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## Chapter 14

# Two Societies at War

## 1861–1865

### Teaching Resources

#### Chapter Instructional Objectives

After you have taught this chapter, your students should be able to answer the following questions:

1. Why did the North and the South choose the path of military conflict in 1861?
2. What were the stated war aims and military strategies of each side as the war progressed?
3. How and why did the Civil War become a “total war”?
4. What was the significance of emancipation toward the conduct and outcome of the war?
5. How and why did the North win the war in 1865?

#### Chapter Annotated Outline

- I. Secession and Military Stalemate, 1861–1862
  - A. The Secession Crisis
    1. The Civil War was called the “War between the States” by Southerners, and the “War of Rebellion” by Northerners.
    2. On December 20, 1860, the South Carolina convention voted unanimously to secede from the Union; “fire-eaters” elsewhere in the Deep South quickly followed.
    3. The secessionists met in Montgomery, Alabama, in February 1861 and proclaimed a new nation—the Confederate States of America. They adopted a new constitution and named Jefferson Davis as its provisional president.
    4. Secessionist fervor was less intense in the slave states of the Upper South, and their leaders proposed federal guarantees for slavery in states where it existed.
    5. In December 1860 President James Buchanan declared secession illegal but

denied that the federal government had the authority to restore the Union by force.

6. South Carolina demanded the surrender of Fort Sumter, a federal garrison in Charleston Harbor.
  7. In response, President Buchanan ordered the resupply of the fort by an unarmed merchant ship. When South Carolinians fired on the ship, Buchanan refused to order the navy to escort it into the harbor.
  8. Congress responded with a compromise—the Crittenden plan—which called for a constitutional amendment that would permanently protect slavery from federal interference in any state where it already existed and for the westward extension of the Missouri Compromise line to the California border. Slavery would be barred north of the line and protected to the south, including any territories “hereafter acquired.”
  9. Lincoln upheld the first part of the Crittenden plan to protect slavery where it already existed but was not willing to extend the Missouri Compromise line to the California border.
  10. Lincoln declared that secession was illegal and that acts against the Union constituted insurrection; he would enforce federal laws as well as continue to possess federal property in seceded states.
- B. The Upper South Chooses Sides
    1. Jefferson Davis forced the surrender of Fort Sumter on April 14, 1861; Lincoln called in state militiamen to put down the insurrection.
    2. Although some Northerners were wary of Lincoln’s Republican administration, they remained supportive of the Union cause and responded positively to Lincoln’s call for the mobilization of the militias.

3. The states of Middle and Border South were forced to choose sides in the dispute. Support from these states was crucial to the Confederacy because of these states' high populations and access to industry and fuel.
  4. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy after the fall of Fort Sumter. After Lincoln intervened, Missouri, Delaware, Maryland, and Kentucky stayed with the Union.
- C. Setting War Objectives and Devising Strategies
1. Jefferson Davis's focus was on the defense of the Confederacy rather than conquering western territories; the Confederacy only needed a military stalemate to guarantee independence.
  2. Lincoln portrayed secession as an attack on popular government, and he insisted on an aggressive military strategy and a policy of unconditional surrender.
  3. In July 1861 General Irwin McDowell's troops were routed by P. G. T. Beauregard's Confederate troops near Manassas Creek (also called Bull Run).
  4. Lincoln replaced McDowell with George B. McClellan and enlisted an additional million men, who would serve for three years in the newly created Army of the Potomac.
  5. In 1862 McClellan launched a thrust toward Richmond, Virginia, the Confederate capital, but he moved too slowly and allowed the Confederates to mount a counterattack.
  6. Washington was threatened when a Confederate army under "Stonewall" Jackson marched north up the Shenandoah Valley in western Virginia; Jackson won a series of small engagements, tying down the larger Union forces.
  7. General Robert E. Lee launched an attack outside Richmond and suffered heavy casualties, but McClellan failed to exploit the advantage, and Richmond remained secure.
  8. Jackson and Lee routed a Union army in the Second Battle of Bull Run in August 1862.
  9. The battle at Antietam Creek on September 17, 1862, was the bloodiest single day in U.S. military history; Jackson's troops arrived just in time to save Lee's troops from defeat.
  10. Lincoln replaced General McClellan with Ambrose E. Burnside, who later resigned and was replaced by Joseph ("Fighting Joe") Hooker.
  11. The Union dominated the Ohio River Valley, and in 1862 General Ulysses S. Grant took Fort Henry on the Tennessee River and Fort Donelson on the Cumberland River.
  12. In April a Confederate army caught Grant by surprise near Shiloh; Grant forced a Confederate withdrawal but suffered a great number of casualties.
  13. Union naval forces commanded by David G. Farragut captured New Orleans, the South's financial center and largest city, giving it a base for future naval operations.
  14. Union victories in the West had significantly undermined Confederate strength in the Mississippi Valley.
- II. Toward Total War
- A. Mobilizing Armies and Civilians
1. The military carnage of 1862 forced both sides into **total war**, utilizing all of the resources of both nations to win at all costs.
  2. After the defeat at Shiloh in April 1862, the Confederate Congress imposed the first legally binding draft in American history.
  3. The Confederate draft had two loopholes: it exempted one white man for each twenty slaves on a plantation, and it allowed drafted men to hire substitutes.
  4. Some Southerners refused to serve, and the Confederate government lacked the power to compel them; the Confederate Congress overrode state judges' orders to free conscripted men.
  5. To prevent sabotage and concerted resistance to the war effort in the Union, Lincoln suspended **habeas corpus** and imprisoned about 15,000 Confederate sympathizers without trial. He also extended martial law to civilians who discouraged enlistment or resisted the draft.
  6. The Union government's Militia Act of 1862 set a quota of volunteers for each state, which was increased by the Enrollment Act of 1863; Northerners, too, could hire replacements.
  7. Hostility to the Enrollment Act of 1863 draft and to African Americans spilled into the streets of New York City when Irish and German workers sacked the

homes of Republicans, killed a dozen African Americans, and forced hundreds of black families from their homes. Lincoln rushed in Union troops to suppress the insurrection.

8. The Union Army Medical Bureau and the United States Sanitary Commission provided medical services to the soldiers and tried to prevent deaths from disease, which killed more men than did the fighting.
  9. The Confederate health system was poorly organized, and soldiers died from camp diseases at a higher rate than Union soldiers.
  10. Women took a leading role in the Sanitary Commission and other wartime agencies; Dorothea Dix was the first woman to receive a major federal appointment.
  11. Women staffed growing bureaucracies, volunteered to serve as nurses, and filled positions traditionally held by men.
  12. A number of women took on military duties as spies, scouts, and (disguised as men) soldiers.
- B. Mobilizing Resources
1. The Union entered the war with a distinct advantage; its economy was far superior to the South's, and its arms factories were equipped for mass production.
  2. The Confederates had substantial industrial capacity, and by 1863 they were able to provide every infantryman with a modern rifled-musket.
  3. Confederate leaders counted on "**King Cotton**" to provide revenue to purchase clothes, boots, blankets, and weapons from abroad.
  4. The British government never recognized the independence of the Confederacy, but it did recognize the rebel government as a belligerent power with the right under international law to borrow money and purchase weapons.
  5. To sustain the allegiance of Northerners to their party while bolstering the Union's ability to fight the war, the Republicans raised tariffs; created a national banking system; devised a system of internal improvements, especially railroads; and developed the Homestead Act of 1862.
  6. The Confederate government's economic policy was less coherent. The Davis administration built and operated shipyards, armories, foundries, and textile mills; commandeered food and raw materials; and requisitioned slaves to work on forts.
7. The Union government created a modern nation-state that raised revenue for the war by imposing broad-based taxes, borrowing from the middle classes, and creating a national monetary system based on the Legal Tender Act of 1862, which authored the issue of \$150 million in treasury notes, soon to be known as **greenbacks**.
  8. The Confederacy lacked a central government. It financed about 60 percent of its expenses with unbacked paper money, which created inflation; citizens' property rights were violated in order to sustain the war.
- III. The Turning Point: 1863
- A. Emancipation
1. As war casualties mounted in 1862, Lincoln and some Republican leaders accepted Frederick Douglass's argument and began to redefine the war as a struggle against slavery.
  2. Exploiting the disorder of wartime, tens of thousands of slaves escaped and sought refuge behind Union lines, where they were known as "contrabands."
  3. Congress passed the First Confiscation Act in 1861, which authorized the seizure of all property—including slaves—used to support the rebellion.
  4. In April 1862 Congress enacted legislation ending slavery in the District of Columbia, and in June it enacted the Wilmot Proviso.
  5. In July 1862 the Second Confiscation Act declared "forever free" all fugitive slaves and all slaves captured by the Union army.
  6. Lincoln's Emancipation Proclamation of January 1, 1863, changed the nature of the conflict: Union troops became agents of liberation.
  7. To reassure Northerners who sympathized with the South or feared race warfare, Lincoln urged slaves to abstain from all violence.
- B. Vicksburg and Gettysburg
1. Vicksburg, Mississippi, surrendered to the Union army on July 4, 1863, followed by Port Hudson, Louisiana, five days later, establishing Union control of the Mississippi.
  2. Grant had cut off Louisiana, Arkansas, and Texas from the rest of the Confederacy; hundreds of slaves deserted their plantations.
  3. The battle at Gettysburg, Pennsylvania, was a great Union victory and the most lethal battle of the Civil War.

4. After Union victories at Gettysburg and Vicksburg, Republicans reaped political gains in their elections, while Confederate elections went sharply against politicians who supported Davis.
  5. The Confederates' defeats at Vicksburg and Gettysburg ended their prospect of winning foreign recognition and acquiring advanced weapons from the British.
  6. British manufacturers were no longer dependent on the South for cotton; however, they were dependent on the North for cheap wheat. Also, the British championed the abolitionist cause and wanted to avoid provoking a well-armed United States.
- IV. The Union Victorious, 1864–1865
- A. Soldiers and Strategy
1. Lincoln initially refused to consider blacks for military service; nonetheless, by 1862, some African Americans had formed their own regiments in South Carolina, Louisiana, and Kansas.
  2. The Emancipation Proclamation changed popular thinking and military policy; some northern whites argued that if blacks were to benefit from a Union victory, they should share in the fighting and dying.
  3. As white resistance to conscription increased, the Lincoln administration was recruiting as many African Americans as it could.
  4. Military service did not end racial discrimination, yet African Americans volunteered for Union military service in disproportionate numbers.
  5. Lincoln put Ulysses S. Grant in charge of all Union armies and directed him to advance against all major Confederate forces simultaneously; they wanted a decisive victory before the election of 1864.
  6. Grant knew how to fight a modern war that relied on technology and focused on an entire society, and was willing to accept heavy casualties in assaults on strongly defended positions in the belief that attempts of earlier Union commanders "to conserve life" through cautious tactics had prolonged the war.
  7. Lee was narrowly victorious in the battles of the Wilderness and Spotsylvania Court House. At Cold Harbor, Grant eroded Lee's forces, yet the Union losses were even greater.
  8. Union and Confederate soldiers suffered through protracted trench warfare around Richmond and Petersburg; the enormous casualties and military stalemate threatened Lincoln with defeat in the November 1864 election.
- B. The Election of 1864 and Sherman's March
1. In June 1864 the Republican convention endorsed Lincoln's war measures, demanded the surrender of the Confederacy, and called for a constitutional amendment to abolish slavery.
  2. The Republican Party temporarily renamed itself the National Union Party and nominated Democrat Andrew Johnson for vice president.
  3. The Democratic convention nominated General George McClellan, who promised to recommend an immediate armistice and peace convention if elected.
  4. On September 2, 1864, William T. Sherman forced the surrender of Atlanta, Georgia; Sherman's success gave Lincoln a victory in November.
  5. The pace of emancipation accelerated; Maryland and Missouri freed their slaves, followed by Tennessee, Arkansas, and Louisiana.
  6. On January 31, 1865, the Republican-dominated Congress approved the Thirteenth Amendment, which prohibited slavery throughout the United States.
  7. Sherman declined to follow the Confederate army into Tennessee after the capture of Atlanta; instead he wanted to "cut a swath through sea" that would devastate Georgia and score a psychological victory.
  8. After burning Atlanta, Sherman destroyed railroads, property, and supplies during his march to the sea; many Confederate soldiers deserted and fled home to protect their farms and families.
  9. In February 1865, Sherman invaded South Carolina with a desire to wreak vengeance upon the state where secession had begun.
  10. Because of class resentment from poor whites, the Confederacy had such a manpower shortage that they were going to arm the slaves in exchange for their freedom; the war ended before this had a chance to transpire.

11. The symbolic end to the war occurred on April 9, 1865, when Lee surrendered to Grant at Appomattox Court House, Virginia; by May the Confederate army and government had dissolved.
12. For the South, the Union armies had destroyed slavery as well as the Confederacy and much of the South's economy. Almost 260,000 Confederate soldiers paid for secession with their lives.
13. For the North, the struggle had preserved the Union and destroyed slavery, but the cost of victory was enormous in terms of money, resources, and lives, with 360,000 Union soldiers dead and hundreds of thousands maimed.

### Key Terms

**total war** A form of warfare, new to the nineteenth and twentieth centuries, that engaged all of a society's resources—economic, political, and cultural—in support of the military effort. Governments mobilized massive armies of conscripted civilians rather than small forces of professional soldiers. Moreover, they attacked civilians and industries that supported the war efforts of their enemies. Witness Sherman's march through Georgia in the Civil War, and the massive American bombing of Dresden, Hamburg, and Tokyo during World War II and of North Vietnam during the Vietnam War. (434)

**habeas corpus** Latin for “bring forth the body,” a legal writ forcing government authorities to justify their arrest and detention of an individual. Rooted in English common law, habeas corpus was given the status of a formal privilege in the U.S. Constitution (Article 1, Section 9), which also allows its suspension in cases of invasion or insurrection. During the Civil War, Lincoln suspended habeas corpus to stop protests against the draft and other anti-Union activities. The USA Patriot Act (2001) likewise suspends this privilege in cases of suspected terrorism, but the constitutional legitimacy of this and other provisions of the act has yet to be decided by the courts. (434)

**“King Cotton”** A term used to describe the importance of raw cotton to the nineteenth-century economy. More specifically, the Confederate belief during the Civil War that their cotton was so important to the British and French economies that those governments would recognize the South as an independent nation and supply it with loans and arms. (436)

**greenbacks** Paper money issued by the U.S. Treasury during the Civil War to finance the war effort. Greenbacks had the status of legal tender in all public and private transactions. Because they were issued in large amounts and were not backed by gold or silver, the value of a greenback dollar fell during the war to 40 cents (but much less than the notes issued during the Revolutionary War, which became virtually worthless) and recovered only as the Union government won the war and proceeded to reduce its war-related debt. (438)

### Lecture Strategies

1. Lincoln's attitude toward slavery and African Americans has been much debated. Write a lecture that traces how Lincoln moved from emphasizing national unity as the only purpose of the war to including the end of slavery as a primary aim. Discuss his racial views and their influence on his politics. Lincoln's free-soil principles represented a compromise with abolitionism and were consonant with his doubts about the inherent capabilities of African Americans. Discuss how emancipation allowed Lincoln to put his beliefs about slavery into effect. Explore how the valor of African American soldiers might have affected him. Question whether Lincoln's attitudes toward slavery and African Americans were representative of those of the North or whether he was more liberal than most Northerners.
2. Both the North and the South experienced serious internal conflict during the war. Write a lecture that discusses how the war challenged the stability of both societies by heightening class and racial conflict. Relate how the draft led to active and passive resistance and compare this resistance in the North and South. Explain how the North's economic programs represented an attempt to strengthen industrial capitalism and appeal to western settlers. Discuss the northern emphasis on voluntary compliance with war measures, particularly the draft. Discuss southern resistance to the Confederate government in the form of food riots and refusal to sell supplies to Confederate troops. Explore the formation of West Virginia. Discuss the ways in which slaves hampered Confederate activities and the contributions northern African Americans made to the Union cause.
3. Write a lecture examining Lincoln's treatment of civil liberties during the Civil War. Explore when and in what ways Lincoln disregarded constitutionally guaranteed civil liberties in order to put down antiwar activities in the North. Lincoln has

been called both generous and dictatorial. Consider the problem of internal dissent and freedom of speech during the war by asking students to think about issues related to the modern War on Terrorism and the Patriot Act.

4. The Emancipation Proclamation transformed the war, and the enlistment of African Americans confirmed that transformation. Explore the reasons why African Americans enlisted, and discuss their experiences in the Union army. Many African Americans first learned to read in the army, and that later enabled them to participate in Reconstruction governments. Explain the segregation, limited work assignments, and pay differentials under which they served. Discuss how they and some white officers attempted to change those policies. Explore the impact their enlistment had on the northern population.
5. Why did the South lose? Write a lecture that discusses the differences in industrial capacity and their impact on the war's outcome. Explore the difficulties Lincoln and Davis had in finding suitable generals. Explain the strategy and tactics of both sides; ask whether Confederate leaders were too prone to attack even in disadvantageous situations. Compare and contrast the generalships of Lee and Grant. Most of the military campaigns and their attendant destruction occurred on southern soil. How do you think this affected the will to persevere in the South and North, respectively? Explain.
6. The Civil War is often called the first “modern war.” Write a lecture that explores the technological and conceptual changes that the war introduced. Discuss how European battles were conducted in the eighteenth century. Explain the evolution of Lincoln's thinking in this area. Explore how the Union strategy gradually changed, resulting in Sherman's activities in Georgia and South Carolina. Show how the Civil War, as a total war, was a precursor of twentieth-century conflicts. Finally, discuss the new technology, from the rifle-musket to the use of telegraphs and railroads, and show how those innovations changed the face of warfare.
7. Biography is an approach that appeals to many students. Write a biographical-centered lecture based on the military history of the Civil War. Select one or several key military players and discuss how their lives influenced the Civil War, and how the war impacted them. Describe what their lives were like before the war, the opportunities the war presented, and their lives after the war. Examples include men such as Grant, McClellan, and Sherman for the North. For the South, Lee continues to

be much admired; a list of other southern leaders should include Longstreet and Jackson. Although the text discusses northern political leaders during the war, southern politicians are not mentioned frequently. Discuss the lives of men such as Jefferson Davis and Alexander Stephens. What similarities did they share?

## Reviewing the Text

These questions are from the textbook and follow each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

### *Secession and Military Stalemate, 1861–1862* (pp. 424–434)

1. Why was there no new compromise over slavery in 1861?
  - Previous failed compromises regarding the spread of slavery to new states and territories indicated to participants that more compromise would also fail.
  - Lincoln's election in November of 1860 created a secession movement that by December had led to the withdrawal of several southern states.
  - Confederates fired on support ships in late 1860 attempting to resupply a federal garrison at Fort Sumter.
2. Why did most of the border states remain in the Union?
  - Border states remained in the Union because there were large numbers of loyal unionists within the states, to maintain economic development, to avoid war with the federal government over their geographical closeness, and because they did not have to give up slavery to remain in the Union.
3. Why did the Confederacy—and the Union—decide to go to war in 1861? What were the military goals of each side?
  - *Confederacy*: States in the Lower South, especially South Carolina, wanted to secede as early as 1850. Lincoln's election to the presidency in 1860, viewed as an act of aggression against slave-owning society, compelled the proponents of secession to achieve their goals.
  - *Union*: Initially, President Buchanan did not want to use federal authority against the secessionist states in 1860. When Lincoln took the

over the office in 1861, however, he expressed his willingness to enforce federal law. After the hostility of the Confederate government forced the surrender of Fort Sumter on April 14, 1861, Lincoln called the state militias into federal service.

- *Northern military goals:* Force rebellious states back into the Union through an active military campaign after diplomacy had failed.
- *Southern military goals:* Maintain a defensive guerilla war, gain European economic and military support, wait for the North to lose public support for war, and maintain slavery as a useful military measure.

### *Toward Total War (pp. 434–439)*

1. Which government—the Union or the Confederacy—imposed greater military and economic burdens on its citizens? How successful was that strategy?

- The Confederacy imposed greater economic and military burdens: It drafted citizens and a greater ratio of the male population before the Union did, compelled citizens to provide money and goods in greater amounts to support the war, and printed paper money instead of increasing taxation to pay for the war, leading to massive inflation.
- The strategy was unsuccessful because a sound financial system was needed to pay for the war, inflation impoverished southern families, requisitioning goods impoverished southern domestic economy, and the draft led to manpower shortage at home.

2. What were the main economic policies enacted by the Republican-controlled Congress?

- There was a government-assisted national economic development that surpassed Henry Clay's American System, which included raising tariffs to win political support of northeastern manufacturers and workers, forcing local banks to accept federal charters and regulations; funding a nationally financed system of internal improvements; and passing the Homestead Act of 1862 to raise revenues from the sale of public lands.

### *The Turning Point: 1863 (pp. 439–444)*

1. Antislavery Republican politicians and the thousands of “contrabands” played a role in President Lincoln's decision to declare and sign the Emancipation Proclamation. What role did each of them play?

- Antislavery Republicans initiated policies, such as the Confiscation Act, that brought blacks closer to being freed en masse by the federal government. In 1862 they persuaded Congress to end slavery in the District of Columbia, outlaw slavery in the federal territories, and help to pass a Second Confiscation Act in 1862. Lincoln built on these initiatives.
- Contrabands forced the issue by seizing freedom for themselves through escape from slavery to Union lines. Thousands of these displaced people presented a problem for Lincoln because Union generals and Congress created policies legitimizing their wartime freedom and service for the Union cause.

2. Why were the battles at Gettysburg and Vicksburg significant? How did they change the tide of war strategically? Diplomatically? Psychologically?

- The two battles were Union victories that demoralized the southern army and population while invigorating northern public opinion about winning the war.
- The South lost the economic, diplomatic, and military support of Britain after the battles were over.
- The South lost many troops in both battles; General Lee's Army of Virginia was nearly destroyed at Gettysburg.
- The Vicksburg campaign cut the South geographically in half, facilitated Union occupation of the Deep South, and prevented the Confederate army's use of the Mississippi River.

### *The Union Victorious, 1864–1865 (pp. 444–453)*

1. What was the effect of emancipation on the politics and military affairs of the North?

- Emancipation produced a racist backlash among white voters fearful of insurrection and economic competition with newly freed slaves.
- Emancipation provided the Democratic Party with gains in key political posts, calling into question Republican war strategies and giving more power to peace proposals.
- Militarily, emancipation made possible the official use of blacks as soldiers in the Union army, which increased manpower and transformed the war into a war to end slavery.

2. What were the strengths and weaknesses of Grant's military strategy and tactics? How was Grant's way of warfare different from traditional military practice?

- *Strengths*: The massive movement of troops to attack all Confederate armies, the use of industrial technology, targeting the entire South for occupation, the acceptance of heavy casualties, and the use of railroad transportation were successful strategies and tactics.
  - *Weaknesses*: Grant lost many troops and was nicknamed “the butcher” due to his aggressive style and targeting of civilians and cities. His style of warfare also cost the federal government much money.
  - *Differences*: Grant fought a modern form of war that relied on the Industrial Revolution, massive casualties, rapid movement of troops through rail transport, and total war.
3. Describe Sherman’s hard-war strategy. How did he pursue this strategy? With what results?
- After Vicksburg, Sherman swung his armies into the Southeast, moving northward along the east coast toward the capital of the Confederacy, Richmond, Virginia.
  - Hard or total war included using troops to attack the civilian population through the destruction of industry, farms, and entire cities of the Deep South. Also known as “scorched earth policy,” the effects were devastating to all aspects of southern life.
  - The results were a massive destruction of southern industry and economy, the demoralization of Confederate families, the capturing of supplies, military occupation of the South by the North, and lasting animosity by Southerners toward the federal government.

## Chapter Writing Assignments

These questions appear at the end of Chapter 14 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. As the war began, politicians and ordinary citizens in both the North and the South were supremely confident of victory. Why did Southerners believe they would triumph? Why did the North ultimately win the Civil War?
  - Southerners were confident that Europe would help finance the war, that the South possessed sufficient manpower and wealth in the form of cotton and slaves, that northern public opinion would not support a long and protracted war against the South, and that southern white men possessed a special fighting spirit that Yankees did not.
  - Northern victory resulted from a total war strategy, economic strangulation of the South based on northern industrial output, a larger manpower pool from immigrant arrivals, and the creation of a strong centralized economy to pay for the war.
2. In 1860, the institution of slavery was firmly entrenched in the United States; by 1865, it was dead. How did this happen? How did Union policy toward slavery and enslaved people change over the course of the war? Why did it change?
  - Union policy toward slavery changed during the war from a toleration of slavery if the South came back into the Union, to a more pragmatic policy of using the institution to help win the war, and finally as a moral tactic to generate public support to stay the course of the war and end slavery.
  - The policy changed primarily because of the efforts of escaped slaves, free blacks like Frederick Douglass, Radical white Republicans, and other abolitionists who called for the use of black troops and the need to make the war a war to end slavery. After seeing the carnage of battle and listening to black leaders, President Lincoln adjusted his opinion, and recognized the wisdom of altering the Union’s policy toward slavery and slaves.

## Class Discussion Starters

1. How might the war have been different if Kentucky, Maryland, and Missouri had seceded?

*Possible answers*

- a. The loss of Kentucky and Missouri would have made it much more difficult for Union troops to keep the Mississippi and Ohio Rivers open.
- b. Without Kentucky and Missouri, Union troops would not have been able to penetrate the Deep South as easily.
- c. Without Maryland, the Union would have lost Washington, D.C.
- d. With Maryland in the Confederacy, Rebel troops would have been able to invade Pennsylvania and New Jersey.

2. How did the war change women’s lives?

*Possible answers*

- a. Women who lived near the fighting feared being caught in battle or facing marauding troops.

- b. Farm women had to do additional work when their men joined the army.
- c. New fields of employment in nursing and civil service were opened to women.

**3. How did the Civil War affect the barriers of class, race, and gender?**

*Possible answers*

- a. Class distinctions were heightened because young men with resources could buy their way out of military service.
- b. Men of all classes served together in both armies.
- c. Racism increased in the North as young white men resisted fighting in the Union army and resented the hiring of African Americans to break labor strikes.
- d. African Americans eventually were enlisted by both sides, but they served in segregated units in the North and barely had time to enlist in the South before the war was over.
- e. Women filled farm, nursing, and civil service jobs previously held by men.

**4. Although the Thirteenth Amendment did not go into effect until after the war was over, how did the war and Union policies hasten the end of slavery?**

*Possible answers*

- a. General Benjamin Butler refused to return slaves who had escaped to Union lines, a policy formalized in the First and Second Confiscation Acts.
- b. In 1862 Congress abolished slavery in the District of Columbia.
- c. In 1862 Congress abolished slavery in the territories.
- d. As of January 1, 1863, the Emancipation Proclamation freed slaves in states and areas rebelling against the Union.
- e. Union enlistment of African Americans increased the northern commitment to abolition.
- f. Toward the end of the war, Jefferson Davis and the Confederate Congress agreed to enlist and free slaves who would fight for the Confederacy. While a few blacks actually fought for the South, more remained in service and support roles. Nonetheless, this move challenged southern racist views regarding the capability of African Americans.

**5. How might the war have been different if Great Britain had entered on the side of the Confederacy?**

*Possible answers*

- a. The Union navy probably would not have been able to blockade the southern coastline.
- b. New Orleans, and thus the Mississippi River, probably would have remained under Confederate control.
- c. The Confederacy would have had access to more and better weaponry.
- d. Union attention would have been divided between the Confederacy and Great Britain.

**6. What effect did domestic opposition, such as that presented by the Peace Democrats, have on Lincoln's policies?**

*Possible answers*

- a. Lincoln chose Andrew Johnson, a Democrat, as his vice president in 1864 in order to appeal to northern Democrats.
- b. He was slow to move on the issue of slavery, not wanting to offend northern moderates, Democrats, and voters in the border states.
- c. He suspended habeas corpus and other traditional, constitutionally guaranteed rights to move quickly against antiwar Democrats.

**7. How would the war have ended if the Union had continued to emphasize military conflict rather than the total war concept of Lincoln, Grant, and Sherman?**

*Possible answers*

- a. The war would have lasted much longer, and northern civilian support for it might have declined.
- b. The Confederate army would have held out, deteriorating into guerilla bands with significant local support; this could have prolonged the conflict for many years.
- c. There might have been no definitive end to the war, as southern civilians would have refused to accept defeat.
- d. The South would have sunk into chaos, victimized by guerilla bands of ex-Confederates; slaves would have resorted to violence; famine and disease would have cut down civilians of both races.

## 8. Why did the North win the Civil War?

### *Possible answers*

- The North's greater population and manufacturing capacity overwhelmed southern resources by 1865.
- In the long run, Grant—with his determination to take the war to southern society—was a better military strategist than was Lee.
- Union military leaders executed superior operational campaigns.
- The southern commitment to states' rights weakened the South's ability to marshal its society.
- Lincoln did a better job directing the war in the areas of military strategy, economic policy, and political direction than did Jefferson Davis.
- The South's physical capacity to wage war had been destroyed by 1865. The South simply could no longer sustain armies in the field given the devastation inflicted on its manufacturing, transportation, and agricultural assets.

## Classroom Activities

- Bring in some maps that reveal the strategies and military movements of both armies during the Civil War. Then divide the class into two or more groups to study the maps. Ask them to compile talking points to answer two questions: How did both sides fight the war? Why did the Union win the conflict? Write their ideas on the board. You might want to ask a counterfactual question, such as: What would have happened if Lincoln had been assassinated early in the war?
- Divide the class into small groups and ask the groups to explain the various options available to both the North and South regarding secession. Did the southern states need to leave the Union? Did the North need to use violence against the South? After fifteen minutes, ask the groups to develop a written statement making a forceful argument to answer the question. Write their ideas on the board, then ask the class as a whole to rank the most important factors explaining the political development of secession.
- Bring in a list of long quotes extracted from Lincoln's Emancipation Proclamation or any of his major speeches during the war. Read one of these aloud to the students, then ask them to write a paragraph explaining the meaning of Lincoln's

words. When they are finished, ask for answers to particular questions that you find revealing about Lincoln's connection to the war, such as: Why did Lincoln issue the Emancipation Proclamation? What role did blacks play in shaping his thinking about the war?

## Oral History Exercise

- Oral interviews are invaluable in revealing the African American slave experience during the Civil War. Ask students why this is the case. Then bring into class a series of Works Progress Administration oral interviews and create an in-class exercise based on the entries. Be sure to bring short entries that are written both in Standard English and southern black dialect. Ask students to compare and contrast the entries and, through a brainstorming exercise, provide key factors explaining the impact of the war on slave life. Also ask the students about the impact of the interviewer and interviewing process on the interviewee and the content of the entry. What portrait of the war's impact on slave life surfaces from the entries as a whole? This exercise also works well as a test question or paper assignment.

## Working with Documents

### COMPARING AMERICAN VOICES

#### Blacks and Whites Describe the End of Slavery (p. 442)

- How does Elizabeth Mary Meade Ingraham react to the end of slavery? How does her reaction compare with those of the other slave owners described in the interviews? What are the owners' strategies and goals with regard to their workers?
  - Ingraham reacts by attempting to bargain with and convince her former slaves to remain with her.
  - Some other owners become angry and attempt to kill their slaves before freeing them. Some demand back the resources they had given their slaves, like clothing. Some take freedom in stride. Most expect former slaves to continue to serve them since they had purchased the slaves before the war.
  - Owners aim to secure the continuing services of their slaves by convincing them that they are family and need employment to survive.

2. Do you think the interviewers' race or outlook affected the content of the interviews here? Is it important that some transcriptions are in Standard English and that others are in black dialect?
    - The outlook and race of the interviewer probably played a role in shaping the interviews. A white interviewer's bias can be found in an attempt to recapture black dialect, or to rewrite the interview in Standard English. Sentences could have been left out. Blacks may have feared white interviewers because of the racist nature of southern society.
  3. What impact do you think the age of the ex-slaves had on their stories? How might the passage of decades have affected their memory of events? Is it significant that most of those interviewed were either children or teenagers when slavery ended?
    - The passage of time and senility may have led to omissions or inclusion of events that did not occur. The fact that the former slaves interviewed were children during slavery means that they recall events from a child's perspective, and only experienced slavery for a brief part of their lives.
  4. What specific event or set of factors prompted each of these former slaves to claim his or her freedom? Can you detect any patterns in the stories? What are they?
    - Factors included being insulted by white mistress' claims of ownership; being told by former masters that they were free; the need to earn an income to pay for food, housing, and the needs of children; the need to reclaim children from other masters.
    - Former slaves were surprised at learning of freedom. They then either left or attempted to renegotiate their unofficial labor contracts into a free labor arrangement. Many slaves remained on the home plantation because they had no place else to go to secure food and shelter. Many slaves felt angry and bitter about their enslavement, as well as elated about their new freedom.
- explanation help us understand the free-soil movement?
- Slavery was opposed on the basis of radical European notions of class equality, a moral hatred of undemocratic practices and beliefs, and a pride in wanting a nation free of slavery.
  - The free-soil movement was based on class equality and the need to rid the nation of slavery to help the white working class earn more income by making the nation based on free labor only.
2. Why, as late as 1864, did the federal government lack control over Missouri, a border state that remained in the Union? What clues does Duvergier de Hauranne provide?
    - Missouri was basically a rebel state, with most of the population pro-South. Union strategy was to bypass Missouri in favor of subduing the deep southern states. The presence of General Fremont had also quieted ethnic antagonisms.
  3. Ethnic rivalries loomed large in the civil warfare in Missouri. As you read the chapter, look for other ethnic conflicts that exploded during the war. Why did they do so?
    - Ethnic conflicts exploded during the war based on the pent-up animosities between ethnic groups before the war. Particular war issues, such as the draft, aroused resentment among certain groups, such as the immigrant Irish, who had more to lose as drafted soldiers than more wealthy Anglo Americans who could afford to pay for a substitute. The New York City draft riots of 1863 are a case in point.

### Reading American Pictures

#### What Do Photographs Tell Us About the Civil War? (p. 452)

1. Study the picture on page 422. Then look at the picture above of the emaciated body of a Massachusetts soldier who has just been freed from a Confederate military prison. Which image is more powerful intellectually? Emotionally? How do you think nineteenth-century Americans responded to the two photographs?
  - The nakedness and emaciated state reveals the humanity of the soldier and is a more powerful image. Nineteenth-century Americans undoubtedly were horrified at seeing the war's impact on people. Photography was a new science, and nudity was frowned upon, making the image all the

### VOICES FROM ABROAD

#### Ernest Duvergier de Hauranne: German Immigrants and the Civil War within Missouri (p. 429)

1. According to Duvergier de Hauranne, why did German immigrants oppose slavery? How does his

more provocative and emotionally heart-wrenching for people who had not yet known total war on a national scale.

2. The second image shows Captain (later General) George A. Custer (right) conversing quietly with a captured Confederate officer. These men had just tried to kill each other. Why are they now behaving with such civility? The rules of war? Respect between officers?
  - A nineteenth-century officer's code of conduct, influenced by Europe, brought professional soldiers from both sides together in ways that transcended political loyalties. The men could have been friends before the war, perhaps at West Point, since the Civil War was fought on both sides by Americans.
3. Why did the photographer, the great Mathew Brady, take this picture of Custer? Brady chose his images carefully so that they conveyed meaning or a perspective on events. Is the black boy, the Southerner's slave property, the clue to the meaning of this picture? Do you think Brady is suggesting that the struggle is really about the values and ideology of white men?
  - This photo was taken to illustrate two aspects of the conflict: the role of African Americans as symbolized by the slave boy and the unity or brotherhood between white men on both sides, illustrating the gentlemanly nature of the war.
4. Look carefully at the picture of the destroyed buildings in Richmond on page 453. What does the presence of the women in the right foreground add to the image and to its effect on the viewer?
  - The women in the image are dressed in dark clothing, which makes them look as though they are in mourning, or as though they are ghostly figures. The presence of the women serves to highlight the consequences of the severe devastation portrayed in the rest of the photograph.

## Electronic Media

### Web Sites

- *Selected Civil War Photographs*  
<http://memory.loc.gov/ammem/cwphtml/cwphome.html>  
 This Library of Congress site provides a plethora of images of the war, principally by Mathew Brady and other well-known photographers. It includes a link to another Library of Congress site containing portraits of Civil War officers, politicians, and cultural figures.

- *Freedmen and Southern Society Project*  
[www.history.umd.edu/Freedmen/home.html](http://www.history.umd.edu/Freedmen/home.html)  
 An award-winning site that captures the drama of war and emancipation in the words of liberated slaves and defeated masters.
- *National Civil War Association*  
[www.ncwa.org/](http://www.ncwa.org/)  
 This site documents the activities of one of the many Civil War reenactment organizations in the United States.

## Films

- *Glory* (1989, TriStar Pictures, 122 minutes)  
 Directed by Edward Zwick, this excellent film highlights the experience of black soldiers in the Civil War.
- *The Civil War* (1990, PBS documentary, 8 hours)  
 Directed by Ken Burns, this unparalleled documentary examines the causes and impact of the Civil War.
- *Gettysburg* (1993, New Line Cinema, 254 minutes)  
 Directed by Ronald F. Maxwell, this lengthy reenactment of the Civil War focuses on the generals and officers behind the conflict.

## Literature

- C. Vann Woodward, ed., *Mary Chesnut's Civil War* (New Haven: Yale Univ. Press, 1981)  
 An incisive portrait of southern society from the diary of a planter's wife.
- Michael Sharra, *Killer Angels* (New York: Viking Press, 1974)  
 A realistic and influential novel about the Battle of Gettysburg.
- Eric Foner, ed., *Frederick Douglass on Slavery and the Civil War* (New York: Dover, 1990)  
 A revealing selection of Douglass's views on African Americans in the Civil War and the role of slavery and blacks in the conflict.

## Additional Bedford/St. Martin's Resources for Chapter 14

### FOR INSTRUCTORS

#### Transparencies

The following maps and images from Chapter 14 are available as full-color acetates:

- Fields of Death

- Map 14.1 The Process of Secession, 1860–1861
- Map 14.2 The Eastern Campaigns of 1862
- Map 14.3 The Western Campaigns, 1861–1862
- Map 14.4 Lee Invades the North, 1863
- Map 14.5 The Closing Virginia Campaigns, 1864–1865
- Map 14.6 Sherman’s March through the Confederacy, 1864–1865
- Map 14.7 The Conquest of the South, 1861–1865
- Captain George A. Custer and a Confederate Prisoner
- A Federal Prisoner

### Instructor’s Resource CD-ROM

The following maps, figures, and images from Chapter 14, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 14.1 The Process of Secession, 1860–1861
- Map 14.2 The Eastern Campaigns of 1862
- Map 14.3 The Western Campaigns, 1861–1862
- Map 14.4 Lee Invades the North, 1863
- Map 14.5 The Closing Virginia Campaigns, 1864–1865
- Map 14.6 Sherman’s March through the Confederacy, 1864–1865
- Map 14.7 The Conquest of the South, 1861–1865
- Figure 14.1 Economies, North and South, 1860
- Fields of Death
- Agitating for Secession
- The Bombardment of Fort Sumter, 1861
- The Battle of Antietam: The Fight for Burnside’s Bridge
- Draft Riots and Antislavery Violence in New York City
- Hospital Nursing
- The War’s Toll on Civilians
- Black Soldiers in the Union Army
- Grant Planning an Attack
- William Tecumseh Sherman
- Captain George A. Custer and a Confederate Prisoner
- A Federal Prisoner
- The Devastation of War

### Using the Bedford Series with *America’s History*, Sixth Edition

Available online at [bedfordstmartins.com/usingseries](http://bedfordstmartins.com/usingseries), this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U.S. History Survey. Relevant titles for Chapter 14 include

- *THE PUBLIC ART OF CIVIL WAR COMMEMORATION: A Brief History with Documents*, by Thomas Brown, University of South Carolina
- *HOSPITAL SKETCHES* by Louisa May Alcott, Edited with an Introduction by Alice Fahs, University of California, Irvine
- *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches*, Edited by Michael P. Johnson, Johns Hopkins University

### FOR STUDENTS

#### Documents to Accompany *America’s History*

The following documents and illustrations are available in Chapter 14 of the companion reader by Melvin Yazawa, University of New Mexico:

1. Charles Memminger, South Carolina Secedes from the Union (1860)
2. Constitution of the Confederate States (1861)
3. Abraham Lincoln, First Inaugural Address (1861)
4. Mary Boykin Chesnut, The Crisis at Fort Sumter (April 1861)
5. The Work of the United States Sanitary Commission (1864)
6. Slave Runaways in South Carolina (1861)
7. Charlotte Forten, A Northern Black Woman Teaches Contrabands in South Carolina (1862)
8. Adalbert John Volk, J.F. Meeks, Lincoln and Emancipation (1864)
9. Anna Elizabeth Dickinson, The New York City Draft Riots (July 1863)
10. Abraham Lincoln, The Gettysburg Address (1863)
11. Confederates Debate Emancipation (1863–1864)
12. *Weekly Anglo-American*, Letters to the Editor (1864)
13. Abraham Lincoln, Second Inaugural Address (1865)

#### Online Study Guide at [bedfordstmartins.com/henretta](http://bedfordstmartins.com/henretta)

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following map, visual, and documents activities are available for Chapter 14:

#### Map Activity

- Map 14.6 Sherman’s March through the Confederacy, 1864–1865

### **Visual Activity**

- Reading American Pictures: *What Do Photographs Tell Us About the Civil War?*

### **Reading Historical Documents Activities**

- Comparing American Voices: *Blacks and Whites Describe the End of Slavery*
- Voices from Abroad: Ernest Duveyrier de Hauranne: *German Immigrants and the Civil War within Missouri*

### **Critical Thinking Modules at [bedfordstmartins.com/historymodules](http://bedfordstmartins.com/historymodules)**

These online modules invite students to interpret maps, audio, visual, and textual sources centered on events covered in the U.S. history survey. Relevant modules for Chapter 14 include

- Who Freed the Slaves?: Frederick Douglass and the Freedman's Monument, 1876