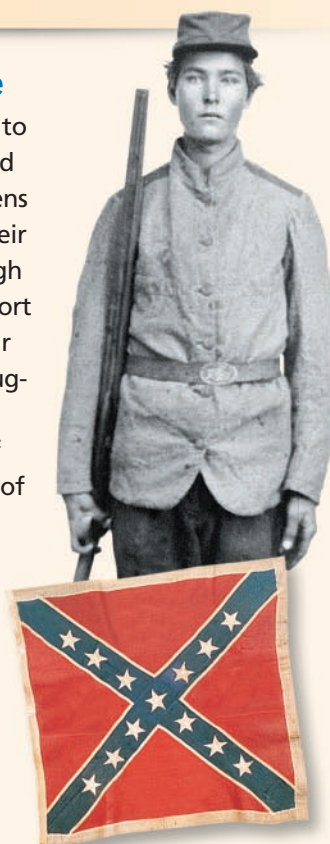
BEFORE YOU READ



Union Soldier

Previewing the Theme

Citizenship Secession led to war between the North and South. On both sides, citizens took up arms to defend their regions and ideals. Although most people expected a short war, the American Civil War became a long, bloody struggle. This chapter describes the conflicting demands of citizenship, the early years of the war, and what life was like for the soldiers.



Confederate Soldier


What Do You Know?

What do you think of when you hear the phrase *civil war*? What would it be like to fight in a war of brother against brother? Where and how did the Civil War begin?

THINK ABOUT

- what a civil war is
- what you've learned about the Civil War from movies, television, and books
- reasons that countries threaten to break apart in today's world

What Do You Want to Know?

 What details do you need to help you understand the outbreak of the Civil War? Make a list of those details in your notebook before you read the chapter.

READ AND TAKE NOTES

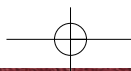
Reading Strategy: Comparing and Contrasting

When you compare, you look for similarities between two or more objects, ideas, events, or people. When you contrast, you look for differences. Comparing and contrasting can be a useful strategy

for studying the two sides in a war. Use the chart shown here to compare and contrast the North and the South in the early years of the Civil War.

 See Skillbuilder Handbook, page R11.

	North	South
Reasons for fighting		
Advantages		
Disadvantages		
Military strategy		
Battle victories		



1 War Erupts

TERMS & NAMES

Fort Sumter
Robert E. Lee
border state
King Cotton
Anaconda Plan
blockade
First Battle of Bull Run

MAIN IDEA

The secession of the Southern states quickly led to armed conflict between the North and the South.

WHY IT MATTERS NOW

The nation's identity was in part forged by the Civil War.

ONE AMERICAN'S STORY

Two months before the Civil War broke out, 22-year-old Emma Holmes of Charleston began keeping a detailed diary. Like other South Carolinians, Holmes got caught up in the passions that led her state to secede. From a rooftop, she witnessed the event that started the war. She wrote about South Carolina's attack on Fort Sumter, a federal fort in Charleston's harbor, in her diary.

A VOICE FROM THE PAST

[A]t half past four this morning, the heavy booming of cannons woke the city from its slumbers. . . . Every body seems relieved that what has been so long dreaded has come at last and so confident of victory that they seem not to think of the danger of their friends. . . . I had a splendid view of the harbor with the naked eye. We could distinctly see flames amidst the smoke. All the barracks were on fire. . . . With the telescope I saw the shots as they struck the fort and [saw] the masonry crumbling.

Emma Holmes, *The Diary of Emma Holmes 1861–1866*

Many Southerners expected a short war that they would easily win. Northerners expected the same. In this section, you will learn how the war started, how the states divided, and how each side planned to win.

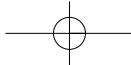


This photograph of Emma Holmes was taken in 1900.

First Shots at Fort Sumter

As they seceded from the Union (the states loyal to the United States of America during the Civil War), the Southern states took over most of the federal forts inside their borders. President Abraham Lincoln had to decide what to do about the forts that remained under federal control. Major Robert Anderson and his garrison held on to **Fort Sumter** in the harbor of Charleston, South Carolina, but they were running out of supplies.

If Lincoln supplied the garrison, he risked war. If he ordered the troops to leave the fort, he would be giving in to the rebels. Lincoln informed South Carolina that he was sending supply ships to Fort Sumter. Leaders of the Confederacy (the nation formed by Southern states in 1861) decided to prevent the federal government from holding onto the fort by attacking before the supply ships arrived.



At 4:30 A.M. on April 12, 1861, shore guns opened fire on the island fort. For 34 hours, the Confederates fired shells into the fort until Anderson was forced to surrender. No one was killed, but the South's attack on Fort Sumter was the beginning of the Civil War.

Lincoln Calls Out the Militia

Two days after the surrender of Fort Sumter, President Lincoln asked the Union states to provide 75,000 militiamen for 90 days to put down the uprising in the South. Citizens of the North responded with enthusiasm to the call to arms. A New York woman wrote, "It seems as if we never were alive till now; never had a country till now."

In the upper South, however, state leaders responded with anger. The governor of Kentucky said that the state would "furnish no troops for the wicked purpose of subduing her sister Southern States." In the weeks that followed, Virginia, North Carolina, Tennessee, and Arkansas voted to join the Confederacy.

As each state seceded, volunteers rushed to enlist, just as citizens did in the North. A young Arkansas enlistee wrote, "So impatient did I become for starting that I felt like ten thousand pins were pricking me in every part of the body, and started off a week in advance of my brothers." Some feared the war would be over before they got the chance to fight.

With Virginia on its side, the Confederacy had a much better chance for victory. Virginia was wealthy and populous, and the Confederacy in May of 1861 moved its capital to Richmond. Virginia also was the home of **Robert E. Lee**, a talented military leader. When Virginia seceded, Lee resigned from the United States Army and joined the Confederacy. Although Lee opposed slavery and secession, he explained, "I cannot raise my hand against my birthplace, my home, my children." He eventually became the commanding general of the Army of Northern Virginia.

Choosing Sides

After Virginia seceded, both sides knew that the border states would play a key role in the war's outcome. The **border states**—Delaware, Maryland, Kentucky, and Missouri—were slave states that bordered states in which slavery was illegal. Because of their location and resources, the border states could tip the scales toward one side.

Keeping Maryland in the Union was important for the North. If Maryland seceded, then Washington, D.C., would be cut off from the Union. To hold on to the state, Lincoln considered arresting Maryland lawmakers who backed the South, but he decided against it.

Background

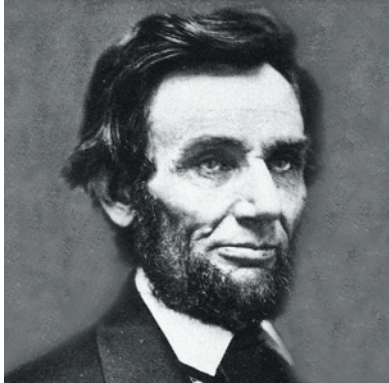
The state militias were armies of ordinary citizens rather than professional soldiers.

ReadingHistory

A. Comparing

Why might citizens in both the North and the South have been eager to fight in the Civil War?

AMERICA'S HISTORY MAKERS



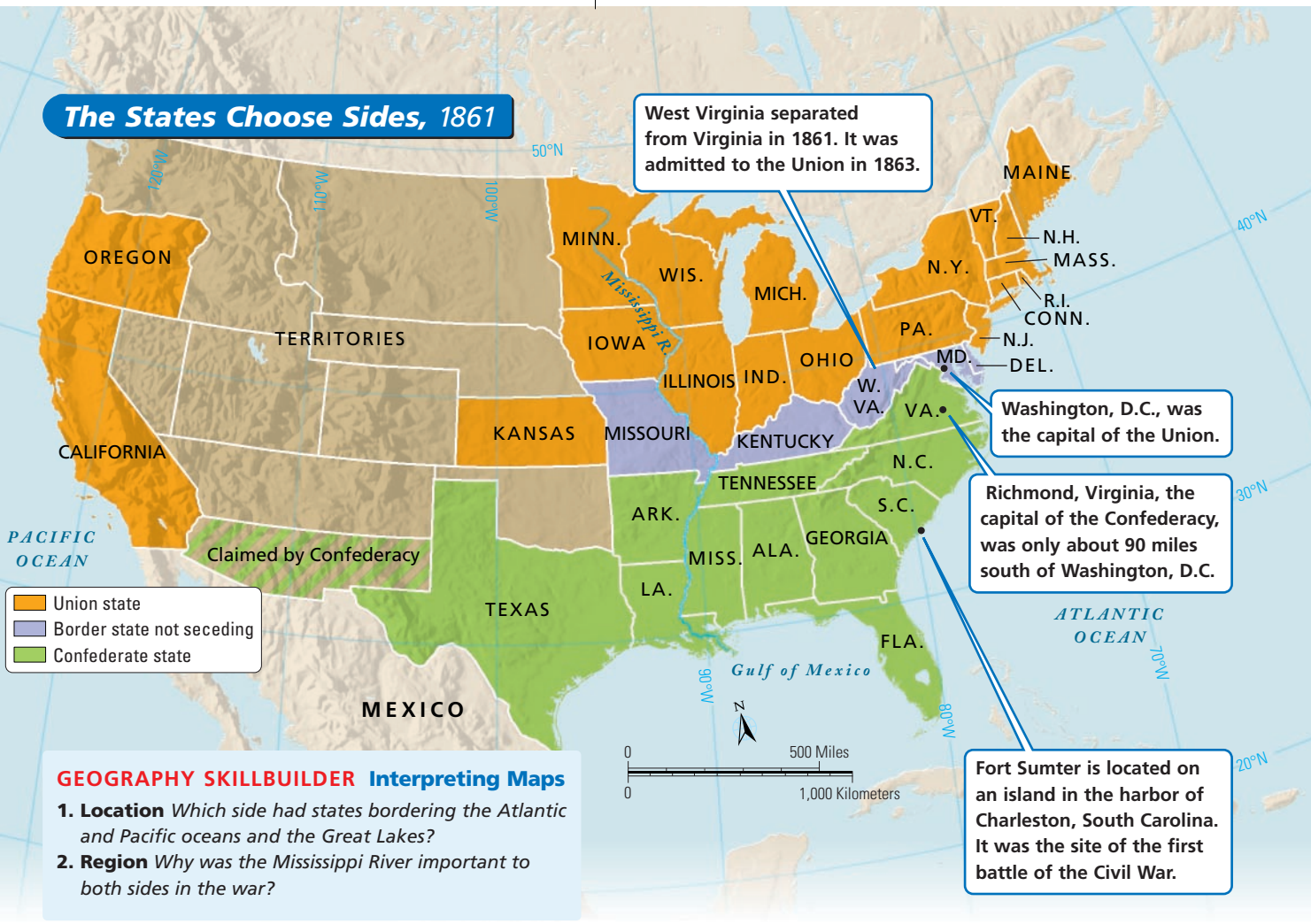
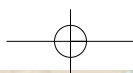
ABRAHAM LINCOLN

1809–1865

Today, Abraham Lincoln is considered one of the great men of all time. Yet early in his presidency, he was widely criticized and ridiculed. Critics labeled him ignorant, incompetent, and socially crude. As Lincoln grew into his job, however, he gained the respect and affection of many Northerners.

Even as a youth, Lincoln had displayed a gift for public speaking. During the Civil War, through his speeches and writings, Lincoln inspired fellow Americans to "dare to do our duty as we understand it."

Why would the ability to inspire people be important in a wartime leader?



Pro-Union leaders eventually gained control of the Maryland legislature, and the state stayed in the Union.

Kentucky was also important to both sides because of its rivers. For the Union, the rivers could provide an invasion route into the South. For the South, the rivers could provide a barrier. Kentuckians were deeply divided over secession. However, a Confederate invasion in 1861 prompted the state to stay in the Union.

Both Missouri and Delaware also stayed in the Union. In Virginia, federal troops helped a group of western counties break away. These counties formed the state of West Virginia and returned to the Union. In the end, 24 states made up the Union and 11 joined the Confederacy.

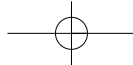
Reading History

B. Summarizing
 Why were the border states critical to the war's outcome?

Strengths and Weaknesses

The Union had huge advantages in manpower and resources. The North had about 22 million people. The Confederacy had roughly 9 million, of whom about 3.5 million were slaves. About 85 percent of the nation's factories were located in the North. The North had more than double the railroad mileage of the South. Almost all the naval power and shipyards belonged to the North.

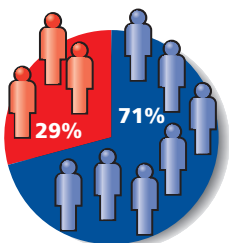
The Union's greatest asset, however, was President Abraham Lincoln. He developed into a remarkable leader. Lincoln convinced Northerners that democracy depended on preserving the Union.



Resources, 1860

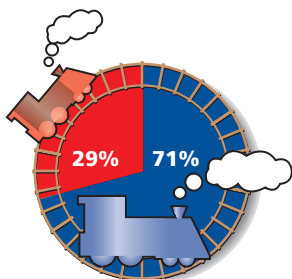
The pie charts show the relative strength of the Union and the Confederacy in population and industry.

Total U.S. Population

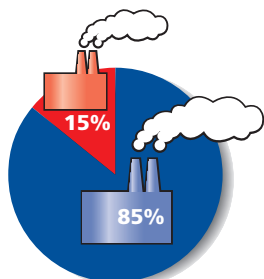


■ Union ■ Confederacy

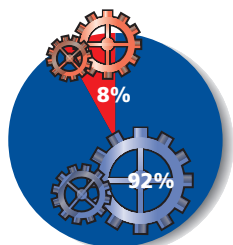
Total U.S. Railroad Mileage



Total U.S. Manufacturing Plants



Total U.S. Industrial Workers



Source: *Encyclopedia Americana*

SKILLBUILDER Interpreting Charts

1. Which side had more resources?
2. How might the North's railways and factories have helped its armies?

The Confederacy had some advantages, too. It began the war with able generals, such as Robert E. Lee. It also had the advantage of fighting a defensive war. This meant Northern supply lines would have to be stretched very far. In addition, soldiers defending their homes have more will to fight than invaders do.

The Confederate Strategy

At first, the Confederacy took a defensive position. It did not want to conquer the North—it only wanted to be independent. “All we ask is to be let alone,” said Confederate President Jefferson Davis. Confederate leaders hoped the North would soon tire of the war and accept Southern independence.

The South also depended on **King Cotton** as a way to win foreign support. Cotton was king because Southern cotton was important in the world market. The South grew most of the cotton for Europe's textile mills. When the war broke out, Southern planters withheld cotton from the market. They hoped to force France and Britain to aid the Confederate cause. But in 1861, European nations had surplus cotton because of a big crop the year before. They did not want to get involved in the American war.

As the war heated up, the South soon moved away from its cautious plans. It began to take the offensive and try for big victories to wreck Northern morale.

The Union Strategy

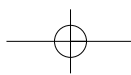
The North wanted to bring the Southern states back into the Union. To do this, the North developed an offensive strategy based on General Winfield Scott's **Anaconda Plan**. This plan was designed to smother the South's economy like a giant anaconda snake squeezing its prey.

The plan called for a naval blockade of the South's coastline. In a **blockade**, armed forces prevent the transportation of goods or people into or out of an area. The plan also called for the Union to gain control of the Mississippi River. This would split the Confederacy in two.

One of the drawbacks of Scott's plan was that it would take time to work. But many people, eager for action, were calling for an immediate attack on Richmond, the Confederate capital. Lincoln ordered an invasion of Virginia in the summer of 1861.

ReadingHistory

C. Supporting Opinions At the beginning of the Civil War, which side would you have predicted to win? Why?



Battle of Bull Run

To take Richmond, the Union army would first have to defeat the Confederate troops stationed at the town of Manassas, Virginia. This was a railway center southwest of Washington, D.C.

On July 21, 1861, Union forces commanded by General Irvin McDowell clashed with Confederate forces headed by General Pierre Beauregard near a little creek called Bull Run north of Manassas. In the North, this battle came to be known as the **First Battle of Bull Run**.

At one point in the battle, a Confederate officer rallied his troops by pointing his sword toward Southern General Thomas J. Jackson. The officer cried, “There is Jackson standing like a stone wall! Rally behind the Virginians!” From this incident, Jackson won the nickname “Stonewall” Jackson. His men held fast against the Union assault.

As fresh troops arrived, the Confederates equaled the Union forces in number and launched a countercharge. Attacking the Union line, they let out a blood-curdling scream. This scream, later called the “rebel yell,” caused the Union troops to panic. They broke ranks and scattered.

The Confederate victory in the First Battle of Bull Run thrilled the South and shocked the North. Many in the South thought the war was won. The North realized it had underestimated its opponent. Lincoln sent the 90-day militias home and called for a real army of 500,000 volunteers for three years. In the next section, you will learn what army life was like.



The Confederate Army passes in review before General Pierre Beauregard.

Background

In the South, the battle was called the First Battle of Manassas. In most cases, the South named a battle after a nearby town. The North used a landmark near the fighting, usually a stream.

Section 1 Assessment

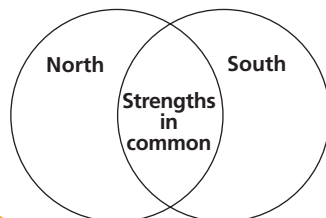
1. Terms & Names

Explain the significance of:

- Fort Sumter
- Robert E. Lee
- border state
- King Cotton
- Anaconda Plan
- blockade
- First Battle of Bull Run

2. Taking Notes

Use a Venn diagram to compare and contrast the strengths of the North and the South.



3. Main Ideas

- How did citizens in the North and the South respond to the outbreak of the Civil War?
- Why were the border states important to both sides in the Civil War?
- What kind of military strategy did each side develop?

4. Critical Thinking

Comparing How was the South’s situation in the Civil War similar to the situation of the Patriots in the Revolutionary War?

THINK ABOUT

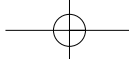
- their reasons for fighting
- their opponents’ strengths

ACTIVITY OPTIONS

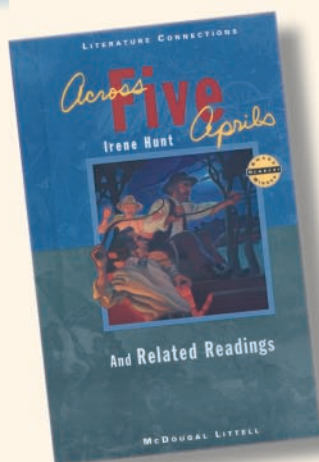
LANGUAGE ARTS

TECHNOLOGY

Read an account of the First Battle of Bull Run. Use the information to write a news article or plan the battle’s home page for the Internet.



Literature Connections



from

Across Five Aprils

by Irene Hunt

At the beginning of the Civil War, nine-year-old Jethro Creighton and his family live on a farm in southern Illinois. Although Illinois is a free state that remains in the Union, many people in the area have ties to states where slavery is legal. For example, the Creightons have relatives in “Kaintuck,” or Kentucky. When this excerpt begins, Jethro has already seen his brother Tom and his cousin Eb go off to fight for the Union. His other brothers, John and Bill, are trying to decide which side to fight for.

A line of wild geese flew southward far overhead, and Jethro stood motionless as he watched them disappear from sight. So **engrossed**¹ he was with the flight of the geese that he did not hear Bill’s footsteps until his brother was quite near. He caught his breath at sight of Bill’s face, which was swollen and beginning to grow discolored from a deep cut and many bruises.

“What’s hurt you, Bill?” he asked, his voice barely **audible**,² for he was pretty sure he knew.

“We had a fight, Jeth, about an hour ago. We fit like two madmen, I guess.”

“You and John?”

Bill’s sigh was almost a moan. “Yes, me and John. Me and my brother John.”

Jethro could not answer. He stared at the cut above Bill’s right eye, from which blood still trickled down his cheek. Somewhere, far off in another field, a man shouted to his horses, and the shout died away in a cry that ran frightened over the brown water of the creek and into the darkening woods.

He had heard cries often that autumn, all through the countryside. They came at night, wakened him, and then lapsed into silence, leaving him in fear and **perplexity**.³ Sounds once familiar were no longer as they had seemed in other days—his father calling cattle in from the pasture, the sheep dog’s bark coming through the fog, the distant creak of the pulley as Ellen drew water for her chickens—all these once familiar sounds had taken on overtones of wailing, and he seemed to hear an echo of that wailing now. He shivered and looked away from his brother’s face.

Bill sat down on the ground beside him. “Did ever Ma tell you, Jeth, about when John and me was little and was goin’ to school fer the first time? At night I’d git a book and I’d say to Pa, ‘What air that word, Pa?’ and when he would tell me, I’d turn to John, jest a scant year older, and I’d say, ‘Did Pa call it right, Johnny?’ Ma and Pa used to laugh at that, but they was pleased to talk about it. They was always set up at John and me bein’ so close.”

“I know it.” Jethro’s words came from a tight throat. “What made you fight, Bill?”

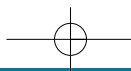
“Hard feelin’s that have been buildin’ up fer weeks, hard feelin’s that fin’ly come out in hard words.” He held his hand across his eyes for a minute and then spoke quickly. “I’m leavin’, Jeth; it ain’t that I want to, but it’s that I must. The day is comin’ when I’ve got to fight, and I won’t fight fer **arrogance**⁴ and big money against the southern farmer. I won’t do it. You tell Pa that. Tell him, too, that I’m takin’ my brown mare—she’s mine, and I hev the right. Still, it will leave him short, so you tell him that I’m leavin’ money I

1. **engrossed**: absorbed; occupied.

2. **audible**: able to be heard.

3. **perplexity**: confusion.

4. **arrogance**: overbearing pride.



made at the sawmill and at corn shuckin'; it's inside the cover of his Bible. You tell him to take it and buy another horse."

Jethro was crying unashamedly in the face of his grief. "Don't go, Bill. Don't do it," he begged.

"Jeth . . ."

"I don't want you to go, Bill. I don't think I kin stand it."

"Listen to me, Jeth; you're gittin' to be a sizable boy. There's goin' to be a lot of things in the years ahead that you'll have to stand. There'll be things that tear you apart, but you'll have to stand 'em. You can't count on cryin' to make 'em right."

The colors were beginning to fade on Walnut Hill. A light wind bent the dried grass and weeds. Jethro felt choked with grief, but he drew a sleeve across his eyes and tried to look at his brother without further weeping.

"Where will you go, Bill?"

"To Kaintuck. I'll go to Wilse's place first. From there—I don't know."

"Will you fight fer the Rebs?"

Bill hesitated a few seconds. "I've studied this thing, Jeth, and I've hurt over it. My heart ain't in this war; I've told you that. And while I say that the right ain't all on the side of the

North, I know jest as well that it ain't all on the side of the South either. But if I hev to fight, I reckon it will be fer the South."

Jethro nodded. There were things you had to endure. After a while he asked, "Air you goin' tonight, Bill?"

"Right away. I've had things packed in that holler tree fer a couple days. I've knowed that this was comin' on, but I couldn't make myself leave. Now I'm goin'. The little mare is saddled and tied down at the molasses press. I'll go as fur as Newton tonight; in the morning I'll take out early."

He got to his feet. "There's lots of things I want to say, but I reckon I best not talk." Without looking at Jethro he laid his hand on the boy's shoulder. "Git all the larnin' you kin—and take keer of yoreself, Jeth," he said and turned abruptly away.

"Take keer of yoreself, Bill," Jethro called after him.

Across the prairies, through the woods, over the brown water of the creek, there was a sound of crying. Jethro ran to a tree and hid his face. He had heard his mother say that if you watch a loved one as he leaves you for a long journey, it's like as not to be the last look at him that you'll ever have.



Like the Creighton brothers, the Terrill brothers had different loyalties. William Rufus Terrill (left) fought for the Union as an artillery officer at Shiloh. His brother, James Terrill (right), was the commanding officer of a Virginia infantry regiment. Both men died in the war. William was killed at Perryville, Kentucky, in 1862; James was killed in battle in 1864. After the war, the family built a memorial to the brothers, which contained the words, "God Alone Knows Which Was Right."

CONNECT TO HISTORY

1. **Recognizing Effects** How has the Civil War affected the Creighton family? Discuss how the effect reflects what is happening in the country.



See Skillbuilder Handbook, page R11.

CONNECT TO TODAY

2. **Researching** Where have civil wars or internal rebellions taken place in the recent past?

For more about other civil wars . . .



RESEARCH LINKS
CLASSZONE.COM



2 Life in the Army

TERMS & NAMES

hygiene
rifle
minié ball
ironclad

MAIN IDEA

Both Union and Confederate soldiers endured many hardships serving in the army during the Civil War.

WHY IT MATTERS NOW

The hardships endured led to long-lasting bitterness on both sides.

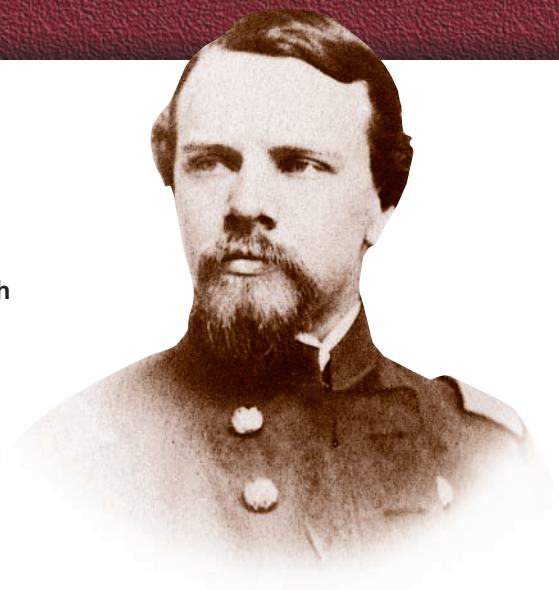
ONE AMERICAN'S STORY

When the Civil War began, Peter Vredenburgh, Jr., the son of a well-known judge, was working as a lawyer in Eatontown, New Jersey. In 1862, he answered President Lincoln's call for an additional 300,000 soldiers. Nearly 26 years old, Vredenburgh became a major in the 14th Regiment New Jersey Volunteer Infantry. Less than two months after joining the regiment, he wrote a letter urging his parents to keep his 18-year-old brother from enlisting.

A VOICE FROM THE PAST

I am glad that Jim has not joined any Regt. [regiment] and I hope he never will. I would not have him go for all my pay; it would be very improbable that we could both go through this war and come out unharmed. Let him come here and see the thousands with their arms and legs off, or if that won't do, let him go as I did the other day through the Frederick hospitals and see how little account a man's life and limbs are held in by others and what little return he gets in reputation or money for the risk and privations of enlisting and his ideas of the fun of the thing will vanish in thin air.

Major Peter Vredenburgh, Jr., quoted in *Upon the Tented Field*



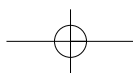
Major Peter Vredenburgh, Jr., was an officer in the Union army.

On September 19, 1864, Vredenburgh was killed in battle. In this section, you will learn more about other soldiers and what their experiences were like.

Those Who Fought

Like Peter Vredenburgh, the majority of soldiers in the Civil War were between 18 and 30 years of age. But both the Confederate and Union armies had younger and older soldiers. Charles Carter Hay was just 11 years old when he joined an Alabama regiment. William Wilkins was 83 when he became one of the Pennsylvania Home Guards.

Farmers made up the largest group among Civil War soldiers. About half the soldiers on both sides came from farms. Having rarely traveled far from their fields, many viewed going off to war as an exciting adventure. Some rode a train for the first time.



Although the majority of soldiers in the war were born in the United States, immigrants from other countries also served. German and Irish immigrants made up the largest ethnic groups. One regiment from New York had soldiers who were born in 15 foreign countries. The commanding officer gave orders in seven languages.

At the beginning of the war, African Americans wanted to fight. They saw the war as a way to end slavery. However, neither the North nor the South accepted African Americans into their armies. As the war dragged on, the North finally took African Americans into its ranks. Native Americans served on both sides.

In all, about 2 million American soldiers served the Union, and fewer than 1 million served the Confederacy. The vast majority were volunteers. Why did so many Americans volunteer to fight? Many sought adventure and glory. Some sought an escape from the boredom of farm and factory work. Some signed up because their friends and neighbors were doing it. Others signed up for the recruitment money offered by both sides. Soldiers also fought because they were loyal to their country or state.

ReadingHistory

A. Summarizing

How did most men in the North and the South feel about going off to war?

Turning Civilians into Soldiers

After enlisting, a volunteer was sent to a nearby army camp for training. A typical camp looked like a sea of canvas tents. The tents were grouped by company, and each tent held from two to twenty men. In winter, the soldiers lived in log huts or in heavy tents positioned on a log base. In the Civil War, recruits in training elected their company officers. Both the Union and Confederate armies followed this practice.

A soldier in training followed a set schedule. A bugle or drum awakened the soldier at dawn. After roll call and breakfast, the soldier had the first of several drill sessions. In between drills and meals, soldiers performed guard duty, cut wood for the campfires, dug trenches for latrines (outdoor toilets), and cleaned up the camp.

Shortly after they came to camp, new recruits were given uniforms and equipment. Union soldiers wore blue uniforms, and Confederate soldiers wore gray or

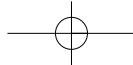
daily life

DRILL SESSIONS

"The first thing in the morning is drill. Then drill, then drill again. Then drill, drill, a little more drill. Then drill, and lastly drill." That is the way one soldier described his day in camp.

A soldier in training might have as many as five drill sessions a day, each lasting up to two hours. The soldiers learned to stand straight and march in formation. They also learned to load and fire their guns. Shown drilling below are soldiers of the 22nd New York State Militia near Harpers Ferry, Virginia, in 1862.





yellowish-brown uniforms. Getting a uniform of the right size was a problem, however. On both sides, soldiers traded items to get clothing that fit properly.

Early in the war, Northern soldiers received clothing of very poor quality. Contractors took advantage of the government's need and supplied shoddy goods. Shoes made of imitation leather, for example, fell apart when they got wet. In the Confederacy, some states had trouble providing uniforms at all, while others had surpluses. Because the states did not always cooperate and share supplies, Confederate soldiers sometimes lacked shoes. Like soldiers in the Revolutionary War, they marched over frozen ground in bare feet. After battles, needy soldiers took coats, boots, and other clothing from the dead.

At the beginning of the war, most soldiers in army camps received plenty of food. Their rations included beef or salt pork, flour, vegetables, and coffee. But when they were in the field, the soldiers' diet became more limited. Some soldiers went hungry because supply trains could not reach them.

Background

Before uniforms became standardized, soldiers dressed in outfits supplied from home. This caused confusion on the battlefield.

STRANGE but True

DEADLIER THAN BULLETS

"Look at our company—21 have died of disease, 18 have become so unhealthy as to be discharged, and only four have been killed in battle." So a Louisiana officer explained the high death rate in the Civil War.

More than twice as many men died of disease as died of battle wounds. Intestinal disorders, including typhoid fever, diarrhea, and dysentery, killed the most. Pneumonia, tuberculosis, and malaria killed many others. Bad water and food, poor diet, exposure to cold and rain, unsanitary conditions, and disease-carrying insects all contributed to the high rate of disease.

Hardships of Army Life

Civil War soldiers in the field were often wet, muddy, or cold from marching outdoors and living in crude shelters. Many camps were unsanitary and smelled from the odors of garbage and latrines. One Union soldier described a camp near Washington. In the camp, cattle were killed to provide the troops with meat.

A VOICE FROM THE PAST

The hides and [waste parts] of the [cattle] for miles upon miles around, under a sweltering sun and sultry showers, would gender such swarms of flies, armies of worms, blasts of stench and oceans of filth as to make life miserable.

William Keesy, quoted in *The Civil War Infantryman*

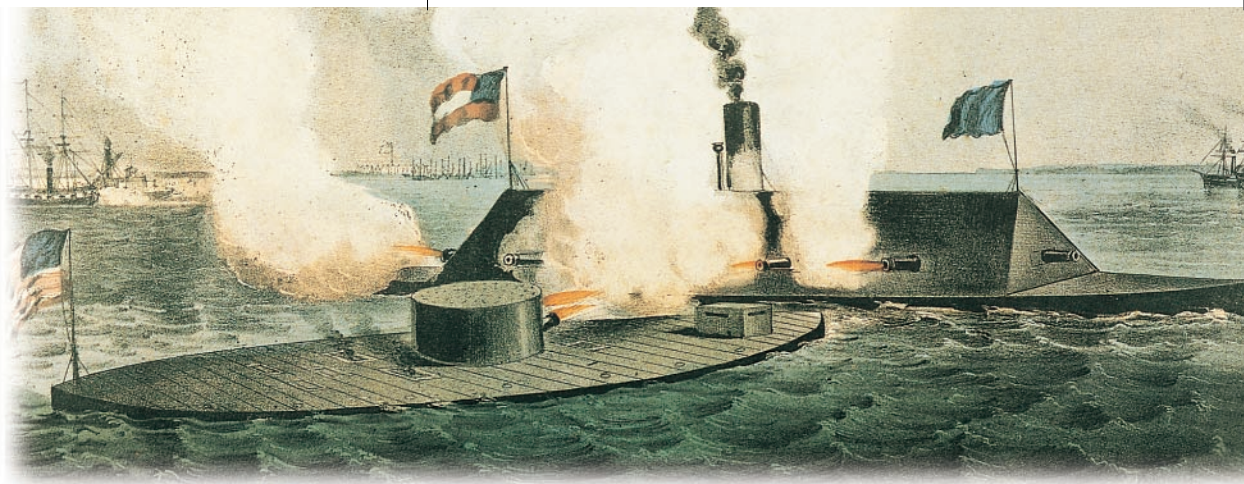
Not only were the camps filthy, but so were the soldiers. They often went weeks without bathing or washing their clothes. Their bodies, clothing, and bedding became infested with lice and fleas.

Poor **hygiene**—conditions and practices that promote health—resulted in widespread sickness. Most soldiers had chronic diarrhea or other intestinal disorders. These disorders were caused by contaminated water or food or by germ-carrying insects. People did not know that germs cause diseases. Doctors failed to wash their hands or their instruments. An observer described how surgeons "armed with long, bloody knives and saws, cut and sawed away with frightful rapidity, throwing the mangled limbs on a pile nearby as soon as removed."

Reading History

B. Making Inferences What changes could have helped lower the spread of disease among soldiers?





The naval duel between the Union *Monitor* and the Confederate *Merrimack* (or *Virginia*) took place on March 9, 1862.

Changes in Military Technology

While camp life remained rough, military technology advanced. Improvements in the weapons of war had far-reaching effects. Battle tactics changed, and casualties soared.

Rifles that used minié balls contributed to the high casualty rate in the Civil War. A **rifle** is a gun with a grooved barrel that causes a bullet to spin through the air. This spin gives the bullet more distance and accuracy. The **minié ball** is a bullet with a hollow base. The bullet expands upon firing to fit the grooves in the barrel. Rifles with minié balls could shoot farther and more accurately than old-fashioned muskets. As a result, mounted charges and infantry assaults did not work as well. Defenders using rifles could shoot more of the attackers before they got close.

Ironclads, warships covered with iron, proved to be a vast improvement over wooden ships. In the first ironclad battle, the Confederate *Virginia* (originally named the *Merrimack*) battled the Union *Monitor* off the coast of Virginia in 1862. After hammering away for about four hours, the battle ended in a draw. (See page 476 for more information on ironclads.)

Despite new technology and tactics, neither side gained a decisive victory in the first two years of the war, as you will see in the next section.

Vocabulary

casualties: number of people killed or injured

Reading History

C. Drawing Conclusions

Which changes in military technology had an effect on the average soldier? Why?

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- hygiene
- rifle
- minié ball
- ironclad

2. Taking Notes

Complete the chart below.

The Typical Civil War Soldier	
Age	
Occupation	
Training	
Hardships	

Which hardship do you think would have been most difficult to endure? Why?

3. Main Ideas

- How were the wartime experiences of Northern and Southern soldiers alike?
- What factors contributed to the spread of disease among soldiers?
- How did the use of the rifle and minié ball change combat tactics in the Civil War?

4. Critical Thinking

Forming and Supporting Opinions What were the motives that led individual soldiers to fight in the Civil War?

THINK ABOUT

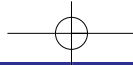
- the multiple reasons that people had for enlisting
- what you consider valid reasons for fighting

ACTIVITY OPTIONS

LANGUAGE ARTS

ART

Imagine you are a soldier in the Civil War. Write a **letter** home to your parents about your experience or draw an **illustrated map** of your training camp.



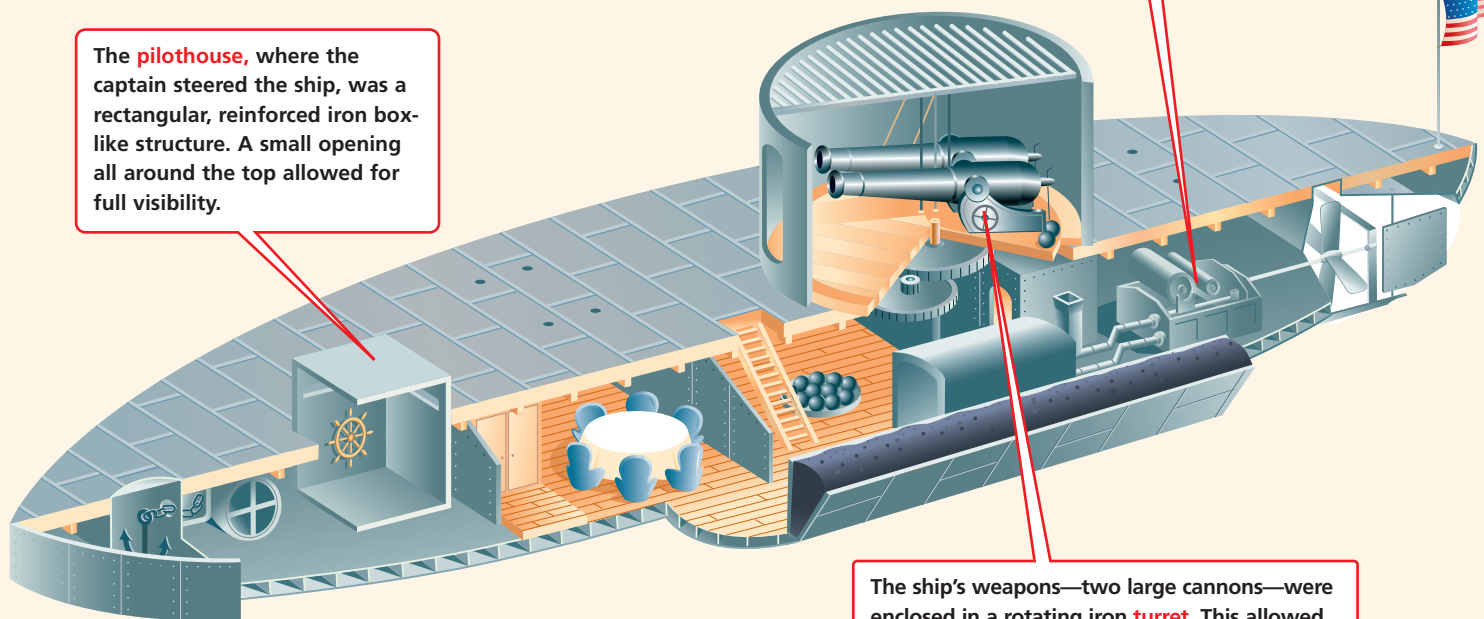
Technology OF THE Time

Ironclads

They moved through the water, as one observer put it, “like a huge, half-submerged crocodile.” To crew members of traditional wooden ships, the ironclads indeed may have seemed like horrible mechanical monsters.

With a powerful iron hull almost entirely under water and a rotating gun turret, or short tower, an ironclad easily destroyed the older vessels it met. When the *Monitor* and the *Merrimack* (or *Virginia*) clashed during the Civil War in the first battle ever waged between ironclads, a new era of naval warfare had begun. Below is a closer look at the Union’s *Monitor*.

The **pilothouse**, where the captain steered the ship, was a rectangular, reinforced iron box-like structure. A small opening all around the top allowed for full visibility.



Steam engines powered the ship. They were connected by a propeller shaft to a four-blade propeller. Behind the propeller sat the vessel’s rudder. This entire area was heavily protected so the ship could keep moving under heavy fire or ramming.


The ship’s weapons—two large cannons—were enclosed in a rotating iron **turret**. This allowed the guns to fire at an enemy from all directions. Ammunition was passed up to the gunners through a hatch in the floor.

SCALE AND SIZE OF WARSHIPS

Class, Name, Launch Date	Length	Weight	Number of Crew	Weaponry
Ironclad (USS <i>Monitor</i>) 1862	172 ft.	987 tons	49	two 11-inch smoothbore cannons
Battleship (USS <i>Maine</i>) 1889	319 ft.	6,682 tons	374	four 10-inch guns, six 6-inch guns, seven rapid-fire 6-pounders, four torpedo tubes
Nuclear Submarine (USS <i>Nautilus</i>) 1954	324 ft.	4,092 tons	105	six torpedo tubes
Aircraft Carrier (USS <i>Nimitz</i>) 1972	1,092 ft.	95,000 tons	6,000	24 F-14A Tomcat warplanes, 16 radar guided missiles, six-barrel, 20-millimeter Gatling gun

CONNECT TO HISTORY

- Drawing Conclusions** Why would a rotating gun be an advantage in a naval battle?

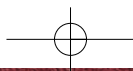
 See Skillbuilder Handbook, page R13.

CONNECT TO TODAY

- Researching** Find out more about modern battleships or aircraft carriers, and write a brief report about their capabilities in battle.

For more about military ships . . .





3 No End in Sight

TERMS & NAMES

Ulysses S. Grant
Battle of Shiloh
cavalry
Seven Days' Battles
Battle of Antietam

MAIN IDEA

In the first two years of the war, neither side gained a decisive victory over the other.

WHY IT MATTERS NOW

A long war can cause much death and destruction and leave a bitter legacy.

ONE AMERICAN'S STORY

In the summer of 1861, President Lincoln gave George McClellan command of the Union army in the East. The army had recently been defeated at Bull Run. McClellan faced the task of restoring the soldiers' confidence while organizing and training an army that could defeat the Confederates.

Within months, McClellan had accomplished the task and won the devotion of his troops. The entire nation expected great things. In November 1861, Lincoln made McClellan general in chief of the entire Union army. But while Lincoln kept urging him to attack Richmond, McClellan kept drilling his troops.

A VOICE FROM THE PAST

[S]oon as I feel that my army is well organized and well disciplined and strong enough, I will advance and force the Rebels to a battle on a field of my own selection. A long time must elapse before I can do that.

General George McClellan, quoted in *Civil War Journal: The Leaders*

Lincoln said McClellan had "the slows." While McClellan was stalling in the East, another general was winning victories in the West.

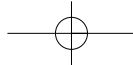


President Lincoln (right) meets with General McClellan (left) on the Antietam battlefield in 1862.

Union Victories in the West

That victorious Union general in the West was **Ulysses S. Grant**. In civilian life, he had failed at many things. But Grant had a simple strategy of war: "Find out where your enemy is, get at him as soon as you can, strike at him as hard as you can, and keep moving on."

In February 1862, Grant made a bold move to take Tennessee. Using ironclad gunboats, Grant's forces captured two Confederate river forts. These were Fort Henry on the Tennessee and Fort Donelson on the nearby Cumberland. (See map on next page.) The seizure of Fort Henry opened up a river highway into the heart of the South. Union gunboats could now travel on the river as far as northern Alabama. When the people of Nashville, Tennessee, heard the forts were lost, they fled the city in panic. A week later, Union troops marched into Nashville.



The Battle of Shiloh

After Grant's river victories, Albert S. Johnston, Confederate commander on the Western front, ordered a retreat to Corinth, Mississippi. Grant followed. By early April, Grant's troops had reached Pittsburg Landing on the Tennessee River. There he waited for more troops from Nashville. Johnston, however, decided to attack before Grant gained reinforcements. Marching his troops north from Corinth on April 6, 1862, Johnston surprised the Union forces near Shiloh Church. The **Battle of Shiloh** in Tennessee turned into the fiercest fighting the Civil War had yet seen.

Commanders on each side rode into the thick of battle to rally their troops. One Union general, William Tecumseh Sherman, had three horses shot out from under him. General Johnston was killed, and the command passed to General Pierre Beauregard. By the end of the day, each side believed that dawn would bring victory.

That night, there was a terrible thunderstorm. Lightning lit up the battlefield, where dead and dying soldiers lay in water and mud. During the night, Union boats ran upriver to ferry fresh troops to Grant's camp. Grant then led an attack at dawn and forced the exhausted Southern troops to retreat.

The cost of the Union victory was staggering. Union casualties at Shiloh numbered over 13,000, about one-fourth of those who had fought. The Confederates lost nearly 11,000 out of 41,000 soldiers. Describing

Reading History

A. Contrasting

How did Grant differ from McClellan as a military leader?

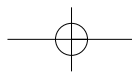
The Civil War, 1861–1862

A. Battles of the West



B. Fall of New Orleans





the piles of mangled bodies, General Sherman wrote home, “The scenes on this field would have cured anybody of war.” Congressmen criticized Grant for the high casualties and urged Lincoln to replace him. But Lincoln replied, “I can’t spare this man—he fights.”

“I can’t spare this man—he fights.”

Abraham Lincoln, describing General Grant

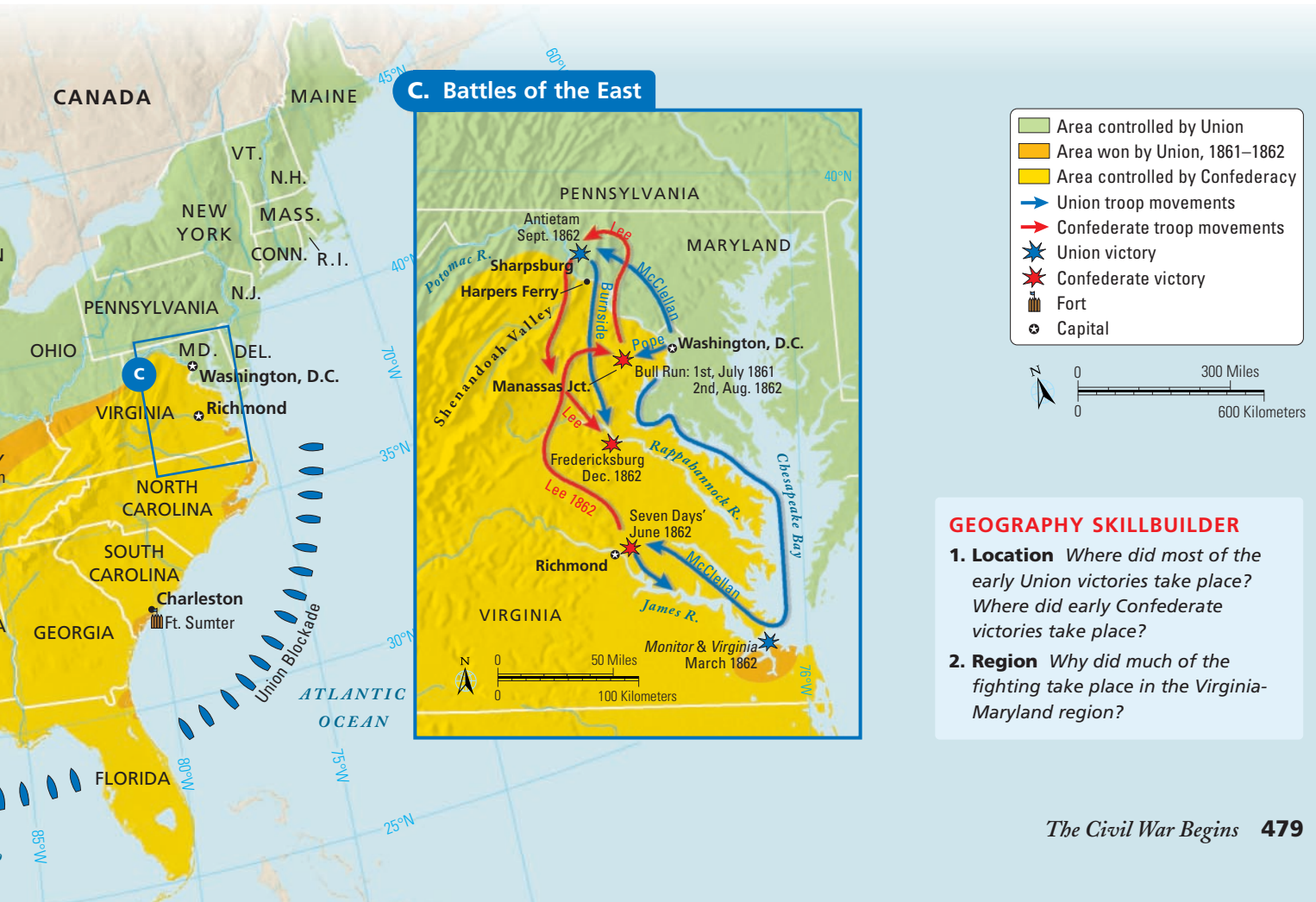
The Fall of New Orleans

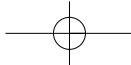
The spring of 1862 brought other bad news for the Confederacy. On April 25, a Union fleet led by David Farragut captured New Orleans, the largest city in the South. Rebel gunboats tried to ram the Union warships and succeeded in sinking one. Farragut’s ships had to run through cannon fire and then dodge burning rafts in order to reach the city. Residents stood on the docks and cursed the Yankee invaders, but they were powerless to stop them.

The fall of New Orleans was a heavy blow to the South. Mary Chesnut of South Carolina, the wife of an aide to President Davis, wrote in her diary, “New Orleans gone—and with it the Confederacy. Are we not cut in two?” Indeed, after the victories of General Grant and Admiral Farragut, only a 150-mile stretch of the Mississippi remained in Southern hands. The Union was well on its way to achieving its goal of cutting the Confederacy in two. But guarding the remaining stretch of the river was the heavily armed Confederate fort at Vicksburg, Mississippi.

ReadingHistory

B. Recognizing Effects Why was the fall of New Orleans significant?





Lee Claims Victories in the East

Meanwhile, also in the spring of 1862, McClellan finally made his move to try to capture Richmond. He planned to attack the Confederate capital by way of a stretch of land between the York and James rivers. McClellan succeeded in bringing his troops within a few miles of Richmond.

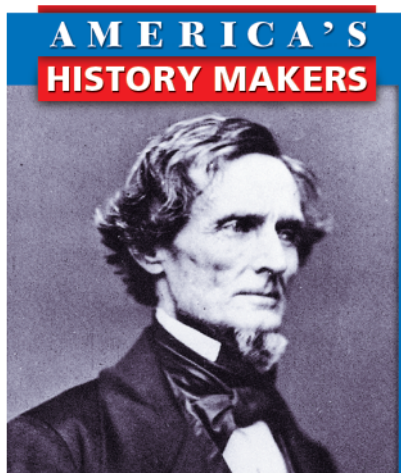
But in June 1862, Robert E. Lee took charge of the Army of Northern Virginia and proceeded to turn the situation around. Lee sent Jeb Stuart and his **cavalry**—soldiers on horseback—to spy on McClellan. With about 1,000 men, Stuart rode around the whole Union army in a few days and reported its size back to Lee. Lee then attacked McClellan's army. The two sides clashed for a week, from June 25 to July 1, 1862, in what became known as the **Seven Days' Battles**. The Army of Northern Virginia suffered heavier losses, but it forced McClellan's army to retreat.

In late August, the Confederates won a second victory at Bull Run, and Union troops withdrew back to Washington. Within just a few months, Lee had ended the Union threat in Virginia.

ReadingHistory

C. Making

Inferences How was Lee's appointment fortunate for the South?



JEFFERSON DAVIS

1808–1889

Jefferson Davis expected to be given a military command when the Confederacy was formed in 1861. But Davis was chosen President of the Confederacy instead, which stunned and saddened him.

Because of his strong sense of duty and loyalty to the South, Davis accepted the unwelcome post. He had to immediately form a national government and prepare for war at the same time. Davis found it hard to compromise or accept disagreement with his opinions.

How do the qualities required in a military leader differ from those required in a political leader?

Lee Invades the North

Riding a wave of victories, General Lee decided to invade the Union. He wrote to tell President Davis of his plan. Lee thought it was a crucial time, with the North at a low point. Without waiting for Davis's response, Lee crossed the Potomac with his army and invaded Maryland in early September 1862.

Lee had several reasons for taking the war to the North. He hoped a victory in the North might force Lincoln to talk peace. The invasion would give Virginia farmers a rest from war during the harvest season. The Confederates could plunder Northern farms for food.

Lee hoped the invasion would show that the Confederacy could indeed win the war, which might convince Europe to side with the South. By this time, both Britain and France were leaning toward recognizing the Confederacy as a separate nation. They were impressed by Lee's military successes, and their textile industry was now hurting from the lack of Southern cotton.

ReadingHistory

D. Reading a Map

Use the map on page 479 to follow Lee's movements into the North.

Bloody Antietam

Soon after invading Maryland, Lee drew up a plan for his campaign in the North. A Confederate officer accidentally left a copy of Lee's battle plans wrapped around three cigars at a campsite. When Union troops stopped to rest at the abandoned campsite, a Union soldier stumbled on the plans. The captured plans gave McClellan a chance to stop Lee and his army.



McClellan went on the attack, though he moved slowly as always. On September 17, 1862, at Antietam Creek near Sharpsburg, Maryland, McClellan's army clashed with Lee's. The resulting **Battle of Antietam** was the bloodiest day in all of American history. A Confederate officer later described the battle.

Confederate artillery soldiers lie dead after the Battle of Antietam.

A VOICE FROM THE PAST

Again and again . . . by charges and counter-charges, this portion of the field was lost and recovered, until the green corn that grew upon it looked as if it had been struck by a storm of bloody hail. . . . From sheer exhaustion, both sides, like battered and bleeding athletes, seemed willing to rest.

John B. Gordon, quoted in *Voices of the Civil War*

After fighting all day, neither side had gained any ground by nightfall. The only difference was that about 25,000 men were dead or wounded. Lee, who lost as much as one-third of his fighting force, withdrew to Virginia. The cautious McClellan did not follow, missing a chance to finish off the crippled Southern army. Lincoln was so fed up that he fired McClellan in November, 1862. In the next chapter, you will learn about the historic action Lincoln took after the Battle of Antietam.

Section 3 Assessment

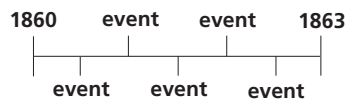
1. Terms & Names

Explain the significance of:

- Ulysses S. Grant
- Battle of Shiloh
- cavalry
- Seven Days' Battles
- Battle of Antietam

2. Taking Notes

Review the section and find five key events to place on a time line as shown.



Which of these events do you think was most important?

3. Main Ideas

- Why were Union victories in the West and the fall of New Orleans significant to the Union cause?
- Why did Lee go on the offensive against the North?
- How did the South's fortunes change after Lee took command of the Army of Northern Virginia?

4. Critical Thinking

Making Inferences What does Lee's invasion of the North suggest about his qualities as a general and a leader?

THINK ABOUT

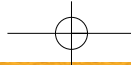
- Lee's military skills and style
- the North's resources

ACTIVITY OPTIONS

GEOGRAPHY

ART

Develop a new military strategy for either the North or the South. Show your strategy on a **map** or in a **diagram** of troop movements.



Chapter 16 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. Fort Sumter
2. Robert E. Lee
3. border state
4. blockade
5. hygiene
6. rifle
7. ironclad
8. Ulysses S. Grant
9. Battle of Shiloh
10. Battle of Antietam

REVIEW QUESTIONS

War Erupts (pages 465–471)

1. How and when did the Civil War start?
2. What advantages did the North have at the beginning of the war?
3. What were the war strategies of the two sides?

Life in the Army (pages 472–476)

4. What was the typical Civil War soldier like?
5. Why did so many people volunteer to fight in the Civil War?
6. Why was the incidence of disease so high among Civil War soldiers?
7. How did the use of rifles and minié balls change war tactics?

No End in Sight (pages 477–481)

8. What goal of the Union strategy did Grant further, and how did he do it?
9. Why did the North have such a hard time capturing Richmond, Virginia?
10. How did Lee's appointment to head the Army of Northern Virginia affect the course of the war?

CRITICAL THINKING

1. USING YOUR NOTES

	North	South
Reasons for fighting		
Advantages		
Disadvantages		
Military strategy		
Battle victories		

Using your completed chart, answer the questions.

- a. Which side seemed likelier to win the war? Why?
- b. Which side followed more closely its original strategy in the first two years of the war?

2. ANALYZING LEADERSHIP

Think about the leaders discussed in this chapter. Choose one. What character traits helped make him an effective leader?

3. APPLYING CITIZENSHIP SKILLS

Which individuals or groups of people demonstrated good and poor citizenship during the war? Explain your choices.

4. THEME: CITIZENSHIP

How could people on both sides of the Civil War believe that they were being good citizens by fighting?

5. MAKING DECISIONS

In your opinion, was Lincoln correct in deciding to go to war to save the Union? Explain your answer.

Interact *with* History

How did the consequences and effects of civil war that you predicted before you read the chapter compare with the actual conditions you read about?

VISUAL

SUMMARY

The Civil War, 1861–1862



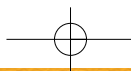
1861

- March 4, 1861**: Lincoln inaugurated.
- April 12, 1861**: Fort Sumter fired upon by rebel forces.
- April 15, 1861**: Lincoln calls on states to provide 75,000 militiamen.
- May 1861**: Confederate Congress votes to set up capital in Richmond.
- July 21, 1861**: First Battle of Bull Run (Manassas)
- February 1862**: Union forces capture Fort Henry and Fort Donelson.

1862

- March 9, 1862**: *Monitor* and *Merrimack* (Virginia) clash.
- April 6, 1862**: Battle of Shiloh
- April 25, 1862**: Fall of New Orleans
- June 25 to July 1, 1862**: Seven Days' Battles
- September 17, 1862**: Battle of Antietam (Sharpsburg)
- November 1862**: Lincoln relieves McClellan of command.

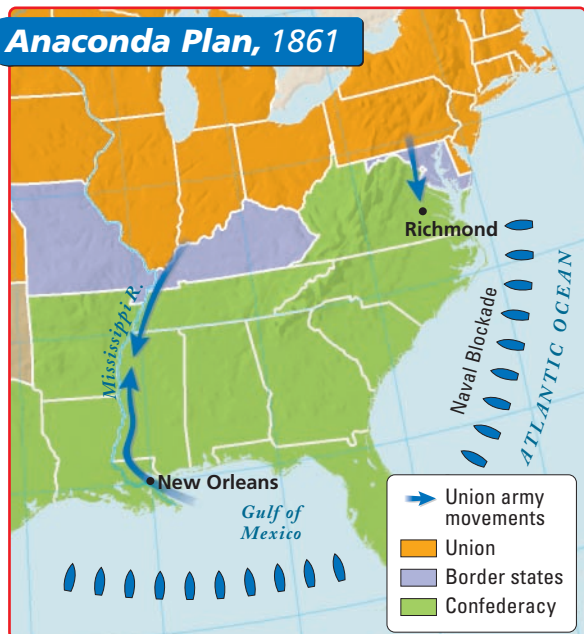




HISTORY SKILLS

1. INTERPRETING MAPS: Movement

Study the map and answer the questions.



Basic Map Elements

- What is the subject of the map?
- What do the colors of the states indicate?

Interpreting the Map

- What does the arrow in the East indicate?
- What two bodies of water did the blockade cover?

2. INTERPRETING PRIMARY SOURCES

The following quotation comes from a letter that Robert E. Lee wrote to his sister after Virginia had seceded from the Union and he had resigned from the U.S. Army. Read the quotation and then answer the questions.

With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state, with the sincere hope that my poor services may never be needed, I hope I may never be called on to draw my sword.

Robert E. Lee, quoted in *The Annals of America*

- What inner conflict does Lee express?
- What obligation or loyalty does Lee consider greater than his duty to his country?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Literature

Reading Letters Using the library or the Internet, find firsthand accounts of the Civil War and read some letters written by soldiers. Choose one letter to read aloud to the class. Then, pretend you are the person receiving the letter, and describe your reaction to it.

2. COOPERATIVE LEARNING ACTIVITY

Developing a Peace Proposal The Civil War broke out because the two sides could not reach a compromise. Work in a small group to develop a compromise that would have resolved the conflict between the North and the South. Have one person in the group take the position of a Northerner, another a Southerner, and the third a mediator between the two. Present your proposal to the class for their comments.

3. TECHNOLOGY ACTIVITY

Making a Class Presentation Life in the army training camps during the Civil War was hard. Information about life in the camps comes from primary sources. Using the library and the Internet, find diaries, letters, photographs, and news articles about daily life.

For more about Civil War army camps . . .



INTERNET ACTIVITY

CLASSZONE.COM

Plan an electronic presentation on army life for your class. Use the list of suggested topics below to begin brainstorming.

- Drawings, maps, and photos that show the design of a typical camp
- Items used for cooking, lodging, sanitation, military drilling, and recreation
- Drills and maneuvers soldiers learned
- Personal belongings of the Yankees and rebels
- Firsthand accounts of camp life from letters and diaries
- Changes in camp life as the war dragged on

4. HISTORY PORTFOLIO

Review the questions that you wrote for What Do You Want to Know? on page 464. Then write a short report in which you explain the answers to your questions. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report. If any questions were not answered, do research to answer them. Add your report to your portfolio.

Additional Test Practice,
pp. 51–533



TEST PRACTICE
CLASSZONE.COM