

TERMS & NAMES

1. Ulysses S. Grant, p. 342
2. Robert E. Lee, p. 344
3. Emancipation Proclamation, p. 347
4. conscription, p. 349
5. income tax, p. 354
6. Andersonville, p. 356
7. Gettysburg Address, p. 361
8. Appomattox Courthouse, p. 365
9. Thirteenth Amendment, p. 368
10. John Wilkes Booth, p. 370

MAIN IDEAS

1. North: blockade Southern ports, split the Confederacy, capture Richmond; South: ward off Union invasion
2. North: manpower, factories, railroads, strong leadership; South: cotton, first-rate generals, eager soldiers
3. Slaves and free African Americans rejoiced and many free blacks joined the Union army. Democrats made it a campaign issue. Many Union soldiers voiced lukewarm support. The Confederacy condemned it.
4. To protest discriminatory wages, many African-American soldiers served without pay for several months. Some slaves sabotaged Southern plantations. Southern bread riots broke out in 1863. Many white male workers went on strike.
5. Southerners began to believe they could not repel the North. Newspapers, politicians, and individuals began to call for peace. Farmers resented taxes. Everyone suffered from food and labor shortages. Some soldiers deserted because their families needed help.
6. They believed in fighting the civilian population. Civilians produced weapons, grew food, and transported goods; if the Union could destroy their will, the Confederacy would collapse.
7. The federal government subsidized building of a national railroad, strengthened the banking system, and contracted for war supplies with entrepreneurs.

VISUAL SUMMARY

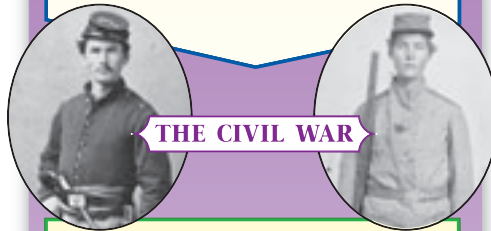
THE CIVIL WAR

LONG-TERM CAUSES

- Conflict over slavery in territories
- Economic differences between North and South
- Conflict between states' rights and federal control

IMMEDIATE CAUSES

- Election of Lincoln
- Secession of southern states
- Firing on Fort Sumter



THE CIVIL WAR

IMMEDIATE EFFECTS

- Abolition of slavery
- Widening gap between economies of North and South
- Physical devastation of the South
- Reunification of the country

LONG-TERM EFFECTS

- Reconstruction of the South
- Industrial boom
- Increased federal authority

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the Civil War.

1. Ulysses S. Grant
2. Robert E. Lee
3. Emancipation Proclamation
4. conscription
5. income tax
6. Andersonville
7. Gettysburg Address
8. Appomattox Court House
9. Thirteenth Amendment
10. John Wilkes Booth

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Civil War Begins (pages 338–345)

1. What were the military strategies of the North and South at the outset of the Civil War?
2. What advantages did the North have over the South?

The Politics of War (pages 346–350)

3. How did different groups react to the Emancipation Proclamation? Give examples.

Life During Wartime (pages 351–356)

4. What acts of protest occurred in both the North and South?

The North Takes Charge (pages 357–365)

5. In what ways did the South's morale deteriorate?
6. What was Grant and Sherman's rationale for using the strategy of total war?

The Legacy of the War (pages 366–371)

7. How did the Civil War provide the economic foundation for the United States to become an industrial giant?

CRITICAL THINKING

1. **USING YOUR NOTES** On a continuum like the one shown, mark where Abraham Lincoln's and Jefferson Davis's policies would fall. Support your ratings with evidence from the text.



2. **ANALYZING PRIMARY SOURCES** Poet Walt Whitman made the following observation about Lincoln.

“He leaves for America's history and biography, so far, not only its most dramatic reminiscence—he leaves, in my opinion, the greatest . . . personality. . . . By many has *this Union* been . . . help'd; but if one name, one man, must be pick'd out, he, most of all, is the conservator of it, to the future. He was assassinated—but the Union is not assassinated.”

—Walt Whitman, *Specimen Days*

Do you agree or disagree about Lincoln's legacy? Explain why.

3. **INTERPRETING MAPS** Compare the maps on pages 340–341 and 363. What do they tell you about the progress of the Civil War from 1861–1865? Explain your answer.

CRITICAL THINKING

1. **Using Your Notes** Students should address the measures that Jefferson Davis took to exert more government control—suspending habeas corpus, passing a draft law, and taxing farmers. Students should also mention how the federal government expanded under Lincoln—e.g. draft laws, the federal income tax, and the National Bank Act.
2. **Analyzing Primary Sources**
 Agree: Lincoln helped abolish slavery and save the Union.
 Disagree: Whitman is overrating Lincoln's moral character because Lincoln considered the Emancipation Proclamation an act of military necessity rather than morality, and he condoned Grant's strategy of waging total war.
3. **Interpreting Maps** The Union occupied many more states between 1863 and 1865. The end of the war took place very near the site of the Seven Days' Battle early in the war. Many battles were fought in hilly regions where the terrain must have been rugged and fighting difficult, especially if enemy troops were in the hills above.

Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer question 1.



1. According to the cartoon, President Lincoln's "two difficulties" are how to —
- A pay government salaries and build support in Congress.
 - B reduce taxes and find good generals.
 - C avoid bankruptcy and stop the draft riots.
 - D finance the war and find enough soldiers to fight.

2. What technological advance contributed most to the Civil War's high casualty rate?
- F the ironclad ship
 - G the minié ball
 - H the land mine
 - J the camera
3. Which pair of events are listed in the order in which they occurred?
- A Battle of Gettysburg; Battle of Antietam
 - B New York City draft riots; First Battle of Bull Run
 - C Battle of Gettysburg; fall of Atlanta
 - D First Battle of Bull Run; firing on Fort Sumter
4. Which of the following is *not* true of the South after the Civil War?
- F It held 30 percent of the national wealth.
 - G Most of its industry was destroyed.
 - H Its labor system was dismantled.
 - J As much as 40 percent of its livestock was wiped out.

ADDITIONAL TEST PRACTICE, pages S1–S33.



ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 337:

Can the use of force preserve a nation?

Write a short editorial—either supporting or opposing the war—for an 1861 newspaper. In light of what you now know about the Civil War, reconsider the question, along with the following points.

- What might have happened if the North had allowed the South to secede?
- Could war have been avoided?
- Did the eventual result of the war justify its cost?

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video, "War Outside My Window: Mary Chesnut's Diary of the Civil War." Discuss the following questions with a small group; then do the activity.

- What is Mary Chesnut's attitude toward the North?
- What similarities and differences might you find between Mary Chesnut's diary and the diary of an upper-class woman living in the North during the war?

Cooperative Learning Activity As a group, create several diary entries that Mary Chesnut might have written. Make sure the entries are in keeping with her personality and writing style. Each entry should refer to significant events, issues, or people of the Civil War. Share your entries with the class.

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ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY

Rubric

Students should support their editorials with specific examples from the chapter and other resources.

2. LEARNING FROM MEDIA

Rubric

Answers will vary but may include the following in response to each question:

- critical and disdainful

- similarities: observations of the war's hardships, commentaries on personal grief and worries; differences: opposing views on reasons for fighting; contrasting experiences with money shortages

An effective journal entry should meet the following criteria:

- includes appropriate details
- offers personal observations from Mary Chesnut's viewpoint



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 195–212

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Standardized Test Practice

1. Letter D is the correct answer. Letter A is incorrect because the cartoon does not make a reference to Congress—even though Lincoln did face dissent in Congress. Letter B is incorrect because he instituted taxes and eventually found good Generals. Letter C is incorrect because the cartoon does not refer to the draft riots, even though they were one of Lincoln's difficulties.
2. Letter G is the correct answer. Letters F and H are incorrect because the minié ball caused more Civil War casualties than either the ironclad or the land mine. Letter J is incorrect because the camera documented—but did not contribute to—the high casualty rate.
3. Letter C is the correct answer. Letters A, B, and D are incorrect because the events are not listed in the order in which they occurred.
4. Letter F is the correct answer. After the war, the South held only 12 percent of the national wealth, not 30 percent—as it did before the war. Letters G, H, and J are incorrect because they state the actual impact the war had on the Southern economy.

UNIT

PROJECT

TELEVISION NEWS BROADCAST

Tips for Teaching

- Review the topics students have chosen to deliver for their news broadcast.
- Have students begin writing their scripts and assembling a list of visuals.