



## CHAPTER

# 7

# The Civil War and Reconstruction

1861–1877

## Why It Matters

The Civil War was a milestone in American history. The four-year-long struggle determined the nation's future. With the North's victory, slavery was abolished. The war itself introduced modern military innovations such as the use of railroads to move troops, the telegraph to speed communications, and reliance on conscription in a "total war" effort. After the war, the nation struggled to bring the South back into the Union during a contentious period known as Reconstruction.

## The Impact Today

The Civil War and Reconstruction permanently changed the nation.

- The Thirteenth Amendment abolished slavery, while the Fourteenth and Fifteenth Amendments provided constitutional protections for all American citizens.
- The power of the federal government was strengthened.
- The Radical Republicans' rule so antagonized the South that the region remained solidly Democratic for nearly a century.



### The American Republic Since 1877 Video

The Chapter 7 video, "Lincoln and the Civil War," chronicles the president's efforts to solve the problems between the North and the South.

1861

- First Battle of Bull Run



Lincoln  
1861–1865



1861

1863

- Lincoln issues Emancipation Proclamation
- Battle of Gettysburg

1865

- Lee surrenders to Grant at Appomattox Courthouse
- John Wilkes Booth assassinates Lincoln

A. Johnson  
1865–1869



1865

1868

- House impeaches President Johnson



Grant  
1869–1877



1869



## World

1861

- Czar Alexander II emancipates Russian serfs

1863

- French troops occupy Mexico City

1865

- Gregor Mendel's Law of Heredity stated

1868

- Meiji Restoration begins Japanese modernization

1869

- First ships pass through Suez Canal



*Charge* by Don Troiani, 1990, depicts the advance of the Eighth Pennsylvania Cavalry during the Battle of Chancellorsville.

**1870**

- Fifteenth Amendment ratified

**1873**

- Panic of 1873 paralyzes nation

**1875**

- “Whiskey Ring” scandal breaks



**1877**

- Compromise of 1877 ends Reconstruction efforts

Hayes

1877–1881



1877

**HISTORY**  
*Online*

**Chapter Overview**

Visit the *American Republic Since 1877* Web site at [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Chapter Overviews—Chapter 7** to preview chapter information.

**CLICK HERE**

1873

**1871**

- Unification of Germany completed; German Empire proclaimed

**1873**

- Sigmund Freud enters Vienna University

**1874**

- First Impressionist art exhibit launches Modern Art movement

**1876**

- Belgian king Leopold II begins establishing trading posts in Africa; European nations begin dividing control of Africa

**CONTENTS**



# SECTION 1 The Opposing Sides

## Guide to Reading

### Main Idea

The North and the South each had distinct advantages and disadvantages at the beginning of the Civil War.

### Key Terms and Names

Robert E. Lee, Legal Tender Act, greenback, War Democrat, Copperhead, conscription, habeas corpus, *Trent* Affair, attrition, Anaconda Plan

### Reading Strategy

**Taking Notes** As you read about the North and South's advantages and disadvantages at the start of the Civil War, use the major headings of the section to create an outline similar to the one below.

I. Choosing Sides

II.  
A.  
B.

### Reading Objectives

- **Assess** the strengths and weaknesses of each region's economy.
- **Contrast** the political situations of the Union and the Confederacy.

### Section Theme

**Groups and Institutions** The Confederacy's weak central government had difficulty coordinating the war effort.

### Preview of Events

♦ April 1861

**April 1861**

Robert E. Lee resigns from the U.S. Army

♦ October 1861

**November 1861**

*Trent* Affair begins

**February 1862**

Congress passes Legal Tender Act

**April 1862**

Confederate Congress passes conscription law

## ★ An American Story ★



Theodore Upson

While husking corn on his family's Indiana farm in April 1861, 16-year-old Theodore Upson heard a neighbor tell his father Jonathan that "the Rebels have fired upon and taken Fort Sumter."

"Father said little," Upson remembered. However, when the family sat down for dinner later, the boy saw that his father "looked ten years older."

Upson later recalled, "We sat down to the table. Grandma wanted to know what was the trouble. Father told her and she began to cry. 'Oh, my poor children in the South. Now they will suffer!'"

Upson's father offered to let their Southern relatives come and stay with them at the farm, where he thought they would be safer. "No, they will not do that," the grandmother replied. "There is their home. There they will stay. Oh, to think that I should have lived to see the day when Brother should rise against Brother."

—adapted from *With Sherman to the Sea*

## Choosing Sides

On the same day that he learned his home state of Virginia had voted to secede from the Union, **Robert E. Lee**—one of the best senior officers in the United States Army—received an offer from General Winfield Scott to command Union troops. Although Lee had spoken against secession and considered slavery "a moral and political evil," he wrote, "I cannot raise my hand against my birthplace, my home, my children." Instead, he resigned from the army and offered his services to the Confederacy.



Lee was only one of hundreds of military officers who resigned to join the Confederacy. These officers enabled the South to organize an effective fighting force quickly. So too did the strong military tradition in the South. In 1860 seven of the nation's eight military colleges were in the South. These colleges provided the South with a large number of trained officers to lead its armies.

Just as the South had a strong military tradition, the North had a strong naval tradition. More than three-quarters of the United States Navy's officers came from the North. At the same time, the crews of American merchant ships were almost entirely from the North. They provided a large pool of trained sailors for the Union navy as it expanded.

**Reading Check** **Explaining** Why was the South able to quickly organize an army?

## The Opposing Economies

Although the South had many experienced officers to lead its troops in battle, the North had several economic advantages. In 1860 the population of the North was about 22 million, while the South had about 9 million people. The North's larger population gave it a great advantage in raising an army and in supporting the war effort.

### ECONOMICS

**Industry and Agriculture** The North's industries also gave the region an important economic advantage

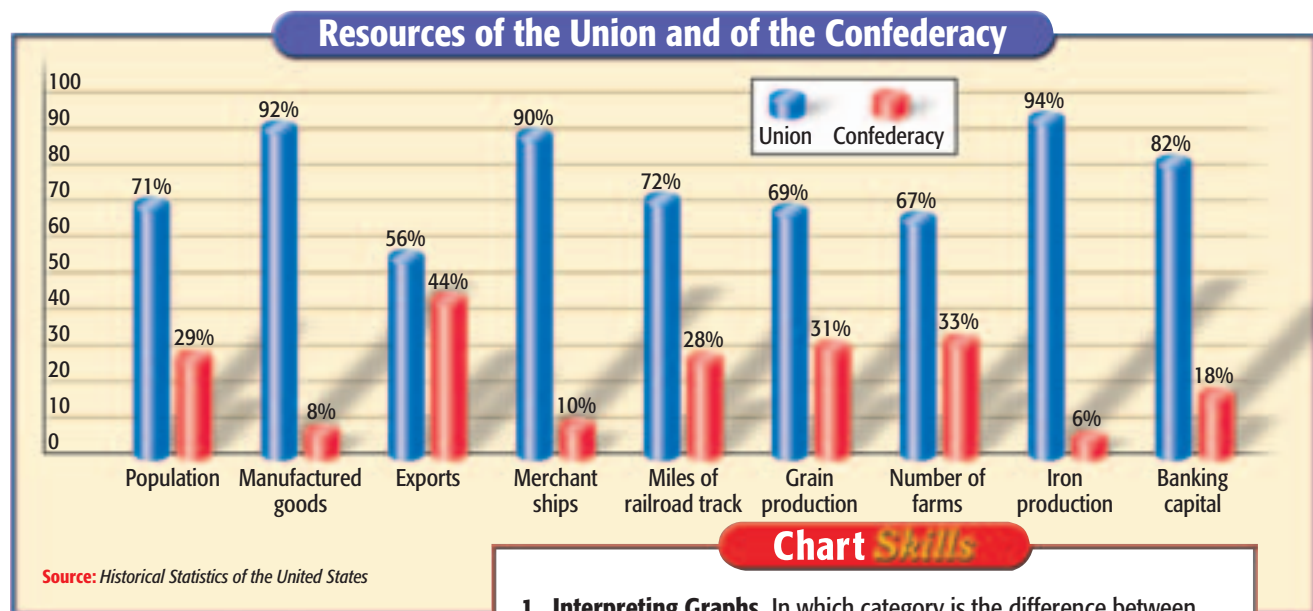
over the South. In 1860 almost 90 percent of the nation's factories were located in the Northern states. Thus, the North could provide its troops with ammunition and other supplies more easily.

In addition, the South had only half as many miles of railroad track as the North and had only one line—from Memphis to Chattanooga—connecting the western states of the Confederacy to the east. This made it much easier for Northern troops to disrupt the Southern rail system and prevent the movement of supplies and troops.

**Financing the War** Both the North and the South had to act quickly to raise money for the war. The North enjoyed several financial advantages. In addition to controlling the national treasury, the Union could expect continued revenue from tariffs. Many Northern banks also held large reserves of cash, which they loaned the government by purchasing bonds.

In order to make more money available for emergency use, Congress passed the **Legal Tender Act** in February 1862. This act created a national currency and allowed the government to issue paper money. The paper money came to be known as **greenbacks**, because of its color. Although the use of paper money helped to cause inflation—a decline in the value of money—it also enabled the government to pay its bills and keep the war effort going.

In contrast to the Union, the Confederacy's financial situation was not good, and it became worse over



### Chart Skills

- Interpreting Graphs** In which category is the difference between the Union and the Confederacy the greatest?
- Making Inferences** What additional factors are not considered when comparing population percentages between the Union and the Confederacy?

time. Most Southern planters were in debt and unable to buy bonds. At the same time, Southern banks were small and had few cash reserves. As a result, they could not buy many bonds either.

The best hope for the South to raise money was by taxing trade. Shortly after the war began, however, the Union Navy blockaded Southern ports, which reduced trade and revenues. The Confederacy then resorted to direct taxation of its people, but many Southerners refused to pay.

The Confederacy also printed paper money to pay its bills. This caused rapid inflation in the South, and Confederate paper money eventually became almost worthless. By the end of the war, the South had experienced 9,000 percent inflation, compared to only 80 percent in the North.

 **Reading Check** **Examining** How was having a larger population than the South an advantage for the North?

## Linking Past & Present

### The Income Tax

#### Past: Funding the War

On July 1, 1862, a new tax law gave the United States a comprehensive federal income tax. A temporary way of funding the war debt, the tax was repealed in 1872. Another income tax passed in 1894 was challenged in court, and the Supreme Court ruled that a direct tax on incomes was unconstitutional. The Sixteenth Amendment (1913) again made the income tax legal.

\$5 greenback



#### Present: The IRS Today

Today the income tax is the biggest source of federal government funding. The Internal Revenue Service (IRS) administers the tax, receiving and processing about 200 million returns every year.



## The Political Situation

As both sides worked to address their various economic dilemmas, they also had to contend with a variety of political problems, including opposition to the war in the North and quarrels over war policies in the South.

**Party Politics and Dissent in the North** As the Civil War began, President Lincoln had to grapple with divisions within his own party. Many members of the Republican Party were abolitionists. Lincoln's goal, however, was to preserve the Union, even if it meant allowing slavery to continue.

The Republican president also had to contend with the Democrats, who were divided themselves. One faction, called **War Democrats**, strongly supported a war to restore the Union but opposed ending slavery. Another faction of Northern Democrats were known as the Peace Democrats. This group opposed the war and called for the reunion of the states by negotiation rather than force. Many Republicans viewed them as traitors and referred to them as **Copperheads**, after the poisonous snake.

One major disagreement between Republicans and Democrats concerned the enactment in 1862 of a militia law that allowed states to use **conscription**—or forcing people through a draft into military service—if this was necessary to fill their regiments. Many Democrats opposed the law, and riots erupted in several strongly Democratic districts in Indiana, Ohio, Pennsylvania, and Wisconsin.

Criticism also greeted President Lincoln's decision to suspend writs of **habeas corpus**. Habeas corpus refers to a person's right not to be imprisoned unless charged with a crime and given a trial. A writ of habeas corpus is a court order that requires the government to either charge an imprisoned person with a crime or let the person go free. When writs of habeas corpus are suspended, a person can be imprisoned indefinitely without trial. In this case, President Lincoln suspended the writ for anyone who openly supported the rebels or encouraged others to resist the militia draft. In taking such action, Lincoln justified limits on speech in wartime: "Must I shoot a simple-minded soldier boy who deserts," the president asked, "while I must not touch a hair of a wily agitator who induces him to desert?"


### GOVERNMENT

**Weak Southern Government** Although the South had no organized opposition party, Confederate president Jefferson Davis still faced political problems. The



Confederate constitution emphasized states' rights and limited the central government's power. This often interfered with Davis's ability to conduct the war with a united commitment from every Confederate state government.

Although many Southern leaders supported the war, some opposed Jefferson Davis when he supported conscription and established martial law early in 1862. They objected to the Confederacy forcing people to join the army. They also opposed the suspension of writs of habeas corpus, which the South had also introduced.

 **Reading Check** **Summarizing** How were the Northern Democrats divided over the Civil War?

## The Diplomatic Challenge

The outbreak of the Civil War put the major governments of Europe in a difficult situation. The United States government did not want the Europeans interfering in the war. Confederate leaders wanted the Europeans, particularly the British, to recognize the South and provide it with military assistance.

Southern leaders knew that European textile factories depended on Southern cotton. To pressure the British and French, many Southern planters agreed to stop selling their cotton in these markets until the Europeans recognized the Confederacy.

In the autumn of 1861, as the European nations considered their course of action, two Confederate diplomats set out from Havana, Cuba, aboard the British vessel *Trent* to meet with European officials. When the *Trent* left Havana, the Union warship *San Jacinto* intercepted it and arrested the men.

After several tense weeks, the United States freed the men, and they continued on their journey to seek European allies. Although their arrest in the so-called **Trent Affair** had excited interest worldwide, their diplomatic mission failed. In the end, both Britain and France chose not to go to war against the United States.

 **Reading Check** **Explaining** Why was it important for the Confederate States to be recognized by the industrialized European nations?

## The First Modern War

As they readied for battle, the North and South were about to embark on what was, in many respects, the first modern war. Most of the wars

fought in Europe during the previous two centuries were fought by small, disciplined armies with limited goals. In contrast, the Civil War involved huge armies that consisted mostly of civilian volunteers and which required vast amounts of supplies and equipment.

**Military Technology and Tactics** The Civil War introduced new styles of fighting. Traditionally, troops would march toward the enemy in tight columns, firing in massed volleys. These were necessary tactics earlier in the century because soldiers used smoothbore muskets loaded with round metal balls. These muskets were very inaccurate except at close range.

By the 1850s, French and American inventors had developed an inexpensive conoidal—or cone-shaped—bullet that could be used in rifles. Rifles firing conoidal bullets were accurate at much greater distances. This meant that troops charging at enemy lines would be fired upon with more accuracy, producing much higher casualties.

At the same time, instead of standing in a line, troops defending positions in the Civil War began to use trenches and barricades to protect themselves. The combination of rifles and protective cover created situations where the attacking force often suffered very high casualties. High casualties meant that armies had to keep replacing their soldiers. **Attrition**—the wearing down of one side by the other through exhaustion of soldiers and resources—thus played a critical role as the war dragged on.

### World History Connection

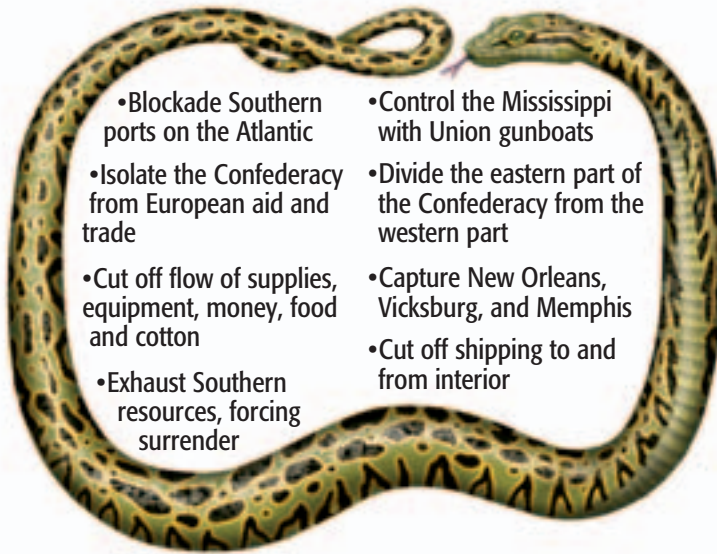


#### Gunpowder

The cannon and rifle fire that echoed throughout the valleys of Tennessee during Grant's campaign had become a familiar sound on the battlefields of the United States and the rest of the world by the mid-1800s. The key ingredient in these powerful weapons was gunpowder. Scholars believe that the Chinese invented this explosive mixture and were using it in fireworks and signals as early as the 900s. In 1304 the Arabs used the powder to develop the first gun. In the centuries that followed, numerous nations would develop and improve on the gun—which made all other weapons before it obsolete. **For what peaceful purposes can gunpowder be used?**



## The Anaconda Plan



**The South's Strategy** Early in the war, Jefferson Davis imagined a struggle similar to the American war for independence against Britain. Like George Washington, Southern generals would pick their battles carefully, attacking and retreating when necessary to avoid heavy losses. By waging a defensive war of attrition, Davis believed the South could force the Union to spend its resources until it became tired of the war and agreed to negotiate.

Much like Lincoln in the North, however, President Davis felt pressure to strike for a quick victory. Many strategists of this era were influenced by Napoleon's battle strategy in his European wars: Victory should come with one climactic battle. Many Southerners

also believed that their military traditions made them superior fighters, and they scorned defensive warfare. In the war, Southern troops went on the offensive in eight battles, suffering 20,000 more casualties than the Union by charging enemy lines. These were heavy losses the South could not afford.

**The Union's Anaconda Plan** Early in the war, the general in chief of the United States, Winfield Scott, proposed a strategy for defeating the South. Scott suggested that the Union blockade Confederate ports and send gunboats down the Mississippi River to divide the Confederacy in two. The South, thus separated, would gradually run out of resources and surrender. The plan would take time, Scott admitted, but it would defeat the South with the least amount of bloodshed.

Many Northerners rejected the plan as too slow and indirect for certain victory, favoring instead a strong, quick invasion of the South. Northern newspapers scorned this strategy, which they called the **Anaconda Plan**, after the snake that slowly strangles its prey to death. Lincoln eventually agreed to implement Scott's suggestions and imposed a blockade of Southern ports. Ultimately, however, he and other Union leaders realized that only a long war that focused on destroying the South's armies had any chance of success.

**Reading Check** **Describing** What war strategy did Jefferson Davis develop for the South?

## SECTION 1 ASSESSMENT

### Checking for Understanding

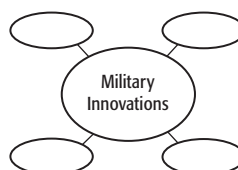
1. **Define:** *greenback*, *conscription*, *habeas corpus*, *attrition*.
2. **Identify:** Robert E. Lee, Legal Tender Act, War Democrat, Copperhead, *Trent* Affair, Anaconda Plan.
3. **Explain** why Robert E. Lee refused Lincoln's offer to command Union troops.

### Reviewing Themes

4. **Groups and Institutions** How did a belief in states' rights hamper the South during the war?

### Critical Thinking

5. **Comparing** Why did the North have an economic advantage over the South?
6. **Analyzing** Why did the South resort to using paper money during the war?
7. **Organizing** Using a graphic organizer similar to the one below, list the military innovations of the Civil War era.



### Analyzing Visuals

8. **Analyzing Charts** Examine the chart on the Anaconda Plan on this page. How would a naval blockade accomplish several goals of the Anaconda Plan at once?

### Writing About History

9. **Descriptive Writing** Imagine that you are living in one of the border states at the beginning of the Civil War. Write a letter to a relative explaining why you plan to join either the Union or Confederate army.



# SECTION 2 The Early Stages

## Guide to Reading

### Main Idea

Union forces suffered defeat in Virginia, advanced down the Mississippi, and stopped the South's invasion of Maryland.

### Key Terms and Names

"Stonewall" Jackson, bounty, blockade runner, David G. Farragut, Ulysses S. Grant, Emancipation Proclamation, hardtack, prisoner of war

### Reading Strategy

**Categorizing** As you read about the early battles of the Civil War, complete a chart similar to the one below by filling in the results of each battle listed.

Battle	Results
First Battle of Bull Run	
Battle of Shiloh	
Seven Days' Battle	
Second Battle of Bull Run	

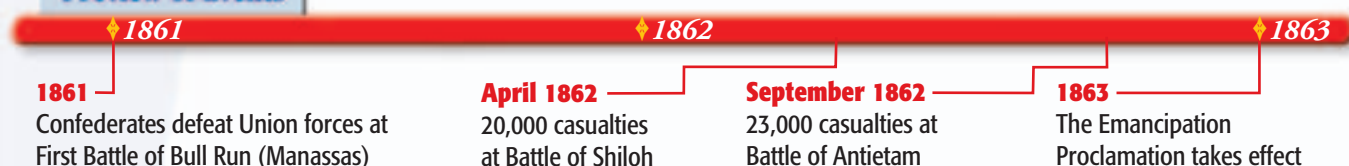
### Reading Objectives

- **Describe** the progress of the war in the West and the East.
- **Evaluate** the soldiers' wartime experiences.

### Section Theme

**Geography and History** The Union hoped to seize the Mississippi River valley and cut the Confederacy in two.

### Preview of Events



## ★ An American Story ★



*Civil War cannon near Bull Run in Manassas National Battlefield Park*

On July 21, 1861—a hot, sultry Sunday perfect for family outings—hundreds of people from Washington, D.C., picnicked along Bull Run near the northern Virginia town of Manassas Junction. They had gathered to watch the first battle between the Union and Confederate forces.

"The spectators were all excited," one reporter wrote, "and a lady with an opera glass who was near me was quite beside herself when an unusually heavy discharge roused the current of her blood: 'That is splendid! Oh, my! Is not that first-rate?'"

The spectators who came to Bull Run expected a short, exciting fight and a quick surrender by the rebel troops. Unexpectedly, the Confederates routed the Union army. A reporter with the *Boston Journal*, Charles Coffin, described the chaos:

“Men fall. . . . They are bleeding, torn, and mangled. . . . The trees are splintered, crushed, and broken, as if smitten by thunderbolts. . . . There is smoke, dust, wild talking, shouting; hissings, howlings, explosions. It is a new, strange, unanticipated experience to the soldiers of both armies, far different from what they thought it would be.”

—quoted in *Voices of the Civil War*

## Mobilizing the Troops


During the first few months of the war, President Lincoln felt tremendous pressure to strike hard against the South. He approved an assault on Confederate troops gathered only 25 miles (40 km) south of Washington, D.C. The **First Battle of Bull Run**, as it came to be called, started well for the Union as it forced Confederate troops to retreat.



The Confederate cause was saved when reinforcements from Virginia under Thomas J. Jackson arrived. The commander of the retreating troops yelled: “There is Jackson standing like a stone wall! Rally behind the Virginians!” Jackson became known as “**Stonewall**” Jackson, and he went on to become one of the Confederate army’s most effective commanders. With the help of Jackson’s reinforcements, the Union assault at Bull Run failed.

The Union defeat at the First Battle of Bull Run made it clear that the North would need a large, well-trained army to defeat the South. President Lincoln had originally called for 75,000 men to serve for three months. The day after Bull Run, he signed another bill for the enlistment of 500,000 men for three years.

The North initially tried to encourage voluntary enlistment by offering a **bounty**—a sum of money given as a bonus—to individuals who promised three years of military service. Eventually, however, both the Union and the Confederacy instituted the draft.

 **Reading Check** **Summarizing** What was the significance of the First Battle of Bull Run?

## The Naval War

While the Union and Confederacy mobilized their armies, President Lincoln proclaimed a blockade of all Confederate ports in an effort to cut

Confederate trade with the world. Although the blockade became increasingly effective as the war dragged on, Union vessels were thinly spread and found it difficult to stop the **blockade runners**—small, fast vessels the South used to smuggle goods past the blockade, usually at night. By using blockade runners, the South could ship at least some of its cotton to Europe in exchange for shoes, rifles, and other supplies.

### GEOGRAPHY

**Farragut Captures New Orleans** As part of its effort to close Southern ports, the Union navy developed a plan to seize New Orleans and gain control of the lower Mississippi River. In February 1862, **David G. Farragut** took command of a combined Union force consisting of 42 warships and 15,000 soldiers led by General Benjamin Butler.

In early April, Farragut’s fleet began bombarding Confederate forts defending the lower Mississippi River, 75 miles south of New Orleans. When the attack failed to destroy the forts, Farragut made a daring move. In the early hours of April 24, 1862, his ships headed upriver past the forts in single file, exposing themselves to attack. The forts opened fire with more than 80 guns, while Confederate gunboats rammed the Union fleet. Remarkably, all but four of Farragut’s ships survived the battle and continued upriver.



*Young boys known as “powder monkeys” often carried the explosive charges on Union naval vessels.*

## Ironclads Clash at Sea, March 9, 1862

Southerners hoped to break the Union blockade with a secret weapon—an iron-plated ship built by covering the hull of the wooden ship *Merrimack*, a captured Union warship, with iron. The armored vessel, renamed the *Virginia*, could easily withstand Union cannon fire.

On March 8, 1862, the *Virginia* sank two Union ships guarding the James River at Hampton Roads, Virginia. On the worst day of the war for the Union navy, 240 sailors died. The next day, the Union’s own ironclad ship, the newly completed *Monitor*, challenged the *Virginia*. The two ships fought for hours, but neither could deliver a decisive blow. Although the vessels never fought again, the *Monitor*’s presence kept the *Virginia* from breaking the Northern blockade.





On April 25, 1862, Farragut arrived at New Orleans. Six days later, General Butler's troops took control of the city. The South's largest city, and a center of the cotton trade, was now in Union hands.

**Reading Check** **Explaining** How did the Confederates try to break the Union blockade?

## The War in the West

In February 1862, as Farragut prepared for his attack on New Orleans, Union general **Ulysses S. Grant** began a campaign to seize control of two rivers: the Cumberland River, which flowed west past Nashville through Tennessee, and the Tennessee River, which flowed through northern Alabama and western Tennessee. Control of these rivers would cut Tennessee in two and provide the Union with a river route deep into Confederate territory.

Backed by armored gunboats, Grant first seized Fort Henry, the Confederacy's main fort on the Tennessee River. He then marched his troops east and surrounded Fort Donelson on the Cumberland River, forcing its surrender. With the fall of Fort Donelson and Fort Henry, all of Kentucky and most of western Tennessee came under Union control.

Grant next headed up the Tennessee River to attack Corinth, Mississippi. Seizing Corinth would cut the Confederacy's only rail line connecting Mississippi and western Tennessee to the east.

Early on April 6, 1862, Confederate forces launched a surprise attack on Grant's troops, which were camped about 20 miles (32 km) north of Corinth near a small church named Shiloh. The Union won the Battle of Shiloh the following day, but both sides paid an enormous cost. Twenty thousand troops had been killed or wounded, more than in any other battle up to that point. When newspapers demanded Grant be fired because of the high casualties, Lincoln refused, saying, "I can't spare this man; he fights."

**Reading Check** **Evaluating** What was the significance of the Battle of Shiloh?

## The War in the East

At the same time Union and Confederate troops were struggling for control of the Mississippi River and other regions in the West, another major campaign was being waged in the East to capture Richmond, Virginia, the Confederate capital. After General Irwin McDowell's failure at the First Battle

### Fact

### Fiction

### Folklore

**Same Battles, Different Names** Many Civil War battles have two names. The Union usually named battles after the nearest body of water, while the Confederacy usually named them after the nearest settlement. Therefore, the battle known as the Battle of Bull Run (a creek) in the North was known as the Battle of Manassas (a town) in the South. Likewise, the Battle of Antietam was remembered in the South as the Battle of Sharpsburg.

of Bull Run, Lincoln relieved him of command and chose General George B. McClellan to lead the Union army in the East.

**McClellan's Peninsula Campaign** After several months of preparation, McClellan began transporting his troops by ship to the mouth of the James River, southeast of Yorktown, Virginia. From there he intended to march on Richmond, only 70 miles (113 km) away.

As McClellan advanced toward Richmond, he allowed his forces to become divided by the Chickahominy River. Seizing this opportunity, the Confederate commander, General Joseph E. Johnston, attacked McClellan's army, inflicting heavy casualties. After Johnston was wounded in the battle, General Robert E. Lee was placed in command.

In late June 1862, Lee began a series of attacks on McClellan's army that became known collectively as the Seven Days' Battle. Although Lee was unable to decisively defeat the Union army, he did force McClellan to retreat. Together the two sides had suffered over 30,000 casualties. Despite McClellan's protests, Lincoln ordered him to withdraw from the peninsula and bring his troops back to Washington.

### TURNING POINT

**The Battle of Antietam** As McClellan's troops withdrew, Lee decided to attack the Union forces defending Washington. The maneuvers by the two sides led to another battle at Bull Run, near Manassas Junction, the site of the first major battle of the war. The South again forced the North to retreat, leaving the Confederate forces only 20 miles (32 km) from Washington, D.C. Soon after, Lee's forces invaded Maryland.

Lee decided to invade Maryland for several reasons. Both he and Jefferson Davis believed that only an invasion would convince the North to accept the



- Confederate states
- Union states
- ★ Confederate victory
- ★ Union victory
- Union blockade
- Union routes
- Confederate routes
- 1863**  
Date West Virginia admitted to Union



## Geography Skills

- 1. Interpreting Maps** Name four battles that occurred along the eastern seaboard.
- 2. Applying Geography Skills** What purpose did the North have in fighting so many battles along the coasts?

South's independence. They also thought that a victory on Northern soil might help the South win recognition from the British and help the Peace Democrats gain control of Congress in the upcoming midterm elections. By heading north, Lee also could feed his troops from Northern farms and draw Union troops out of Virginia during harvest season.

When he learned that McClellan had been sent after him, Lee ordered his troops to congregate near Sharpsburg, Maryland. Meanwhile, McClellan's troops took position along Antietam (an·TEE·tuhm) Creek, east of Lee's forces. On September 17, 1862, McClellan ordered his troops to attack. The **Battle of Antietam**, the bloodiest one-day battle in American history, ended with over 6,000 men killed

and around another 16,000 wounded. Although McClellan did not break Lee's lines, he inflicted so many casualties that Lee decided to retreat to Virginia.

The Battle of Antietam was a crucial victory for the Union. The British government had been ready to intervene in the war as a mediator if Lee's invasion had succeeded. Britain also had begun making plans to recognize the Confederacy in the event the North rejected mediation. Lee's defeat at Antietam changed everything. The British again decided to

wait and see how the war progressed. With this decision, the South lost its best chance at gaining international recognition and support. The South's defeat at Antietam had an even more important political impact in the United States. It convinced Lincoln that the time had come to end slavery in the South.

 **Reading Check** **Explaining** What was the significance of the Battle of Antietam?


## The Emancipation Proclamation

Although most Democrats opposed any move to end slavery, Republicans were divided on the issue. Many Republicans were strong abolitionists. Others, like Lincoln, did not want to endanger the loyalty of the slaveholding border states that had chosen to remain in the Union. The war's primary purpose, in their opinion, was to preserve the Union.

With Northern casualties rising to staggering levels, however, more Northerners began to agree that slavery had to end, in part to punish the South and in part to make the soldiers' sacrifices worthwhile. George Julian, a Republican from Indiana, summed up the argument for freeing the slaves in a speech delivered early in 1862:


“When I say that this rebellion has its source and life in slavery, I only repeat a simple truism. . . . The mere suppression of the rebellion will be an empty mockery of our sufferings and sacrifices, if slavery shall be spared to canker the heart of the nation anew, and repeat its diabolical misdeeds.”

—quoted in *Battle Cry of Freedom*

On September 22, 1862, encouraged by the Union victory at Antietam, Lincoln publicly announced that he would issue the **Emancipation Proclamation**—a decree freeing all enslaved persons in states still in rebellion after January 1, 1863. Because the Proclamation freed enslaved African Americans only in states at war with the Union, it did not address slavery in the border states. Short of a constitutional amendment, however, Lincoln could not end slavery in the border states, nor did he want to endanger their loyalty.  (See page 953 for more on the *Emancipation Proclamation*.)

The Proclamation, by its very existence, transformed the conflict over preserving the Union into a war of liberation. “We were no longer merely

the soldiers of a political controversy,” recalled Union officer Regis de Trobriand. “We were now the missionaries of a great work of redemption, the armed liberators of millions.”

 **Reading Check** **Examining** Why did Lincoln issue the Emancipation Proclamation?

## Life During the Civil War

The Emancipation Proclamation would bring great change to the lives of many African Americans. However, they were not the only group affected by the war. From the battlefield to the home front, the great conflict touched the lives of millions of Americans and turned life for many into a daily struggle.

**The Wartime Economies** As the war intensified, the economies of the North and South went in different directions. By the end of 1862, the South's economy had begun to suffer greatly. Although many farms had converted from cotton to food crops, the collapse of the South's transportation system and the presence of Union troops in several important agricultural regions led to severe food shortages in the winter of 1862. At the same time, rapid inflation drove up the prices of the food that was available.

The food shortages hurt Southern morale, and people began to question the sacrifices they were being asked to make—or to demand of others. In several communities, food shortages led to riots. Hearing of such hardships, many Confederate soldiers deserted to return home to help their families.

In contrast, the North actually experienced an economic boom because of the war. With its large, well-established banking industry, the North raised money for the war more easily than the South. Its growing industries also supplied Union troops with clothes, munitions, and other necessities.

Innovations in agriculture helped minimize the loss of labor as men left to fight. Greater use of mechanical reapers and mowers made farming possible with fewer workers, many of whom were women. Women also filled labor shortages in various

**CLICK HERE**

**HISTORY**  
*Online*

**Student Web Activity**

Visit the *American Republic Since 1877* Web site at [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Student Web Activities—Chapter 7** for an activity on the Civil War.

industries, particularly in clothing and shoemaking factories where women were already prominent members of the labor force.

 **Reading Check Explaining** What were the effects of food shortages on the South?

## Military Life

Union and Confederate soldiers endured a hard life with few comforts. Many Southern soldiers slept without blankets and walked barefoot, while soldiers on both sides learned to gulp down tasteless food. For the Union soldier, meals often consisted of **hardtack** (a hard biscuit made of wheat flour), potatoes, and beans, flavored at times with dried salt pork and washed down with coffee. Confederate soldiers had little coffee, and their hardtack was usually made of cornmeal.

Both Union and Confederate soldiers also faced the constant threat of disease. In the mid-1800s, the medical profession had little understanding of infectious germs. Doctors used the same unsterilized instruments on patient after patient, and infection spread quickly in the field hospitals as a result.

In many cases, regiments lost about half their men to illness before ever going into battle. Crowded together in army camps, many soldiers, especially those from rural areas, were exposed to illnesses they had never had before, such as measles and mumps. Smallpox, when it erupted, could be deadly, as could dysentery, typhoid, and pneumonia, which were typically caused by unsanitary water supplies.



### **Picturing History**

**African American Soldiers** Battery A of the 2nd U.S. Colored Light Artillery was one of many groups of African Americans who fought for their freedom.  
**What was the Union's first official African American regiment?**

Battlefield physicians also used extreme measures in treating the wounded. Faced with appalling injuries, doctors routinely amputated arms and legs to prevent gangrene and other infections from spreading from the wounded limb to the rest of the body.

As brutal as life was for soldiers on the front, it was equally as miserable for **prisoners of war**—soldiers captured by the enemy in battle. As the war dragged on, both the North and the South found themselves with a growing numbers of prisoners of war. Taking care of them proved difficult, especially in the South. While conditions were bad in Northern prisons, the South was not able to adequately feed their prisoners because of food shortages.

The most infamous prison in the South, Andersonville in southwest Georgia, was an open camp with no shade or shelter for its huge population. Exposure, overcrowding, lack of food, and disease sometimes killed more than 100 men per day during the sweltering summer of 1864. In all, 13,000 of the 45,000 prisoners sent to Andersonville died in the camp. After the war, Henry Wirz, the commander at Andersonville, became the only person executed for war crimes during the Civil War.

 **Reading Check Summarizing** What medical problems did Union and Confederate soldiers face?

## African Americans and Women

While the war brought hardship to many Americans, it also offered new opportunities for African Americans and women. The Emancipation Proclamation officially permitted African Americans to enlist in the Union army and navy. Almost immediately, thousands of African Americans rushed to join the military.

The first African American regiment officially organized in the North was the 54th Massachusetts, which became one of the most famous regiments in the war. The regiment fought valiantly at Fort Wagner near Charleston Harbor in July 1863, losing nearly half of its soldiers in the battle.

Although women helped in the war effort at home by managing family farms and businesses, perhaps their most important contribution to the Civil War was in serving as nurses to the wounded. One of the most prominent war nurses was **Clara Barton**, who left her job in a Washington patent office to aid soldiers on the battlefield. With her face sometimes bluish from gunpowder, Barton fed the sick, bandaged the wounded, and even removed bullets with her own small knife. An army surgeon, impressed



## Picturing History

**Battlefield Medicine** The greatest impact women had on the battlefield was through serving as nurses. In what non-military ways did women contribute to the war effort?



“Nothing that I had ever heard or read had given me the faintest idea of the horrors witnessed here. . . . The men are lying all over the house. . . . The foul air from this mass of human beings at first made me giddy and sick, but I soon got over it. . . .”

—quoted in *Battle Cry of Freedom*

with Barton’s kindness and courage, called her “the true heroine of the age, the angel of the battlefield.”

Although Southern women were encouraged to stay at home and support the troops by making bandages and other supplies, many voluntarily founded small hospitals or braved the horrors of the battlefield. Kate Cumming of Mobile, Alabama, served as a nurse following the Battle of Shiloh. In her diary she vividly described the spectacle of war in a makeshift hospital:

The Civil War was a turning point for the American nursing profession. The courage shown by women helped break down the belief that women were emotionally weaker than men. In the meantime, the war dragged on, and by 1863 the stage was set for a series of pivotal battles.

**Reading Check Analyzing** Why do you think so many African Americans were willing to volunteer to fight in the Civil War?

## SECTION 2 ASSESSMENT

### Checking for Understanding

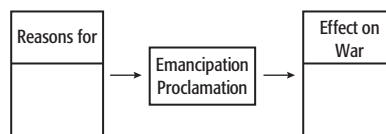
- Define:** *bounty, blockade runner, hardtack, prisoner of war.*
- Identify:** “Stonewall” Jackson, David G. Farragut, Ulysses S. Grant, Emancipation Proclamation.
- State** two factors that contributed to food shortages in the South during the Civil War.

### Reviewing Themes

- Geography and History** Why was seizing control of the Mississippi River an important strategy of the Union navy?

### Critical Thinking

- Analyzing** In what ways do you think the Civil War changed people’s opinion about women’s capabilities?
- Organizing** Complete a graphic organizer similar to the one below to explain President Lincoln’s reasons for issuing the Emancipation Proclamation and the effects the Proclamation had on the war.



### Analyzing Visuals

- Examining Art** Study the painting of the battle between the *Monitor* and the *Virginia* on page 250. What made these vessels superior to other warships used by the Union and the Confederacy?

### Writing About History

- Persuasive Writing** Imagine that you are asked to advise President Lincoln about issuing the Emancipation Proclamation. Write a short paper in which you explain the reasons for the advice you give him.



# Technology SKILLBUILDER

## Evaluating a Web Site

### Why Learn This Skill?

The Internet has become a valuable research tool. It is convenient to use, and the information contained on the Internet is plentiful. However, some Web site information is not necessarily accurate or reliable. When using the Internet as a research tool, you will need to distinguish between quality information and inaccurate or incomplete information.

### Learning the Skill

There are a number of issues to consider when evaluating a Web site. Most important is to check the accuracy of the source and content. The author and publisher or sponsor of the site should be clearly indicated, and the user must also determine the usefulness of the site. The information on the site should be current, and the design and organization of the site should be appealing and easy to navigate.

To evaluate a Web site, ask yourself the following questions:

- Are the facts on the site documented?
- Is more than one source used for background information within the site?
- Are the links within the site appropriate and up-to-date?
- Is the author clearly identified?
- Does the site contain links to other useful resources?
- Is the information easy to access? Is it properly labeled?
- Is the design appealing?

### Practicing the Skill

Visit the following Web site and answer the questions that follow.

<http://sunsite.utk.edu/civil-war/>

- 1 Who is the author or sponsor of the Web site?
- 2 What links does the site contain? Are they appropriate to the topic?



- 3 What sources were used for the information contained on the site?
- 4 Is the design of the site appealing? Why or why not?
- 5 How is the home page organized?

### Skills Assessment

Complete the Practicing Skills questions on page 281 and the Chapter 7 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Comparing Web Sites** Locate two other Web sites about the Civil War. Evaluate them for accuracy and usefulness, and then compare them to the site featured above. Be certain to go through the various links that the site includes so that you can do a thorough evaluation of the site. Share your findings with the class.



Glencoe's **Skillbuilder Interactive Workbook, CD-ROM Level 2**, provides instruction and practice in key social studies skills.



# SECTION 3 The Turning Point

## Guide to Reading

### Main Idea

With the help of key victories at Vicksburg and Gettysburg, the North defeated the South after four long years of fighting.

### Key Terms and Names

foraging, siege, Pickett's Charge, Gettysburg Address, William Tecumseh Sherman, torpedo, mandate, Thirteenth Amendment, Appomattox Courthouse

### Reading Strategy

**Categorizing** As you read about battles that led to a turning point in the war, complete a chart by listing the results of the battles shown.

Battle	Results
Vicksburg	
Chancellorsville	
Gettysburg	
Chickamauga Creek	
Missionary Ridge	

### Reading Objectives

- **Evaluate** the importance of events at Vicksburg and Gettysburg.
- **Discuss** Lee's surrender and the events of the war's aftermath.

### Section Theme

**Geography and History** The Union victories at Vicksburg and Gettysburg turned the tide of the war firmly in favor of the North.

### Preview of Events



Farmhouse used by General George Meade for his headquarters at Gettysburg

## ★ An American Story ★

At Gettysburg, Pennsylvania, in early July of 1863, Samuel Wilkeson sat to write his account of the battle that had raged for three days near the town. As he composed his dispatch, the body of Lieutenant Bayard Wilkeson, his son, lay dead beside him.

Wilkeson recorded the events that destroyed the peace of the Gettysburg countryside. He recalled “the singing of a bird, which had a nest in a peach tree within the tiny yard of the whitewashed cottage” that served as the Union army headquarters:

“In the midst of its warbling a shell screamed over the house, instantly followed by another and another and in a moment the air was full of the most complete artillery prelude to an infantry battle that was ever exhibited. Every size and form of shell known to British and to American gunnery shrieked, moaned, whirled, whistled, and wrathfully fluttered over our ground.”

—quoted in *Eyewitness to History*

## Vicksburg Falls

Gettysburg was only one of a series of horrific encounters in 1863. The first battle took place farther west, where a vital part of the Union strategy involved gaining control of the Mississippi River. In April 1862, Commander David Farragut had captured New Orleans and secured Union control of the Mississippi River delta. Later that year, Ulysses S. Grant seized control of the river as far south as Memphis after his victory at Shiloh. If the Union could capture Vicksburg, Mississippi, the last major Confederate stronghold on the river, the North could cut the South in two.



### **Picturing History**

**Vicksburg Besieged** Union troops used this house as a headquarters during the siege of Vicksburg. Nearby are Union trenches and the opening to a tunnel being dug under Confederate lines. [For how long was the city of Vicksburg under siege by Grant's Union forces?](#)


**Grierson's Raid** The city of Vicksburg was located on the east bank of the Mississippi River. At first Grant tried to approach the city from the north, but the land was too swampy, and the rivers in the area were covered with vegetation and blocked by trees. To get at Vicksburg, Grant decided to move his troops across the Mississippi to the west bank and then march south. Once past the city, Grant intended to cross back to the east bank of the river and attack the city from the south.

To distract the Confederates while he carried out this difficult maneuver, Grant ordered Benjamin Grierson to take 1,700 troops on a cavalry raid through Mississippi. Grierson's forces traveled 600 miles (965 km) in about two weeks, tearing up railroads, burning depots, and fighting skirmishes. His raid distracted the Confederate forces defending Vicksburg and enabled Grant to move his troops south of the city.

**The Siege of Vicksburg** After returning to the east bank of the Mississippi, Grant embarked on a daring march east, ordering his troops to live off the country. **Foraging**—or searching and raiding for food—as they marched, Grant's troops headed east into Mississippi and captured the town of Jackson before turning back west toward Vicksburg. Grant's troops marched an astonishing 180 miles (290 km) in 17 days, fought 5 battles, and inflicted 7,200 casualties on the Confederates. The march ended by driving the Confederate forces back into their defenses at Vicksburg.

On May 19, 1863, Grant launched an all-out assault on Vicksburg, but the city's defenders repulsed the attack and inflicted high casualties. On

May 22, Grant tried again, but Vicksburg's defenses were still too strong. He decided that the only way to take the city was to put it under **siege**—cutting off its food and supplies and bombarding the city until its defenders gave up. On July 4, 1863, with his troops literally on the verge of starvation, the Confederate commander at Vicksburg surrendered. The Union victory had cut the Confederacy in two.

 **Reading Check** **Explaining** Why did President Lincoln want the Union army to capture Vicksburg?

## **Gettysburg**

Shortly after McClellan's victory at Antietam in September 1862, Lincoln had become frustrated again with the general. McClellan could have destroyed Lee's army at Antietam, but he let the Confederates slip away. On November 7, 1862, Lincoln fired McClellan.

The president gave command of the army to General Ambrose Burnside and then to General Joseph Hooker, both of whom had little success against Lee's troops, who were entrenched in the hills south of Fredericksburg, Virginia. At the Battle of Fredericksburg and again at the Battle of Chancellorsville, Lee's outnumbered army defeated the Union troops.

Despite the fact that both sides suffered heavy casualties during the fighting, Lee's victory emboldened the Confederate general. Once again, he decided to invade the North.

### **TURNING POINT**

**The Battle of Gettysburg** In June 1863, Lee marched into Pennsylvania, where his troops seized livestock, food, and clothing. Hooker's failure to stop Lee convinced Lincoln that the general lacked the decisiveness necessary to win the war. Lincoln removed Hooker from command and appointed General George Meade as his replacement. Meade immediately headed north to intercept Lee.

At the end of June, as Lee's army foraged in the Pennsylvania countryside, some of his troops headed into the town of **Gettysburg**, hoping to seize a supply of shoes. When they arrived near the town, they discovered two brigades of Union cavalry. On July 1, 1863, the Confederates pushed the Union troops out of the town and into the hills to the south. At the same time, the main forces of both armies hurried to the scene of the fighting.

On July 2, Lee attacked, but the Union troops held their ground. The following day, Lee ordered nearly 15,000 men under the command of General



George E. Pickett and General A.P. Hill to make a massive assault. The attack became known as **Pickett's Charge**. As the mile-wide line of Confederate troops marched across open farmland toward Union forces at Cemetery Ridge, Union cannons and guns opened fire, inflicting 7,000 casualties in less than half an hour of fighting.

**Aftermath of the Battle** Pickett's Charge failed to break the Union lines. Fewer than 5,000 men made it up the ridge, and Union troops quickly overwhelmed those who did. "It is all my fault," said Lee. "It is I who have lost this fight." Despite the defeat, Lee quickly rallied his troops, withdrew from Gettysburg on a rainy July 4, and retreated back to Virginia. At Gettysburg, the Union suffered 23,000 casualties, but the South's toll was an estimated 28,000 casualties, more than one-third of Lee's entire force.

The disaster at Gettysburg proved to be the turning point of the war in the East. The Union's victory strengthened the Republicans politically and ensured once again that the British would not recognize the Confederacy. For the remainder of the war, Lee's forces remained on the defensive, slowly giving ground to the advancing Union army.

**The Gettysburg Address** In November 1863, Lincoln came to Gettysburg to dedicate a part of the battlefield as a cemetery. His speech, the **Gettysburg Address**, became one of the best-known orations in American history. In it, Lincoln reminded his listeners that the nation was "conceived in liberty, and dedicated to the proposition that all men are created equal":

“It is . . . for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this, nation, under God, shall have a new birth of freedom; and that the government of the people, by the people, and for the people, shall not perish from the earth.”

—from the Gettysburg Address

📖 (See page 954 for the complete text of the Gettysburg Address.)

✓ **Reading Check** **Summarizing** What was the result of Pickett's Charge?

## TECHNOLOGY & History

### The Telegraph

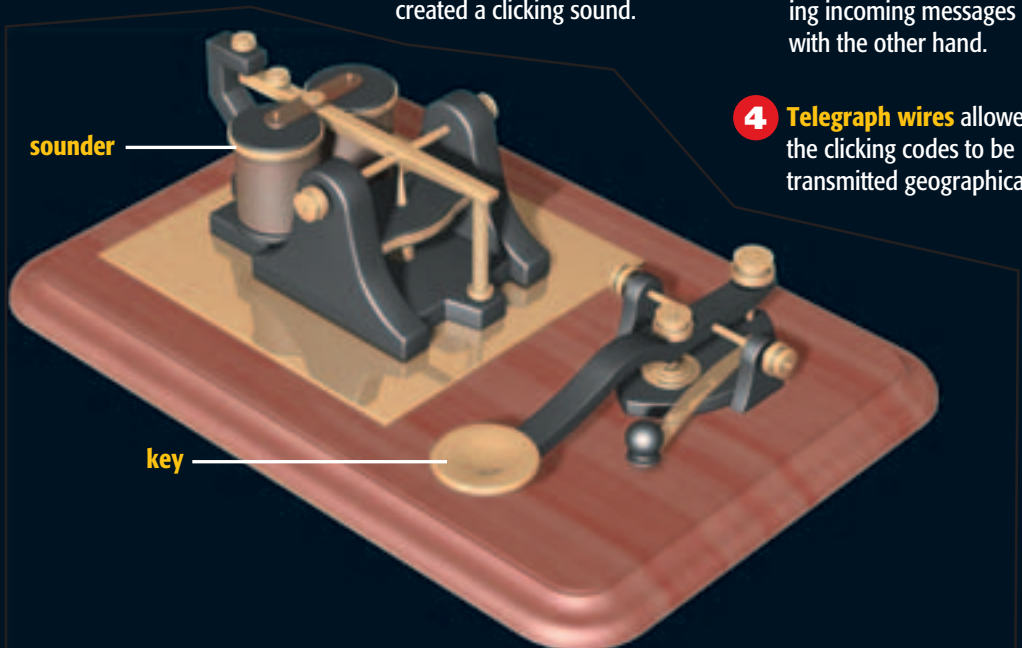
Invented by Samuel Morse in 1837, the telegraph was indispensable during the Civil War. It was used to send battle orders and to verify the locations of troops. With no telegraph in the White House, President Lincoln often visited the War Department's telegraph room to receive current information. Telegraph operators sent messages by pressing a key in a pattern of short and long clicks, following Morse's alphabetic code. **In what other areas of life was the telegraph useful?**

**1** The telegraph operator pressed a switch, called the **key**, breaking an electric current.

**2** The electric current activated a **sounder**, an electromagnet consisting of coiled wire wrapped around an iron core. The changing electric current created a clicking sound.

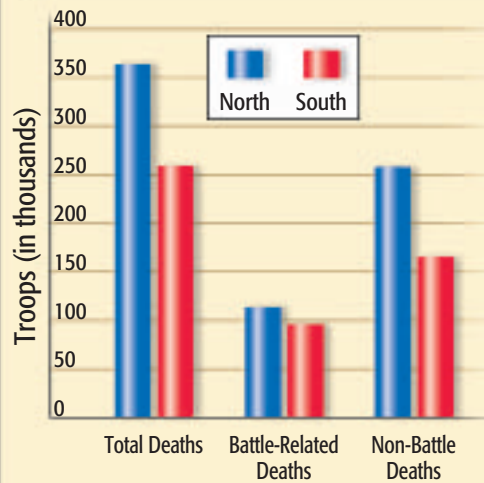
**3** Skilled operators were able to send up to 60 **messages** each hour, keying a message with one hand while translating incoming messages with the other hand.

**4** **Telegraph wires** allowed the clicking codes to be transmitted geographically.





### Civil War Casualties, 1861–1865



Source: *For the Common Defense*.

### American War Deaths (approximate figures)



Source: United States Civil War Center; *For the Common Defense*



### Geography Skills

- Interpreting Maps** In what state did Lee surrender?
- Applying Geography Skills** How long did the siege of Petersburg last, and what significance did it have for the war?

## Grant Secures Tennessee

After the Union's major victories at Vicksburg and Gettysburg, fierce fighting erupted in Tennessee near Chattanooga. Chattanooga was a vital railroad junction. Both the North and the South knew that if the Union forces captured Chattanooga, they would control a major railroad running south to Atlanta. The way would be open for a Union advance into Georgia.

Chattanooga had been in the hands of Confederate forces led by General Braxton Bragg. In early September 1863, however, Union general William Rosecrans pushed Bragg's troops out of the town. Bragg did not retreat far. When Rosecrans advanced into Georgia, Bragg launched an assault

against him at Chickamauga Creek on September 19, 1863. Rosecrans quickly ordered his troops to fall back to Chattanooga, where they found themselves surrounded by Bragg's forces.

In an effort to save the Union forces in Chattanooga, Lincoln decided to send some of Meade's forces to help Rosecrans. General Grant also hurried to Chattanooga and quickly took charge of the Union forces gathered there.

In late November, Grant ordered an attack on Confederate positions on Lookout Mountain. Charging uphill through swirling fog, the Union troops quickly forced the Southern troops to fall back. Confederates retreating from Lookout Mountain hurried to join the Southern forces at Missionary Ridge



east of Chattanooga. Although outnumbered, they secured a rugged position on high ground.

Grant did not intend to storm Missionary Ridge. He believed an all-out assault would be suicidal. Instead he ordered General **William Tecumseh Sherman** to attack Confederate positions on the north end of the ridge. When Sherman failed to break through, Grant ordered 23,000 men under General George Thomas to launch a limited attack against the Confederates in front of Missionary Ridge as a diversion.

To Grant's astonishment, Thomas's troops overran the Confederate trenches and charged up the steep slope of Missionary Ridge. The rapid charge scattered the surprised Confederate soldiers who retreated in panic, leaving Missionary Ridge—and Chattanooga—to the Union army.

By the spring of 1864, Grant had accomplished two crucial objectives for the Union. His capture of Vicksburg had given the Union control of the Mississippi River, while his victory at Chattanooga had secured eastern Tennessee and cleared the way for an invasion of Georgia.

Lincoln rewarded Grant by appointing him general in chief of the Union forces and promoting him to lieutenant general, a rank no one had held since George Washington. The president had finally found a general he trusted to win the war.

 **Reading Check** **Examining** Why was capturing Chattanooga important for the Union?

## Grant Versus Lee

By the spring of 1864, Union leaders knew that the only way to end the long and bloody war was to defeat Lee's army. Accordingly, General Grant put his most trusted subordinate, William Sherman, in charge of Union operations in the West. Grant then headed to Washington, D.C., to take command of the Union troops facing Lee.

**From Wilderness to Cold Harbor** "Whatever happens, there will be no turning back," Grant promised Lincoln. He was determined to march southward, attacking Lee's forces until the South surrendered.

The first battle of Grant's campaign erupted in the Wilderness, a densely forested area near Fredericksburg, Virginia. Despite suffering heavy casualties in the two-day battle, Grant did not pause. He headed southeast toward Spotsylvania Courthouse. First in terrible heat and then in pouring rain, the two armies battled near

Spotsylvania for over a week, often in bloody hand-to-hand combat that left many traumatized.

Unable to break Lee's lines at Spotsylvania, Grant headed toward Cold Harbor, a strategic crossroads northeast of Richmond. Convinced that his relentless attacks had weakened and demoralized Lee's troops, Grant decided to launch an all-out assault at Cold Harbor. The attack failed miserably, costing the Union 7,000 casualties, compared to only 1,500 for the South.

**The Siege of Petersburg** Stopped by Lee at Cold Harbor, Grant tried another plan. He ordered General Philip Sheridan to stage a cavalry raid north and west of Richmond. While Sheridan's troops distracted Lee, Grant headed south past Richmond to cross the James River. His goal was to capture the nearby town of **Petersburg** and thus cut off the rail line supplying Richmond and Lee's forces.

When Union troops reached the outskirts of Petersburg, they paused. The city was defended by 20-foot thick barricades, 15-foot deep ditches, and carefully positioned cannons. The strength of the city's defenses intimidated the Union troops, who were already exhausted and demoralized. Realizing a full-scale frontal assault would be suicidal, Grant ordered his troops to lay siege to the city.

 **Reading Check** **Summarizing** Why did General Grant want to capture Petersburg?

## Union Victories in the South

South of Virginia, General William Sherman marched his army from Chattanooga toward Atlanta, Georgia. Meanwhile, the Union navy sealed up the last major Confederate port on the Gulf of Mexico east of the Mississippi—Mobile, Alabama.

**Farragut Attacks Mobile** On August 5, 1864, David Farragut took 18 ships past the three Confederate forts defending Mobile Bay. As the fleet headed into the bay, a mine, which was called a **torpedo** in the 1860s, blew up a Union ship. The explosion brought the fleet to a halt directly in front of a fort's guns. "Damn the torpedoes! Full speed ahead!" cried Farragut, whose flagship led the way. After getting past the Confederate forts, Farragut's ships destroyed a Confederate fleet defending Mobile Bay. Although Farragut did not capture Mobile, he did seal off the bay.

**Sherman Takes Georgia** In late August 1864, General Sherman's army tried to encircle Atlanta. To avoid being trapped in the city, Confederate General



John B. Hood evacuated the city. Taking the city easily, Sherman's troops set fires to destroy railroads, warehouses, mills, and factories. The fires spread quickly, destroying more than one-third of the city.

On November 15, 1864, Sherman led his troops east across Georgia in what became known as the **March to the Sea**. The purpose of the march was to make Southern civilians understand the horrors of war and to pressure them into giving up the struggle. Sherman's troops cut a path of destruction through Georgia that was at times 60 miles (97 km) wide. They ransacked houses, burned crops, and killed livestock. By December 21, 1864, they had reached the coast and seized Georgia's first settlement, the city of Savannah.

After reaching the Atlantic coast, Sherman turned north and headed into South Carolina, the state that many people believed had started the Civil War. "The whole army," Sherman wrote, "is burning with an insatiable desire to wreak vengeance upon South Carolina." As one of Sherman's soldiers declared about South Carolina, "Here is where treason began and . . . here is where it shall end."

Sherman's troops burned and pillaged nearly everything in front of them. At least 12 towns were set on fire, including Columbia, the state capital,

which Sherman seized in February 1865. The march greatly demoralized Southerners. As one South Carolinian wrote, "All is gloom, despondency and inactivity. Our army is demoralized and the people panic stricken . . . to fight longer seems madness."

 **Reading Check** **Examining** Why did General Sherman march his army to the sea?

## The South Surrenders

As Sherman and Grant began their campaigns in the spring of 1864, Lincoln worried greatly about his chances for re-election. Sensing the public's growing anger over the costly war, Lincoln even confided to an army officer, "I am going to be beaten." He did not know that the war was rapidly approaching its conclusion—and the South was headed toward collapse.

**The Election of 1864** The capture of Atlanta came just in time to revitalize Northern support for the war and for Lincoln himself. On Election Day, voters elected the president to another term. Lincoln interpreted his re-election as an approval of his war policies and as a **mandate**, or clear sign from the voters, to end slavery permanently by amending the

## Profiles IN HISTORY

### Ulysses S. Grant

1822–1885

Before his victories in Kentucky and Tennessee, Ulysses S. Grant had been a mediocre West Point cadet, a failed businessperson, and an undistinguished army officer. More than any other Union commander, however, Grant changed the strategy—and the outcome—of the Civil War. Grant's restless urge for offensive fighting and his insistence on "unconditional surrender" at Fort Donelson convinced Lincoln to place the general in command of all the Union troops in 1864. Lincoln's confidence was not misplaced. Despite mounting casualties and accusations that he was a "butcher," Grant pushed relentlessly until he finally accepted Lee's surrender at Appomattox, Virginia.

The Union's enthusiasm for its victorious general made Grant a two-term president after the war, although scandals in his administration marred his reputation. The Civil War had been the high point of Grant's life, the challenge that brought out his best qualities. More than any monument or memorial—including Grant's Tomb, in New York City—Lincoln's defense of his embattled general during the war sums up Grant's character and achievement: "I can't spare this man; he fights."



### Robert E. Lee

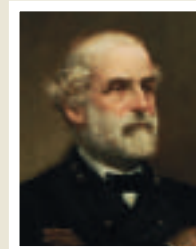
1807–1870

The son of a distinguished—though not wealthy—Virginia family, Robert E. Lee was raised in the socially exclusive world of the aristocratic South. From the beginning, he seemed marked by fate for brilliant success. At West Point he excelled in both his studies and his social life, impressing teachers and fellow cadets with his talent and good nature. As an army officer in the war with Mexico, he performed with brilliance and courage.

Offered command of the Union troops at the beginning of the Civil War, Lee refused, unable to oppose his fellow Virginians. He later commanded the army of Northern Virginia.

A hero to Southerners during the war, Lee felt a responsibility to set an example of Southern honor in defeat. His swearing of renewed allegiance to the United States after the war inspired thousands of former Confederate soldiers to follow his example. As president of Washington College in Virginia (later renamed Washington and Lee), Lee encouraged his students to put the war behind them and to behave as responsible citizens.

Lee died at age 63. In his last moments, he seemed to give orders to his troops, and then at last called out, "Strike the tent!"





Constitution. To get the amendment through Congress, Republicans appealed to Democrats who were against slavery to help them. On January 31, 1865, the **Thirteenth Amendment** to the Constitution, banning slavery in the United States, was narrowly passed by the House of Representatives and was sent to the states for ratification.

**Surrender** Meanwhile, back in the trenches near Petersburg, Lee knew that time was running out. On April 1, 1865, Union troops led by Philip Sheridan cut the last rail line into Petersburg at the Battle of Five Forks. The following night, Lee's troops withdrew from their positions near the city and raced west.

Lee's desperate attempt to escape Grant's forces failed when Sheridan's cavalry got ahead of Lee's troops and blocked the road at **Appomattox Courthouse**. When his troops failed to break through, Lee sadly observed, "There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths." With his ragged and battered troops surrounded and outnumbered, Lee surrendered to Grant on April 9, 1865.

Grant's generous terms of surrender guaranteed that the United States would not prosecute Confederate soldiers for treason. When Grant agreed to let Confederates take their horses home "to put in a crop to carry themselves and their families through the next winter," Lee thanked him, adding that the kindness would "do much toward conciliating our people." As Lee left he shook hands with Ely Parker, a Senecan who served as Grant's secretary. "I am glad to see a real American here," Lee told the Native American. Parker replied, "We are all Americans."


**Lincoln's Assassination** With the war over, Lincoln delivered a speech describing his plan to restore the Southern states to the Union. In the speech, he mentioned including African Americans in Southern state governments. One listener, actor John Wilkes Booth, sneered to a friend, "That is the last speech he will ever make."

Although his advisers had repeatedly warned him not to appear unescorted in public, Lincoln went to Ford's Theater with his wife to see a play on the evening of April 14, 1865. Just after 10 P.M., Booth slipped quietly behind the president and shot him in the back of the head. Lincoln died the next morning.

The president's death shocked the nation. Once viewed as an unsophisticated man unsuited for the presidency, Lincoln had become the Union's greatest champion. Tens of thousands of men, women, and children lined railroad tracks across the nation as Lincoln's body was transported back to Springfield, Illinois.

**Aftermath of the Civil War** The North's victory in the Civil War saved the Union and strengthened the power of the federal government over the states. It transformed American society by ending slavery, but it also left the South socially and economically devastated, and many questions unresolved.

No one knew how to bring the Southern states back into the Union or what the status of African Americans would be in Southern society. Americans from the North and the South tried to answer these questions in the years following the Civil War—an era known as Reconstruction.

 **Reading Check Explaining** Why did President Lincoln doubt he could win the 1864 election?

## SECTION 3 ASSESSMENT

### Checking for Understanding

1. **Define:** *foraging, siege, torpedo, mandate.*
2. **Identify:** Pickett's Charge, Gettysburg Address, William Tecumseh Sherman, Thirteenth Amendment, Appomattox Courthouse.
3. **Describe** how General Grant conducted the Confederate surrender.

### Reviewing Themes

4. **Geography and History** Why was capturing Vicksburg important for the Union?

### Critical Thinking

5. **Analyzing** How might the outcome of the war have been different if the Confederates had won at Gettysburg? Why?
6. **Organizing** Complete a graphic organizer by listing the purpose for the Union march on Atlanta and the effect of the city's capture on both sides.

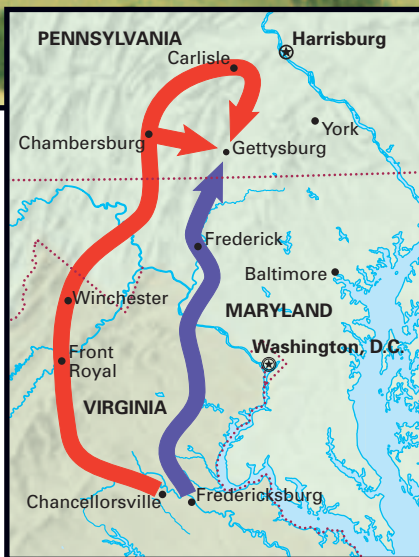
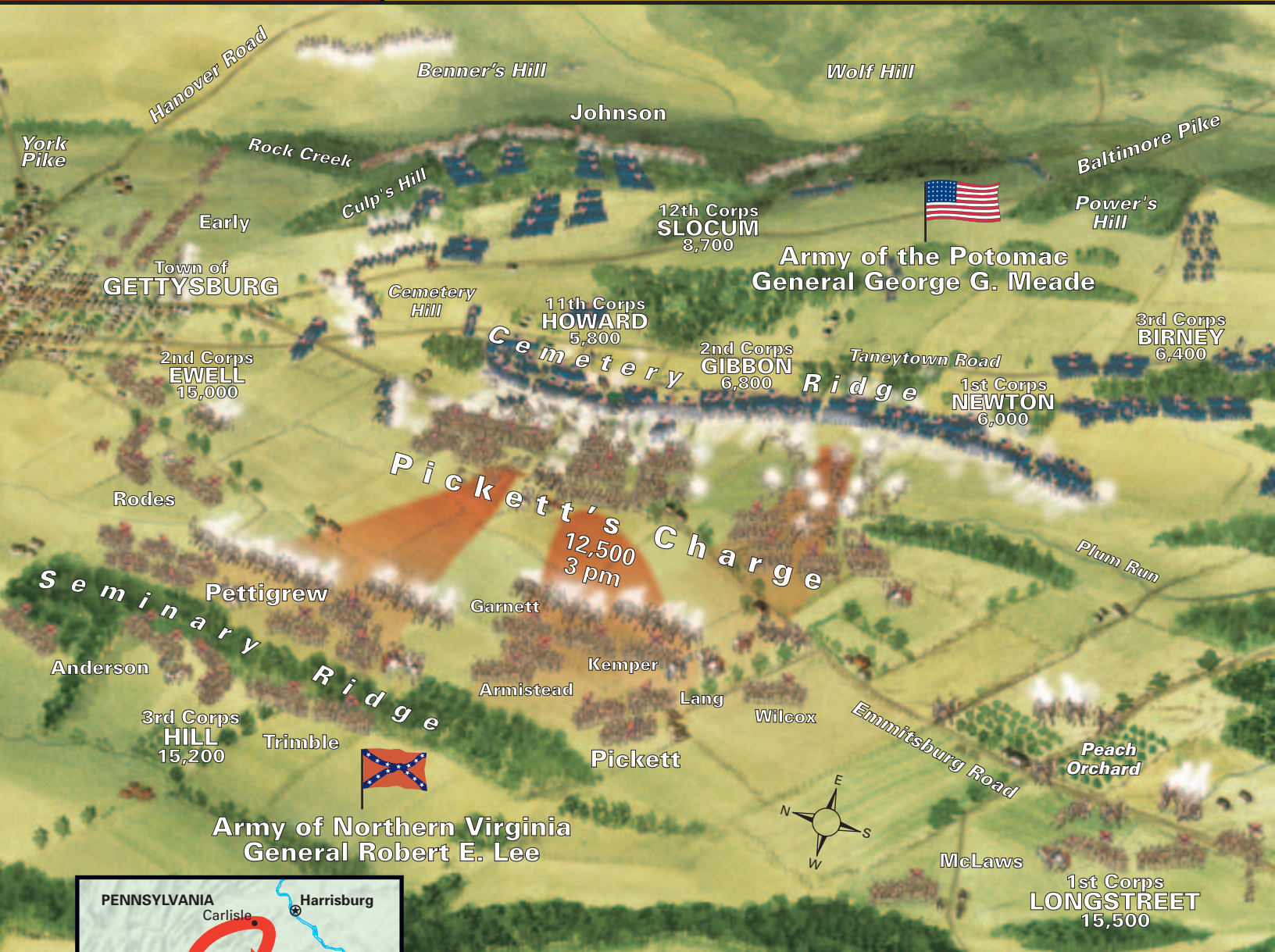


### Analyzing Visuals

7. **Examining Graphs** Examine the graphs of war deaths on page 260. What would account for the thousands of non-battle deaths listed in one of the graphs?

### Writing About History

8. **Descriptive Writing** Take on the role of a Confederate or Union soldier at the Battle of Gettysburg. Write a journal entry describing the battle and your feelings about its result.



## INVADING THE NORTH

After their victory at Chancellorsville in May 1863, the Confederates invaded the North (red arrow). Using the Blue Ridge Mountains to screen their movements, the Confederates advanced down the Shenandoah Valley, crossed the Potomac River, and pushed into Pennsylvania. The Federal army (blue arrow) placed itself between the Rebels and Washington. On July 1, the two armies met at the crossroads town of Gettysburg, Pennsylvania.

A nurse poses with wounded soldiers outside one of the 400 tents set up as a temporary hospital at Gettysburg. During the battle, the Union army suffered 23,000 casualties, the Confederates 28,000.





#### CANNON BOMBARDMENT

Pickett's Charge was preceded by a massive artillery bombardment. However, much of the Confederate artillery overshot the Federal positions on Cemetery Ridge, landing well to the rear of the frontline troops.

11th AC  
Hospital

Artillery  
Reserves

5th Corps  
SYKES  
9,500

6th Corps  
SEDGWICK  
13,600

#### Gettysburg Forces



Union  
troops



Confederate  
troops

3rd Corps

HILL

15,200

Corp

Commander

Number of  
troops (as of  
noon, July 3rd)

Scale of map varies in  
this perspective  
(distance from Gettysburg  
to Big Round Top 3 miles)

Little  
Round Top

Big  
Round  
Top

Wheat  
Field

Devil's  
Den Hood

Hood



"It's all my fault. It is I who have lost this fight,"  
Lee told the survivors as they struggled back  
after Pickett's Charge.

# Gettysburg: The Final Day

The Confederate invasion of Union territory in the summer of 1863 had been a bold stroke. By moving north, the Confederate commander of the Army of Northern Virginia, General Robert E. Lee, had relieved pressure on battle-ravaged Virginia. He had threatened the Federal capital of Washington, D.C., and gained access to the rich farms and other resources of Pennsylvania. Indeed, it was the prospect of finding shoes and other army supplies that lured the Confederates to Gettysburg.

By the morning of July 3, however, Lee was lamenting the lost opportunities. When his troops arrived in Gettysburg on July 1, they had driven the Federals out of the town. Quickly grasping the advantages of defending the high ground, Major General George Meade had ordered his Federal Army of the Potomac to take up positions in the hills south of town. The Federal line stretched from Culp's Hill and Cemetery Hill south along Cemetery Ridge to another hill called Little Round Top. The Confederates had taken up a position along a roughly parallel ridge to the west known as Seminary Ridge. Between the two positions stretched pastureland and fields of wheat. On July 2, Lee's troops had attacked Federal positions on Culp's Hill, Cemetery Hill and Little Round Top, but were pushed back. Now, on the morning of July 3, Lee was determined to punch a hole in the Federal line. Among the officers preparing to attack was Major General George Pickett, who would give his name to the day's infantry charge.

At about 3:00 p.m., more than 12,000 Confederates set out from Seminary Ridge. Three-quarters of a mile away, the Federals waited atop Cemetery Ridge. Federal artillery ripped holes in the Confederate line as it advanced. When the Rebels were 200 yards from the crest of Cemetery Ridge, the Federals unleashed volley after volley. Still the Confederates pressed on. Hundreds made it all the way up the slope of the ridge, but as they did, Federal reinforcements rushed in. Firing at point-blank range, stabbing with bayonets, bludgeoning with the butt ends of rifles, the Federals drove the Confederates back down the slope. Pickett's Charge had been repulsed. Lee retreated to Virginia and the tide of war turned in favor of the North.

## LEARNING FROM GEOGRAPHY

1. How did the Confederate army use the mountains of Virginia in its invasion of the North?
2. Why was the Federal army in such a strong position at Gettysburg?

# SECTION 4 Reconstruction Begins

## Guide to Reading

### Main Idea

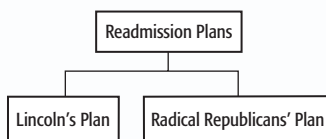
In the months after the Civil War, the nation began the effort to rebuild and reunite.

### Key Terms and Names

Reconstruction, amnesty, pocket veto, freedmen, Freedmen's Bureau, black codes, Fourteenth Amendment, Military Reconstruction Act, impeach, Fifteenth Amendment

### Reading Strategy

**Organizing** As you read about Reconstruction, complete a graphic organizer similar to the one below to compare the plans of President Lincoln and the Radical Republicans for readmitting Southern states to the Union.



### Reading Objectives

- **Discuss** life in the South immediately after the war.
- **Describe** the major features of congressional Reconstruction and its political impact.

### Section Theme

**Groups and Institutions** Northerners disagreed on which policies would best rebuild the South and safeguard the rights of African Americans.

### Preview of Events



## ★ An American Story ★



Artist depiction of an emancipated African American

Houston Holloway was ready for freedom. By 1865 the 20-year-old enslaved man had toiled under three different slaveholders. President Lincoln's Emancipation Proclamation, delivered in 1863, had freed him—but only in theory. The proclamation freed enslaved persons in the Confederacy, but because the Union could not enforce its laws in Confederate territory, many African American men and women in the South remained enslaved. Holloway knew that his only hope of freedom was a Northern victory in the Civil War.

The time of that victory finally arrived. On the spring day in 1865 when Union troops overran his community in Georgia on their way to defeating the Confederacy, Holloway rejoiced upon reaching true freedom:

“I felt like a bird out of a cage. Amen. Amen. Amen. I could hardly ask to feel better than I did that day. . . . The week passed off in a blaze of glory.”

—quoted in *A Short History of Reconstruction*

## Reconstruction Battle Begins

At the end of the Civil War, the South was a defeated region with a devastated economy. While some Southerners were bitter over the Union military victory, for many the more important struggle after the conflict was rebuilding their land and their lives. Meanwhile, the president and Congress grappled with the difficult task of **Reconstruction**, or rebuilding the nation after the war. Among other things, they had to decide under what terms and conditions the former Confederate states would be permitted to rejoin the Union.



**Lincoln's Plan** In December 1863, President Lincoln set forth his plan for reuniting the country in the Proclamation of Amnesty and Reconstruction. Lincoln wanted a moderate policy that would reconcile the South with the Union instead of punishing it for treason. He offered a general **amnesty**, or pardon, to all Southerners who took an oath of loyalty to the United States and accepted the Union's proclamations concerning slavery. When 10 percent of a state's voters in the 1860 presidential election had taken this oath, they could organize a new state government. Certain people were excluded from taking the oath, however, and would not be pardoned. These included all Confederate government officials and officers in the Confederate army, as well as all judges, members of Congress, and military officers who had left their posts to help the Confederacy.

**The Radical Republicans** Resistance to Lincoln's plan surfaced at once among a group of Republicans in Congress known as **Radical Republicans**. Led by Representative **Thaddeus Stevens** of Pennsylvania and Senator Charles Sumner of Massachusetts, the radicals did not want to reconcile with the South. They wanted, in Stevens's words, to "revolutionize Southern institutions, habits, and manners."

The Radical Republicans had three main goals. First, they wanted to prevent the leaders of the Confederacy from returning to power after the war. Second, they wanted the Republican Party to become a powerful institution in the South. Finally, and perhaps most importantly, they wanted the federal government to help African Americans achieve political equality by guaranteeing their right to vote in the South.

Congressional Republicans knew that the abolition of slavery would give the South more seats in the House of Representatives. Before the Civil War, enslaved people had only counted in Congress as three-fifths of a free person. Now that African Americans were free, the South was entitled to more seats in Congress. This would endanger Republican control of Congress, unless Republicans could find a way to protect African American voting rights in the South.

Although the radicals knew that giving African Americans in the South the right to vote would help the Republican Party win elections, most were not acting cynically. Many of them had been abolitionists before the Civil War and had pushed Lincoln into making emancipation a goal of the war. They believed in equality for all Americans, regardless of their race. Senator Henry Wilson of Massachusetts summarized their position by saying:

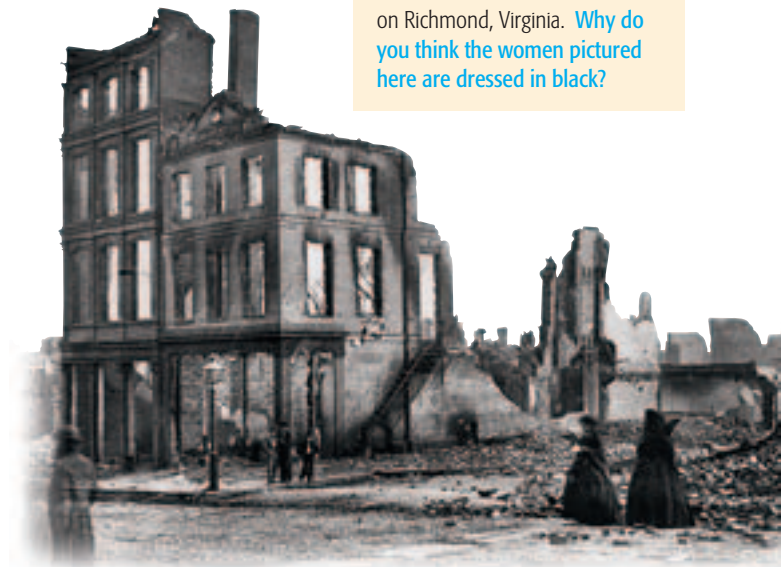
“[Congress] must see to it that the man made free by the Constitution is a freeman indeed; that he can go where he pleases, work when and for whom he pleases . . . go into schools and educate himself and his children; that the rights and guarantees of the common law are his, and that he walks the earth proud and erect in the conscious dignity of a free man.”

**The Wade-Davis Bill** Caught between Lincoln and the Radical Republicans were many moderate Republicans. The moderates thought Lincoln was being too lenient, but they also thought the radicals were going too far in their support for African American equality and voting rights.

By the summer of 1864, the moderates and radicals had come up with a plan for Reconstruction that they could both support as an alternative to Lincoln's plan. The compromise between the moderates and the radicals was the **Wade-Davis Bill** of 1864. This bill required the majority of the adult white men in a former Confederate state to take an oath of allegiance to the Union. The state could then hold a constitutional convention to create a new state government. Furthermore, the people chosen to attend the constitutional convention had to take an "ironclad" oath asserting that they had never fought against the Union or supported the Confederacy in any way. Each state's convention would then have to abolish slavery, reject all debts the state had acquired as part of the Confederacy,

### **Picturing History**

**War-Shattered City** The Civil War wreaked terrible devastation on Richmond, Virginia. **Why do you think the women pictured here are dressed in black?**





# Why It Matters

## The Fourteenth Amendment

Key provisions of the Fourteenth Amendment (1868) made all persons born in the United States citizens of both the nation and the state where they resided. States were prohibited from abridging the rights of citizenship or depriving persons of due process and equal protection of the law. The Supreme Court has often cited the Fourteenth Amendment when reviewing whether state or federal laws and actions violate the Constitution. The Court continues to do so today.



1954

In *Brown v. Board of Education*, the Court found that segregated education denied minority schoolchildren like Linda Brown (far left), the equal protection of the laws provided by the Fourteenth Amendment. This decision partially reversed *Plessy v. Ferguson*.

### Testing the 14th Amendment

1896

1896

In *Plessy v. Ferguson*, the Supreme Court decided that Jim Crow laws—state-mandated segregation of public facilities such as railroad cars—did not violate the Fourteenth Amendment. The Court ruled that separate facilities could be equal and allowed segregation to continue.

1954



and deprive all former Confederate government officials and military officers of the right to vote or hold office.

Although Congress passed the Wade-Davis Bill, Lincoln blocked it with a **pocket veto**, that is, he let the session of Congress expire without signing the legislation. Although Lincoln sympathized with some of the radical goals, he felt that imposing a harsh peace on the South would be counterproductive.

**Reading Check** **Summarizing** Why did Lincoln favor a generous Reconstruction policy toward the South?

## The Freedmen's Bureau

Lincoln realized that harsh Reconstruction terms would only alienate many whites in the South. Also, the South was already in chaos. The devastation of the war and the collapse of the economy left hundreds of thousands of people unemployed, homeless, and hungry. At the same time, the victorious Union armies had to try to accommodate the large numbers of African Americans who flocked to Union lines as the war progressed. As Sherman marched through Georgia and South Carolina, thousands of freed African Americans—now known as **freedmen**—began following his troops seeking food and shelter.

As the different programs for assisting Southern refugees—both white and African American—got underway, support began to build in Congress for the creation of a federal agency to help with the refugee crisis. In March 1865, Congress established the Bureau of Refugees, Freedmen, and Abandoned Lands, better known as the **Freedmen's Bureau**. The Bureau was given the task of feeding and clothing war refugees in the South using surplus army supplies. Beginning in September 1865, the Bureau issued nearly 30,000 rations a day for the next year.

The Bureau also helped formerly enslaved people find work on plantations. It negotiated labor contracts with planters, specifying pay and hours of work. Although many people in the North applauded the Bureau's efforts, they argued those who were formerly enslaved should be given land—commonly referred to as “forty acres and a mule”—to support themselves now that they were free. To others, however, taking land from plantation owners and giving it to freedmen seemed to violate the nation's cherished commitment to individual property rights. As a result, Congress refused to confirm the right of African Americans to own the lands that had been seized from plantation owners and given to them.

Although the Freedmen's Bureau could not provide African Americans with land, it made an important contribution in education. The Bureau worked closely with Northern charities to educate formerly



**1963**

In *Gideon v. Wainwright*, the Supreme Court ruled that the state of Florida had violated the due process clause when it refused to appoint a lawyer to represent Clarence Gideon (right). The ruling extended the Bill of Rights to state courts.



**1963**

**2000**

**2000**

In the presidential race between George W. Bush and Al Gore (at right), the Supreme Court case of *Bush v. Gore* was based on the Fourteenth Amendment. Justices argued that a lack of uniform standards for hand recounts of ballots in Florida violated the equal protection of all the state's voters. The decision allowed Bush to claim a controversial victory.



enslaved African Americans. It provided housing for schools, paid teachers, and helped train African American teachers.

Many freed African Americans served in the U.S. Cavalry in units formed after 1866. Most were stationed in the southwestern United States, where they became known as buffalo soldiers.



### Reading Check

**Explaining** Why was the Freedmen's Bureau established?

## Johnson Takes Office

Shortly after Congress established the Freedmen's Bureau, Lincoln was assassinated. Although his successor, Vice President Andrew Johnson, was a Democrat from Tennessee, he had remained loyal to the Union. Like Lincoln, he believed in a moderate policy to bring the South back into the Union.

**Johnson's Plan** In the summer of 1865, with Congress in recess, Johnson began to implement what he called his restoration program, which closely resembled Lincoln's plan. In late May 1865, he issued a new Proclamation of Amnesty to supplement the one Lincoln had issued earlier. Johnson offered to pardon all former citizens of the Confederacy who took an oath of loyalty to the Union and to return their property. He excluded from the pardon the same peo-

ple Lincoln had excluded, such as former Confederate officers and officials. Those who were excluded could apply to the president individually for a pardon. Like Lincoln, Johnson also required Southern states to ratify the Thirteenth Amendment abolishing slavery.

The former Confederate states, for the most part, met Johnson's conditions. They then organized new governments and elected people to Congress. By the time Congress gathered for its next session in December 1865, Johnson's plan was well underway. Many members of Congress were astonished and angered when they realized that Southern voters had elected dozens of Confederate leaders to Congress.

Moderate Republicans joined with the Radical Republicans and voted to reject the new Southern members of Congress.

**The Black Codes** Another development in the South also angered congressional Republicans. The new Southern state legislatures had passed laws known as **black codes** limiting the rights of African Americans in the South.

These codes varied from state to state, but all of them seemed intended to keep African Americans in a condition similar to slavery. African Americans were generally required to enter into annual labor contracts. Those who did not could be arrested for vagrancy and forced into involuntary servitude. Several codes established specific hours of labor and also required them to get licenses to work in non-agricultural jobs.



### Reading Check

**Summarizing** Who did President Johnson blame for the Civil War?

## Congressional Reconstruction

With the election of former Confederates to office and the introduction of the black codes, more and more moderate Republicans joined the radicals. Finally, in late 1865, House and Senate leaders created a Joint Committee on Reconstruction to develop their own program for rebuilding the Union.

**The Fourteenth Amendment** In March 1866, congressional Reconstruction began with the passage of an act intended to override the black codes. The **Civil Rights Act** of 1866 granted citizenship to all persons born in the United States except for Native Americans. The act guaranteed the rights of African Americans to own property, and it stated that they were to be treated equally in court. It also gave the federal government the power to sue people who violated those rights.

Johnson vetoed the Civil Rights Act, arguing that it was unconstitutional and would “[cause] discord among the races.” The veto convinced the remaining moderate Republicans to join with the radicals to override Johnson’s veto, and the act became law.

Fearing that the Civil Rights Act might later be overturned in court, however, the radicals introduced the **Fourteenth Amendment** to the Constitution. This amendment granted citizenship to all persons born or naturalized in the United States and declared that no state could deprive any person of life, liberty, or property “without due process of law.” It also declared that no state could deny any person “equal protection of the laws.” In June 1866, Congress passed the amendment and sent it to the states for ratification. It was ratified in 1868.

**Military Reconstruction Begins** President Johnson attacked the Fourteenth Amendment and made it the major issue of the 1866 congressional

elections. He hoped Northerners would vote out the Radical Republicans and elect a new majority in Congress that would support his plan for Reconstruction.

Events on Election Day dashed Johnson’s hopes. When the votes were counted, the Republicans achieved an overwhelming victory, winning approximately a three-to-one majority in Congress. They now had the strength of numbers to override any presidential veto and could claim that they had a mandate, or command, from the American people to enact their own Reconstruction program in place of President Johnson’s plan.

In March 1867, Congress passed the **Military Reconstruction Act**, which essentially nullified Johnson’s programs. The act divided the former Confederacy, except for Tennessee—which had ratified the Fourteenth Amendment in 1866—into five military districts. A Union general was placed in charge of each district with orders to maintain peace and “protect the rights of persons and property.”

In the meantime, each former Confederate state had to hold another constitutional convention to design a constitution acceptable to Congress. The new state constitutions had to give the right to vote to all adult male citizens, regardless of their race. After a state had ratified its new constitution, it also had to ratify the Fourteenth Amendment before it would be allowed to elect people to Congress.

## Johnson’s Impeachment

The Republicans knew that they had the votes to override any presidential veto of their policies, but they also knew that President Johnson could still interfere with their plans by refusing to enforce the laws they passed. Although they distrusted Johnson, Congressional Republicans knew that Secretary of War Edwin M. Stanton supported their program. They also trusted





General Grant, the head of the army, to support the policies of Congress.

To prevent Johnson from bypassing Grant and Stanton, Congress passed two new laws: the Command of the Army Act and the Tenure of Office Act. The Command of the Army Act required all orders from the president to go through the headquarters of the general of the army—Grant’s headquarters. The Tenure of Office Act required the Senate to approve the president’s removal of any government official whose appointment had required the Senate’s consent.

Determined to challenge the Tenure of Office Act, Johnson fired Stanton on February 21, 1868. Three days later, the House of Representatives voted to **impeach** Johnson, meaning that they charged him with “high crimes and misdemeanors” in office. The main charge against Johnson was that he had broken the law by refusing to uphold the Tenure of Office Act.

As provided in the Constitution, the Senate then put the president on trial. If two-thirds of the senators found the president guilty of the charges, he would be removed from office. In May 1868 the Senate voted 35 to 19 that Johnson was guilty of high crimes and misdemeanors. This was just one vote short of what was needed for conviction.

**The Election of 1868** Although Johnson remained in office, he finished his term quietly and did not run for election in 1868. That year, the Republicans



Andrew Johnson

nominated Grant. During the campaign, Union troops in the South enabled African Americans to vote in large numbers. As a result, Grant won six Southern states and most of the Northern states. The Republicans also retained large majorities in both houses of Congress.

With their majority securely established and a sympathetic president in office, congressional Republicans moved rapidly to expand their Reconstruction program. Recognizing the importance of African American suffrage, the Republican-led Congress passed the

**Fifteenth Amendment** to the Constitution. This amendment declared that the right to vote “shall not be denied . . . on account of race, color, or previous condition of servitude.” In March 1870, the Fifteenth Amendment was ratified by the states and became part of the Constitution.

Radical Reconstruction had a dramatic impact on the South, particularly in the short term. It dramatically changed Southern politics by bringing hundreds of thousands of African Americans into the political process for the first time. It also began to change Southern society. As it did so, it angered many white Southerners, who began to fight back against the federal government’s policies.

**Reading Check** **Identifying** What two laws did the Radical Republicans pass to reduce presidential power?

## SECTION 4 ASSESSMENT

### Checking for Understanding

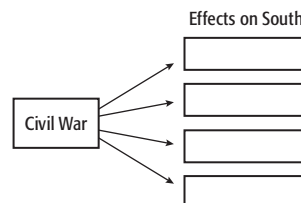
- Define:** Reconstruction, amnesty, pocket veto, freedmen, black codes, impeach.
- Identify:** Freedmen’s Bureau, Fourteenth Amendment, Military Reconstruction Act, Fifteenth Amendment.

### Reviewing Themes

- Groups and Institutions** What were the Radical Republicans’ three major goals?

### Critical Thinking

- Evaluating** Do you think Presidents Lincoln and Johnson were wise in not seeking harsh treatment of the Southern states? Why or why not?
- Categorizing** Use a graphic organizer to describe the effects of the Civil War.



### Analyzing Visuals

- Interpreting Maps** Study the map of military districts on page 270. Then list the Confederate states that were readmitted to the Union in 1868, the earliest year for any such state to gain readmission.

### Writing About History

- Persuasive Writing** Imagine that you are a citizen living during President Andrew Johnson’s administration. Write a letter urging members of Congress to vote either for or against Johnson’s impeachment. Include reasons for your position.



## SECTION 5

# Reconstruction and Republican Rule

### Guide to Reading

#### Main Idea

Under Republican rule, the South began to rebuild. African Americans gained new opportunities, and some Southerners organized to resist the Republicans.

#### Key Terms and Names

carpetbagger, scalawag, graft, Panic of 1873, Compromise of 1877, tenant farmer, sharecropper

#### Reading Strategy

**Taking Notes** As you read about Southern society and the end of Reconstruction, use the major headings of the section to create an outline similar to the one below.

Reconstruction and Republican Rule  
I. Republican Rule in the South  
A.  
B.  
C.

#### Reading Objectives

- **Discuss** Republican rule in the South during Reconstruction.
- **Explain** how Reconstruction ended, and contrast the New South and the Old South.

#### Section Theme

**Economic Factors** After Reconstruction, the South tried to create a new economy, but many problems remained.

#### Preview of Events



### ★ An American Story ★



Early KKK robe and hood

On a moonlit December night in the late 1860s, Essie Harris, a formerly enslaved man, woke suddenly after hearing loud noises outside his small home in Chatham County, North Carolina. He peered out his bedroom window and a wave of terror rushed over him. Thirty men in white robes and hoods stood around the house. Many held shotguns. They were members of the Ku Klux Klan, an organization that used violence and intimidation to force African Americans and white Republicans out of Southern politics. They had come to harass Harris, who was active in local politics.

As Klan members began firing shotgun blasts at his home, Harris pushed his family into a corner and grabbed his own shotgun. He rushed to the front door and fired back, then shouted to one of his children, "Boy, bring my five-shooter!" Harris had no such gun, but his bluff worked. The Klan members cursed Harris and rode off, but they would return. They continued harassing Harris until he abandoned his home and moved to another county.

—adapted from *The Fiery Cross*

### Republican Rule in the South

By the fall of 1870, all of the former Confederate states had rejoined the Union under the congressional Reconstruction plan. Reunification, however, did little to restore harmony between the North and the South. Because of past disloyalty, some Southern whites were barred from voting or holding office in the new Southern governments, and many others



simply refused to do so. As a result, a coalition of Northerners, Southern-born whites, and African Americans created Republican governments in the Southern states. While the governments instituted various reforms, most white Southerners scorned them.

**Carpetbaggers and Scalawags** During Reconstruction, a large number of Northerners traveled to the South. Many were eventually elected or appointed to positions in the South's new state governments. Southerners, particularly supporters of the Democratic Party, referred to these newcomers as **carpetbaggers** because some arrived with their belongings in suitcases made of carpet fabric. Many local residents viewed the Northerners as intruders seeking to exploit the South's postwar turmoil for their own gain.

While many Southerners despised carpetbaggers, they also disliked white Southerners who worked with the Republicans and supported Reconstruction. They called these people **scalawags**—an old Scotch-Irish term for weak, underfed, worthless animals.

The scalawags were a diverse group of people. Some were former Whigs who had grudgingly joined the Democratic Party before the war. Many were owners of small farms who did not want the wealthy planters to regain power. Still others were business people who favored Republican plans for developing the South's economy.

**African Americans Enter Politics** Thousands of formerly enslaved people also took part in governing the South. Having gained the right to vote, African Americans quickly began organizing politically. Within a few remarkable years, African Americans went from enslaved workers to legislators and administrators on nearly all levels of government. Hundreds of formerly enslaved people served as delegates to the conventions that created the new state constitutions. They also won election to numerous local offices, from mayor to police chief to school commissioner. During Reconstruction, dozens of African Americans also served in Southern state legislatures, while 14 were elected to the House of Representatives and 2 others served in the Senate.

While African Americans participated in the South's Reconstruction governments, they by no means

controlled them. The Republican Party took power in the South because it had the support of a large number of white Southerners. These were usually poor white farmers, who resented the planters and Democratic Party that had dominated the South before the Civil War.

**Republican Reforms in the South** The newly elected Republican governments in the South quickly instituted a number of reforms. In addition to repealing the black codes, they established state hospitals and institutions for orphans. They rebuilt roads, railways, and bridges damaged during the Civil War and provided funds for the construction of new railroads and industries in the South.

The Republican reforms did not come without cost. Many state governments were forced to borrow money and to impose high property taxes to pay for the repairs and new programs. Many property owners, unable to pay these new taxes, lost their land.

Although Republican leaders in the South demonstrated a devotion to public service, some of the more self-seeking members caused Southern Democrats to accuse the "carpetbag governments" of corruption. One Republican governor admitted accepting more than \$40,000 in bribes. **Graft**, or gaining money illegally through politics, was common in the South, just as it was in the North at the time.

**Reading Check Summarizing** What three groups of people helped to create Republican governments in the South during Reconstruction?

## Profiles IN HISTORY

### Hiram Revels 1822–1901

For a man reluctant to enter politics, Hiram Revels went a long way—becoming the first African American in the United States Senate. Revels was born to free parents in Fayetteville, North Carolina. In 1845 he became a minister in the African Methodist Church. Soon after, Revels settled in Baltimore, where he worked as a church pastor and as the principal of an African American school.

After the Civil War, Revels settled in Natchez, Mississippi, where he continued his religious work. At first, Revels expressed reluctance to wade too

deeply into politics, but he overcame this concern and won the respect of both whites and African Americans. In 1870 Revels was elected to the Senate. As the first African American senator, he served in a subdued manner, speaking much less than other African American members of Congress. Upon his retirement from the Senate, Revels served twice as president of Alcorn University, an African American college in Mississippi.





## African American Communities

In addition to their efforts on the political stage, African Americans worked to improve their lives in other ways during Reconstruction. Upon gaining their freedom, many African Americans desired an education, something they had been denied under slavery. In the first years of Reconstruction, the Freedmen's Bureau, with the help of Northern charities, had established schools for African Americans across the South.

Gradually, the number of both African American students and teachers increased, and by 1876 about 40 percent of all African American children (roughly 600,000 students) attended school in the region.

With the same determination they showed in pursuing an education, formerly enslaved people across the South worked to establish their own churches. Religion had long played a central role in the lives of many African Americans, and with the shackles of slavery now gone, the building of churches quickly began. Churches served as the center of many African American communities, as they housed schools and hosted social events and political gatherings.

**✓ Reading Check** **Examining** How did education for African Americans change during Reconstruction?

## Southern Resistance

At the same time these changes were taking place in the South, African Americans often faced intense resentment from many Southern whites. Many Southerners also despised the Republican governments, which they believed vindictive Northerners had forced upon them.

Unable to strike openly at the Republicans running their states, some Southern opponents of Reconstruction organized secret societies to undermine Republican rule. The largest of these groups was the **Ku Klux Klan**. Started in 1866 by former Confederate soldiers in Pulaski, Tennessee, the Klan spread rapidly throughout the South. Hooded, white-robed Klan members rode in bands at night terrorizing African Americans, white Republicans, carpetbaggers, teachers in African American schools, and others who supported the Republican governments. Republicans and African Americans responded to the attacks by organizing their own militias to fight back.

As the violence on both sides increased, President Grant and Congress took action. In 1870 and 1871, Congress passed three Enforcement Acts, one of which outlawed the activities of the Klan. Throughout the South, local authorities and federal agents, acting under the Enforcement Acts, arrested more than 3,000 Klan members. Southern juries convicted only about 600, however, and fewer still served any time in prison.

**✓ Reading Check** **Describing** Why did Congress pass the Enforcement Acts?

### **Picturing History**

**Schools for African Americans** O.O. Howard, head of the Freedmen's Bureau, is pictured here (far right) with the students of a Freedmen's school. **Why do you think these schools were so successful?**



## The Troubled Grant Administration

Despite his decisive actions against the Ku Klux Klan, Ulysses S. Grant was not a forceful president. He believed that the president's role was to carry out the laws and leave the development of policy to Congress. Eventually, Grant's lack of political experience and drive helped to divide the Republican Party and undermine public support for Reconstruction.

Throughout Grant's first term, a growing number of Republicans expressed concerns that men who were in office to make money and



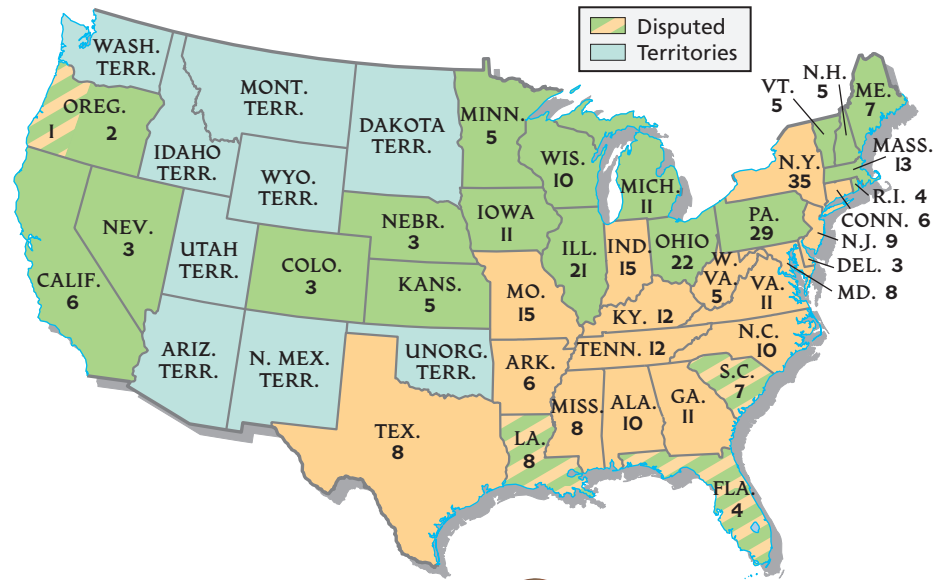
sell influence were beginning to dominate the Republican Party. These critics also argued that the economic policies most Republicans supported, such as high tariffs, favored the rich over the poor. Eventually these critics, known as Liberal Republicans, broke with the Republican Party in 1872 and nominated their own candidate, the influential newspaper publisher Horace Greeley. Despite this split, Grant easily won re-election.

During Grant's second term, a series of scandals damaged his administration's reputation. In one scandal, Grant's secretary of war, **William Belknap**, was found to have accepted bribes from merchants operating at army posts in the West. He was impeached but resigned before the Senate could try him. Then, in 1875, the "**Whiskey Ring**" scandal broke. A group of government officials and distillers in St. Louis cheated the government out of millions of dollars by filing false tax reports. It was reported that Orville E. Babcock, Grant's private secretary, was in this group, although the charges were never proven.

In addition to these political scandals, Grant and the nation endured a staggering and long-lasting economic crisis that began during Grant's second term. The turmoil started in 1873, when a series of bad railroad investments forced the powerful banking firm of Jay Cooke and Company to declare bankruptcy. A wave of fear known as the **Panic of 1873** quickly spread through the nation's financial community. The panic prompted scores of smaller banks to close and caused the stock market to plummet. It soon set off a full-fledged depression that lasted until almost the end of the decade.

The scandals in the Grant administration and the nation's deepening economic depression hurt the Republicans politically. In the 1874 midterm elections, the Democrats won back control of the House of Representatives and made gains in the Senate.

**Reading Check** **Explaining** Why did the Liberal Republicans oppose President Grant?



Presidential Election, 1876			
Candidate	Electoral Vote	Popular Vote	Political Party
Hayes	185	4,036,572	Republican
Tilden	184	4,284,020	Democrat



### Geography Skills

- Interpreting Maps** In which states were election results disputed?
- Applying Geography Skills** In what regions of the country did Hayes win support?

## Reconstruction Ends

The rising power of the Democrats in Congress made enforcing Reconstruction more difficult. At the same time, Northerners were becoming more concerned with the government scandals and their own economic problems than with the situation in the South.

In the 1870s, Democrats began to regain power in the South. They did so in part through intimidation and fraud, and in part by defining the elections as a struggle between whites and African Americans. They also won back support by promising to cut the high taxes the Republicans had imposed and by accusing Republicans of corruption. Southern Democrats viewed their efforts to regain power as a crusade to help save the South from Republican rule. By 1876 the Democrats had taken control of all but three Southern state legislatures.

That year, the nation's presidential election pitted Republican Rutherford B. Hayes, a former governor of Ohio, against Democrat Samuel Tilden, a wealthy corporate lawyer and former governor of New York. On Election Day, twenty electoral votes were disputed. Nineteen of the votes were in the three Southern states controlled by Republicans.



# Different Viewpoints

## Carpetbaggers: Corrupt or Well-Intentioned?

According to Southerners, many carpetbaggers were corrupt Northerners who came south to get rich or to get elected. Films like *Gone with the Wind* influenced many generations to accept this view. The opposing interpretation argues that Northerners were not necessarily corrupt but often simply wanted to make new lives or aid African Americans.

**In 1871 Oliver Morton, a Radical Republican senator from Indiana, defended Northerners who relocated to the South, claiming they were beneficial to that region:**

"When the war ended many men who had been in the Union army remained in the South, intending to make it their home. . . . Others emigrated from the North, taking with them large capital, believing that the South presented fine prospects for business. . . . It so happened, and was, in fact, necessary, that many of these men should be elected to office. This was their right and the natural result of the circumstances by which they were surrounded. . . . Emigration is a part of the genius of the American people. . . . it is an odious and anti-American doctrine that a man has no right to be elected to an office in a State because he was not born in it. . . . What the South needs is emigrants with carpet bags well filled with capital to revive industry. . . ."

—quoted in *Reconstruction: Opposing Viewpoints*

**In an 1871 question-and-answer session before Congress, William Manning Lowe, a former Confederate colonel and Alabama lawyer, criticized his state's U.S. senators, Willard Warner and George Spencer. Both were originally from Northern states:**

"[A] carpet-bagger is generally understood to be a man who comes here for office sake, of an ignorant or bad character, and who seeks to array the Negroes against the whites . . . in order to get office through them. . . . (The term) does not apply to all northern men who come here. . . . We regard any republican or any man as a man of bad character, whether he is native or foreign born, who seeks to obtain office from the Negroes by exciting their passions and prejudices against the whites. We think that a very great evil—very great. We are intimately associated with the Negro race; we have a large number in the country, and we think it essential that we shall live in peace together. . . . No, sir; the term is never applied to a democrat under any circumstances. . . ."

—quoted in *Reconstruction: Opposing Viewpoints*

## Learning From History

- Evaluating** Which of these two viewpoints most accurately describes carpetbaggers? Why?
- Analyzing** Choose one of the viewpoints above. Write three questions you would like to ask your chosen speaker.

As a result, congressional leaders worked out an agreement known as the **Compromise of 1877**.

Historians are not sure if a deal really took place or what its exact terms were. The compromise reportedly included the following conditions: Southern Democrats agreed to give the election to Hayes, and in return, the Republicans promised that a Southerner would become postmaster general. This was an important position because of the many federal jobs it controlled. The Republicans reportedly also promised funds for internal improvements in the South. Most importantly, they agreed to withdraw the remaining federal troops from the South. In April 1877, after assuming the presidency, Hayes did pull federal troops out of the South. Without soldiers to support

them, the last remaining Republican governments in the South quickly collapsed. Reconstruction had come to an end.

**Reading Check Explaining** What major issue was settled by the Compromise of 1877?

## A "New South" Arises

During his inaugural speech in March 1877, President Hayes expressed his desire to move the country beyond the quarrelsome years of Reconstruction in part by putting an end to the nation's regional distinctions. He hoped to narrow the divisions of sectionalism that had long plagued the nation:



“Let me assure my countrymen of the Southern States that it is my earnest desire to regard and promote their truest interests—the interests of the white and colored people both equally—and to put forth my best efforts in behalf of a civil policy which will forever wipe out . . . the distinction between North and South, to the end that we may have not merely a united North or a united South, but a united country.”

—quoted in *Rutherford B. Hayes*

Eventually the South did develop closer ties with the North. Southern leaders realized the South could never return to the pre-Civil War agricultural economy dominated by the planter elite. Instead, these Southerners called for the creation of a “New South.” They were convinced that the region had to develop a strong industrial economy. An alliance between Southerners and Northern financiers brought great economic changes to some parts of the South. Northern capital helped to build thousands of miles of railroads and dozens of new industries.

The South, however, changed very little. Despite its industrial growth, the region remained largely agricultural. As late as 1900, its number of manufacturing establishments equaled only 4 percent of its number of farms. For many African Americans in particular, the end of Reconstruction meant a return to the “old South” and an end to their hopes of being granted their own land. Instead many returned to the plantations owned by whites, where they, along with many poor white farmers, either worked for wages or became **tenant farmers** paying rent for the land they farmed. After the Civil War, the South’s weak economy did not have enough cash available and the cost of borrowing money was high. Many farmers could



### Picturing History

**A New South?** While the developing downtown area of Houston, Texas, in the 1890s was similar to other Southern urban areas, most of the South remained agricultural in the decades following the Civil War. **What did the leaders of the “New South” movement support?**

not afford to buy their own land. As a result, most tenant farmers became **sharecroppers**. Sharecroppers did not pay their rent in cash. Instead they paid a share of their crops, often as much as two-thirds, to cover their rent as well as the cost of the seed, fertilizer, tools and animals they needed.

Although sharecropping allowed African American farmers to control their work schedules and working conditions for the first time in their lives, they rarely had enough crops left over to sell to enable them to buy their own land. The Civil War ended slavery, but Reconstruction’s failure left many African Americans, as well as many whites, trapped in economic circumstances beyond their control.

 **Reading Check** **Summarizing** What alliance brought economic change in the South?

## SECTION 5 ASSESSMENT

### Check for Understanding

- 1. Define:** **carpetbagger**, **scalawag**, **graft**, **tenant farmer**, **sharecropper**.
- 2. Identify:** Panic of 1873, Compromise of 1877.
- 3. Describe** how some white Southerners reacted to the Republican Party gaining power in the South.

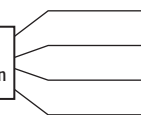
### Reviewing Themes

- 4. Economic Factors** What factors contributed to improving the economy of the South after Reconstruction?

### Critical Thinking

- 5. Analyzing** Why did Southerners resent both carpetbaggers and scalawags?
- 6. Organizing** Use a graphic organizer similar to the one below to identify the problems that President Grant’s administration faced.

Problems Faced by  
Grant’s Administration



### Analyzing Visuals

- 7. Examining Photographs** Study the photograph of O.O. Howard and a Freedmen’s school on page 274. How would you describe the children depicted in this photograph?

### Writing About History

- 8. Expository Writing** Write a short essay explaining what you consider to be the three most important events of the Reconstruction period. Explain why you chose these events.



# TIME

## NOTEBOOK



### Eyewitness

**WILLIAM H. CROOKE** served as a bodyguard for President Andrew Johnson and witnessed the decisive vote by Edmund Ross during the impeachment trial in the Senate on Saturday, May 16, 1868. Here, Crooke recalls the scene:

The tension grew. There was a weary number of names before that of Ross was reached. When the clerk called it, and Ross [senator from Kansas] stood forth, the crowd held its breath.

‘Not guilty,’ called the senator from Kansas. It was like the babbling [sic] over of a caldron. The Radical Senators, who had been laboring with Ross only a short time before, turned to him in rage; all over the house people began to stir. The rest of the roll-call was listened to with lessened interest. . . . When it was over, and the result—35 to 19—was announced, there was a wild outburst, chiefly groans of anger and disappointment, for the friends of the president were in the minority.

It was all over in a moment, and Mr. Johnson was ordering some whiskey from the cellar. [President Johnson was not convicted.]

### VERBATIM

**“If the South is ever to be made a safe Republic, let her lands be cultivated by the toil of the owners, or the free labor of intelligent citizens.”**

**THADDEUS STEVENS**,  
arguing for land redistribution in  
the South during Reconstruction

**“In the South, the [Civil] war is what A.D. is elsewhere; they date from it.”**

**MARK TWAIN**,  
from *Life on the Mississippi*

**“For we colored people did not know how to be free and the white people did not know how to have a free colored person about them.”**

**HOUSTON HARTSFIELD HOLLOWAY**,  
freedman, on the problem of  
Reconstruction

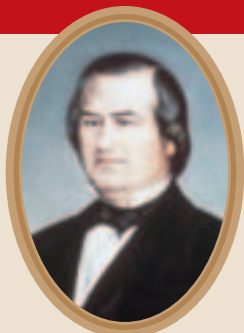
**“As in the war, freedom was the keynote of victory, so now is universal suffrage the keynote of Reconstruction.”**

**ELIZABETH CADY STANTON**,  
arguing for universal suffrage, 1867

**“We thought we was goin’ to be richer than the white folks, ‘cause we was stronger and knowed how to work, and the whites didn’t and they didn’t have us to work for them anymore. But it didn’t turn out that way. We soon found out that freedom could make folks proud but it didn’t make ‘em rich.”**

**FELIX HAYWOOD**,  
former slave

### PRESIDENTIAL SUPERLATIVES



Andrew Johnson

While he was neither “first in war, first in peace” nor “first in the hearts of his countrymen,” President Andrew Johnson left his mark on history:

- First to have never attended school
- First to be impeached
- First to be elected to the Senate both before and after being president
- First to host a queen at the White House
- First tailor/president who made his own clothes
- Last not to attend successor’s inauguration
- Most vetoes overridden
- Father of the Homestead Act

## (Re)inventing America

*Patents awarded to African American inventors during the Reconstruction period:*

**ALEXANDER ASHBOURNE** biscuit cutter

**LANDROW BELL** locomotive smokestack

**LEWIS HOWARD LATIMER** water closets (toilets) for railway cars, electric lamp with cotton filament, dough kneader

**THOMAS ELKINS** refrigerator with cooling coils

**THOMAS J. MARTIN** fire extinguisher

**ELIJAH McCOY** automatic oil cup and 57 other devices and machine parts, including an ironing board and lawn sprinkler



BETTMANN/COORBIS

*Refrigerators keep foods cool.*

## Milestones

**REEXAMINED. THE ROMANTIC STORY OF POCAHONTAS**, based on the written account of Captain John Smith. The *London Spectator*, reporting on the work of Mr. E. Neils, debunks Smith's tale of the young Pocahontas flinging herself between him and her father's club. The young girl was captured and held prisoner on board a British ship and then forcibly married to Mr. John Rolfe. Comments *Appleton's Journal* in 1870: "All that is heroic, picturesque, or romantic in history seems to be rapidly disappearing under the microscopic scrutiny of modern critics."

**FOUNDED, 1877. NICODEMUS, KANSAS**, by six African American and two white Kansans. On the high, arid plains of Graham County, the founders hope to establish a community of homesteading former slaves.

**TOPPED, 1875. THE ONE MILLION MARK FOR POPULATION**, by New York City. New York is the ninth city in the history of the world to achieve a population level of more than one million. The first was Rome in 133 B.C.



MPH/LUTON GETTY PICTURE LIBRARY/LAISON

*Pocahontas*

**EXTINGUISHED, 1871. THE PESHTIGO FOREST FIRE** in Wisconsin. The conflagration caused 2,682 deaths. The Peshtigo tragedy has been overshadowed by the Great Chicago Fire of the same year, which killed 300.

**PUBLISHED, 1865. DRUM TAPS**, by Walt Whitman. Based on his experiences as a hospital volunteer, Whitman's new poems chronicle the horrors of the Civil War.

**THROWN, 1867. FIRST CURVEBALL**, by William A. "Candy" Cummings of the Brooklyn Excelsiors. In a game against Harvard, pitcher Cummings put a spin on the ball to make it swerve downward. Most spectators thought the ball's curved path was an illusion.

## NUMBERS

**\$7,200,000**

Purchase price paid by U.S. to Russia for Alaska in 1867

**2¢** Price paid per acre for Alaska

**\$30** Boarding and tuition, per quarter, at Saint Frances Academy, boarding school for African American girls in Baltimore, Maryland. Students come from states as distant as Florida and Missouri for an education "productive of the happiest effects among individuals and in society."

**\$5** Extra charge for instruction in embroidery

**\$25** Extra charge for instruction in making wax fruit

**\$3** Tuition, per quarter, for local "day scholars"

**5,407** Number of pupils in Mississippi Freedmen's schools in 1866

**50** Number of schools established for freed African Americans in Mississippi in 1866

**20%** Percentage of state income of Mississippi spent on artificial arms and legs for war veterans in 1866



LIBRARY OF CONGRESS

*Freedmen's classroom*

# CHAPTER 7

## ASSESSMENT and ACTIVITIES

### Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- |                    |                    |
|--------------------|--------------------|
| 1. greenback       | 13. Reconstruction |
| 2. conscription    | 14. amnesty        |
| 3. habeas corpus   | 15. pocket veto    |
| 4. attrition       | 16. freedmen       |
| 5. bounty          | 17. black codes    |
| 6. blockade runner | 18. impeach        |
| 7. hardtack        | 19. carpetbagger   |
| 8. prisoner of war | 20. scalawag       |
| 9. forage          | 21. graft          |
| 10. siege          | 22. tenant farmer  |
| 11. torpedo        | 23. sharecropper   |
| 12. mandate        |                    |

### Reviewing Key Facts

24. **Identify:** Robert E. Lee, Copperhead, Trent Affair, Anaconda Plan, Ulysses S. Grant, Military Reconstruction Act.
25. What effects did the Emancipation Proclamation have on the war?
26. How did the Civil War affect the South's economy?
27. How did the Thirteenth, Fourteenth, and Fifteenth Amendments advance civil rights?

28. What did President Johnson do that convinced Congress that he was not carrying out the laws Congress had passed for Reconstruction?
29. What were said to be the provisions of the Compromise of 1877?

### Critical Thinking

30. **Analyzing Themes: Civic Rights and Responsibilities** President Lincoln suspended writs of habeas corpus to prevent interference with the draft. Do you think suspending civil liberties is justified in some situations? Why or why not?
31. **Interpreting Primary Sources** At the beginning of the Civil War, Robert E. Lee wrote to his sister, Mrs. Anne Marshall, of his decision to resign from the U.S. Army. Read the excerpt and answer the questions that follow.

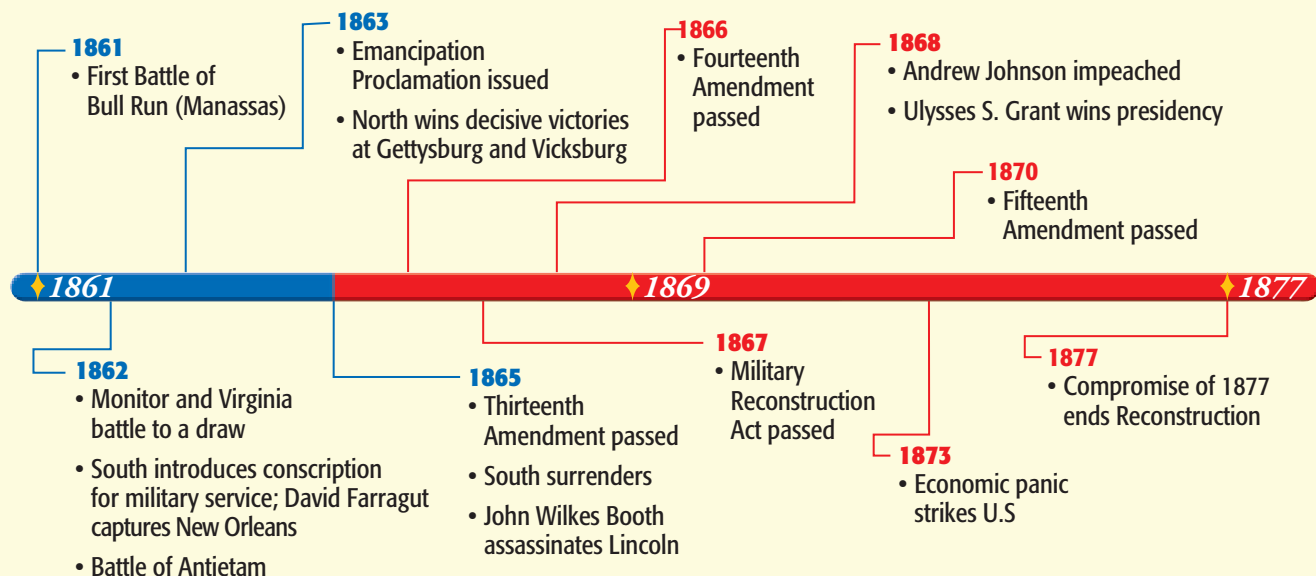
“With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state . . . I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can. . . .”

—from *Personal Reminiscences, Anecdotes, and Letters of General Robert E. Lee*

### Chapter Summary

#### Civil War

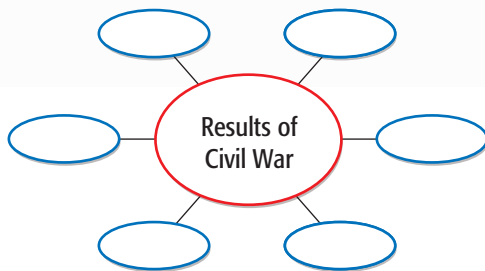
#### Reconstruction



### Self-Check Quiz

Visit the *American Republic Since 1877* Web site at [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Self-Check Quizzes—Chapter 7** to assess your knowledge of chapter content.

- a. What were Robert E. Lee's feelings about the war?
  - b. Why did Lee feel it necessary to resign from the Union army and become a Confederate army commander?
32. **Organizing** Complete a graphic organizer similar to the one below by listing the effects of the Civil War on the nation.



### Practicing Skills

33. **Evaluating a Web Site** Go through the steps described on page 256 for evaluating a Web site. Then search the Internet for Web sites that deal with prisoners of war during the Civil War. Write a report describing the best and worst site you find, listing reasons for your evaluations.

### Economics and History

34. The graph on this page shows agricultural production in the South from 1860 to 1900. Study the graph and answer the questions below.
- a. **Interpreting Graphs** Which crops surpassed pre-Civil War levels of production by 1890?
  - b. **Synthesizing** What factors do you think might have contributed to the increase in agricultural production levels in the South in the late 1800s?

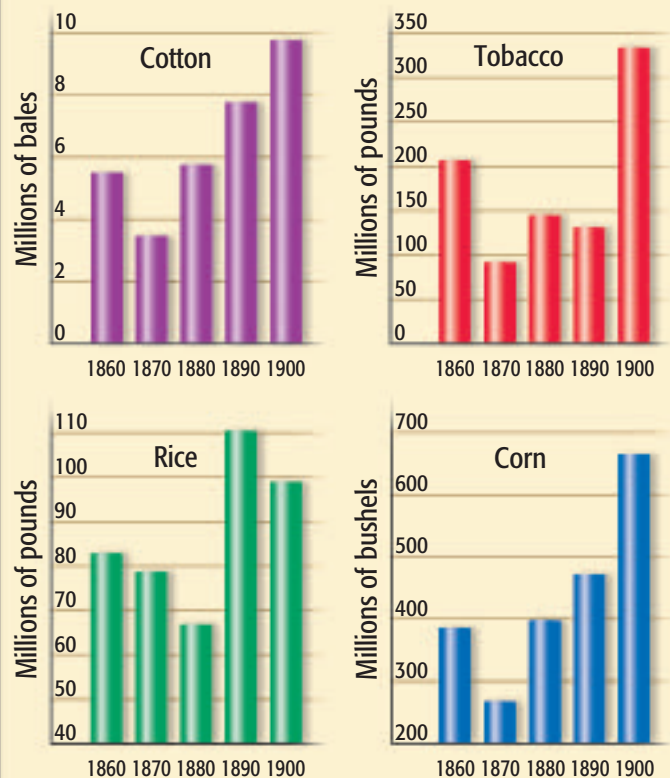
### Writing Activity

35. **Portfolio Writing** Choose one of the events of the Civil War or Reconstruction discussed in the chapter. Imagine that the radio had been invented at that time. Write a radio news segment in which you provide information about the event and your view of it. Include the script for the radio segment in your portfolio.

### Chapter Activity

36. **Research Projects** Use library sources to find examples of political cartoons from the Civil War or Reconstruction era. Create a display of these cartoons and write a summary of how they illustrate the major issues of the time period.

### Agricultural Production in the South, 1860–1900



Source: *Historical Statistics of the South, 1790–1970*

### Standardized Test Practice

**Directions:** Choose the phrase that best completes the statement below.

One advantage that Southern states held during the Civil War was that

- A they received military and financial support from the British and the French.
- B many battles occurred on lands with which Southerners were more familiar.
- C the largest weapons factories were located in the South.
- D most people agreed with the position of the Southern states.

**Test-Taking Tip:** When you are not sure of an answer, it can be helpful to use the process of elimination. For example, you probably remember that the North had a greater population than the South. Therefore, answer D is probably incorrect.