

# 3 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Evaluate the advantages the North enjoyed in the Civil War.
- Analyze the impact of the Civil War on the North and South, especially the impact of the Emancipation Proclamation.
- Explore the outcome and aftermath of the Civil War.


## Prepare to Read

### Background Knowledge L3

Ask students to recall that the Confederate attack on Fort Sumter in April 1861 started the Civil War. Have them predict how long the war will last and the toll that it will take.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

 AUDIO **Witness History Audio CD,**  
The Battle of Gettysburg:  
A Soldier's Story

Ask **What is Farley's attitude toward the battle scene he describes?** (*He seems to be impressed by the dramatic and chaotic scene and at the same time determined to do his duty as a soldier.*)

- **Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **NoteTaking** Using the Structured Read Aloud strategy (TE, p. T20), have students read this section. As they read, have students identify events that led to Union victory in the Civil War. **Reading and Note Taking Study Guide**

# 3



▲ Civil War soldier and gear

## The Civil War

### Objectives

- Evaluate the advantages the North enjoyed in the Civil War.
- Analyze the impact of the Civil War on the North and South, especially the impact of the Emancipation Proclamation.
- Explore the outcome and aftermath of the Civil War.

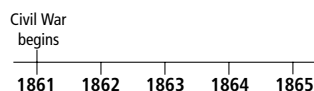
### Terms and People

Robert E. Lee  
Anaconda Plan  
Emancipation  
Proclamation  
habeas corpus  
inflation

Ulysses S. Grant  
Battle of Gettysburg  
Gettysburg Address  
William T. Sherman  
total war

### NoteTaking

**Reading Skill: Recognize Sequence** As you read, identify the events and developments that led to the final Union victory in the Civil War.



### WITNESS HISTORY AUDIO

#### The Battle of Gettysburg: A Soldier's Story

On July 1, 1863, the Battle of Gettysburg began. The Union victory on July 3 ended General Lee's invasion of the North and was a turning point in the Civil War. A 22-year-old lieutenant from New York described the Battle of Little Round Top:

“As we reached the crest a never to be forgotten scene burst upon us. A great basin lay before us full of smoke and fire, and literally swarming with riderless horses and fighting, fleeing and pursuing men. The air was saturated with the sulphurous fumes of battle and was ringing with the shouts and groans of the combatants. The wild cries of charging lines, the rattle of musketry, the booming of artillery and the shrieks of the wounded were the orchestral accompaniments of a scene like very hell itself. . . . But fascinating as was this terrible scene we had no time to spend upon it. Bloody work was ready for us at our very feet.”

—Lieutenant Porter Farley, 140th New York Infantry,  
Weed's Brigade

**Why It Matters** With the election of Lincoln, the slavery issue that had long divided North from South finally split the nation in two. From April 1861 to April 1865, the United States of America and the Confederate States of America faced each other in the bloody Civil War. At stake was the future not only of slavery but of the Union itself. **Section Focus Question: What factors and events led to the Union victory in the Civil War?**

### Resources, Strategies, and Early Battles

As the Civil War began, each side had a clear goal. The North was determined to preserve the Union, arguing that no state had the right to secede. The southern states who formed the Confederacy aimed to gain their independence from a Union that they felt had become hostile to their interests, especially slavery.

**Advantages and Disadvantages** Although each side faced challenges, a variety of factors favored the Union. In the Northeast, growing urban populations supported a wide range of manufacturing. Replenished by a continuing influx of immigrant workers from Europe, northern factories were able to increase production of the supplies needed to wage war: ammunition, arms, uniforms, medical supplies, food, ships, and railroad cars.

Across the North, the railroad network was well developed, as were systems for farming, mining, and processing raw materials. Banking, insurance, and financing industries were also clustered in the urbanized North. The federal government had a well-organized navy. By the end of 1861, the Union navy had outfitted and launched

### Vocabulary Builder

Use the information below and the following resource to teach students the high-use words from this section. **Teaching Resources**, Vocabulary Builder, p. 11

#### High-Use Word

#### Definition and Sample Sentence

**anticipate**

v. to expect; to look forward to  
Some of the convention's members did not **anticipate** the need for a bill of rights.

**emphasize**

v. to stress; to give special attention or importance  
Because women could not vote, election day only served to **emphasize** their lack of civil rights in the United States.

more than 250 warships and was constructing dozens more. Naval superiority allowed the Union to blockade the South's few vital ports.

Given such advantages, northerners *anticipated* a quick victory. But the North had distinct disadvantages as well. When the war began, the Union army consisted of only about 16,000 men. Although the South had an even smaller army, its troops at the outset of the war were generally more highly committed to the fight. In addition, some of the nation's finest military leaders were from the South. The experienced and inspiring **Robert E. Lee** had originally been offered command of Union forces but chose instead to remain loyal to his native Virginia. Throughout the war, General Lee provided the Confederacy with expert military leadership. The North struggled for much of the war to find a commander of comparable skill and daring.

**North and South Develop Their Strategies** Each side had a clear military goal. Here, again, the South enjoyed an advantage. The Confederacy simply had to survive, keeping their armies in the field until northerners became tired of fighting. The Union, however, had to crush and conquer the Confederacy.

The North adopted a strategy designed to starve the South into submission. It was called the **Anaconda Plan** after the snake that slowly squeezes its prey to death. The plan involved seizing the Mississippi River and the Gulf of Mexico so that the South could not send or receive shipments. By the middle of 1862, with victories in Mississippi and New Orleans, the North had captured the Mississippi Valley. Union soldiers also seized the strategic railroad juncture at Chattanooga, Tennessee, and scored victories in battles as far west as New Mexico.

#### Vocabulary Builder

**anticipate**—(an TIHS uh payt) *v.* to expect; to look forward to

#### A Confederate Victory

Two major Civil War battles took place at Bull Run, a creek in Virginia. Both were Confederate victories. The painting below depicts the Second Battle of Bull Run (known in the South as the Second Battle of Manassas.) *What advantages might the Confederates have had at Bull Run?*



### Differentiated Instruction Solutions for All Learners

#### L1 Special Needs Students L2 English Language Learners L3 Less Proficient Readers

Discuss with students the concept of the “graphic novel.” Explain that there is not a strict definition of the graphic novel, but that they are generally understood to be books in the form of a comic strip that have a more mature or literary quality than traditional comics. One early example of the graphic novel is Art Spiegelman’s series *Maus*, which won a Pulitzer Prize in 1992 for its exploration of Spiegelman’s parents’

survival of the Holocaust. Find other examples of this genre at the library or on the Internet to share with students if they are unfamiliar with the genre. Then, have partners create a “graphic story” about one of the following topics: the First Battle of Bull Run, General Ulysses S. Grant’s Siege of Vicksburg, or medical care during the Civil War.

## Teach

### Resources, Strategies, and Early Battles

L3

#### Instruct

- **Introduce: Key Term** Ask students to find the name **Robert E. Lee** (in bold) in the text, and tell students that Lee was a Virginian to whom the command of the Union forces was initially offered. Ask students to predict Lee’s response.
- **Teach** Ask **Which side, the North or the South, had more economic advantages at the beginning of the Civil War? (the North)** **What was the North’s military strategy? (to starve the South into submission by setting up a blockade of southern seaports and seizing control of the Mississippi River)** **Do you think that the number of casualties during the Civil War was unusually high? Explain.** (Possible answer: yes, because of new and deadlier weapons and limited medical care)
- **Analyzing the Visuals** Have students examine the illustration of the Battle of Bull Run. Ask them to list at least five sensory words or action verbs that could be applied to the scene. Challenge them to list ten words, and then use them all in a short narrative describing what is happening.

#### Independent Practice

To help students understand the advantages and disadvantages of the North and the South, have them create a two-column chart comparing and contrasting the resources of each side. Ask students to write sentences summarizing the information in their charts.

#### Monitor Progress

As students fill in their timelines, circulate to make sure that they understand the events and developments that led to the final major Union victory in the Civil War. For a completed version of the timeline, see **Note Taking Transparencies, B-12a**.

#### Answer

**Caption** They were fighting the enemy on their own territory.



# Lincoln Proclaims Emancipation

L3

## Instruct

- **Introduce: Key Term** Ask students to find the key term **Emancipation Proclamation** (in bold) in the text and define it. Ask them to explain why Lincoln might have waited nearly two years to make the proclamation.
- **Teach** Ask **What was Lincoln's primary goal at the beginning of the Civil War?** (*to preserve the Union*) **Did Lincoln have strategic reasons for not opposing slavery immediately? Explain.** (*Yes; such a position might have alienated slave states that had remained loyal to the Union.*) **Why did the Emancipation Proclamation free slaves only in states that were at war with the Union?** (*Possible response: Lincoln did not want to interfere with states' rights in those states that had not seceded from the Union.*)
- **Analyzing the Visuals** Have students study the Infographic on the next page. Ask **What effect do you think the Emancipation Proclamation had on African American soldiers fighting for the Union?** (*Sample answer: They probably became formidable opponents because they were dedicated to the cause for which they were fighting.*) **Would African American troops face unique dangers in the South?** (*Possible answer: Yes; it was likely that, if captured, they would face dangers that white troops would not.*)

## Independent Practice

Have students write paragraphs explaining the strategic reasons for Lincoln's issuing the Emancipation Proclamation. Ask them to predict how the Emancipation Proclamation might change the outcome of the Civil War.

## Monitor Progress

Circulate to make sure that students understand why Lincoln issued the Emancipation Proclamation.

## Answers

- ✓ industrial and financial strength; better transportation; naval superiority
- ✓ The proclamation freed slaves in rebellious states while at the same time symbolically redefining the war as being "about slavery."

**A Stalemate Develops** On the east coast, though both sides won battles, neither side could gain a clear and decisive victory in the early part of the war. Union armies hoped to capture the Confederate capital of Richmond, Virginia. But troops outside Washington, D.C., could not seem to make progress toward that goal. Confederate troops were equally unsuccessful in pushing the war north toward Washington, D.C.

Thanks to efficient new weapons—especially more accurate rifles and deadlier bullets—a single day's battle might produce more than 10,000 casualties. This new lethal warfare stung the public consciousness. Battle sites such as Bull Run (July 1861), Shiloh (April 1862), Antietam (September 1862), and Fredericksburg (December 1862) are still remembered as the scenes of some of the deadliest encounters in American history. Limited medical care ensured that many of the wounded died of infection rather than of the wounds themselves.

- ✓ **Checkpoint** What advantages did the Union enjoy as the Civil War began?

## Lincoln Proclaims Emancipation

Early in the war, President Lincoln insisted that he did not have the authority to end slavery. In his public statements, he emphasized the fact that his chief goal was to preserve the Union. Although Lincoln personally opposed slavery, he did not want to lose the support of the four slave states—Maryland, Delaware, Kentucky, and Missouri—that had remained loyal to the Union.

However, by the autumn of 1862, Lincoln decided that he did, indeed, have the authority to proclaim the end of slavery, and that as a "practical war measure" he wished to do so. In January 1863, he issued the **Emancipation Proclamation**. This presidential decree declared that "all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free."

The Emancipation Proclamation did not apply to the loyal slave states or to those areas of the South already under Union control. As a result, it did not immediately free a single slave. Nevertheless, it was an important turning point because it encouraged enslaved African Americans in the South to run away to Union army encampments and to aid the Union cause. It also symbolically redefined the war as being "about slavery."

African Americans had always believed that the war should be about slavery, and they had volunteered to fight as soon as the war began. But at first they were turned away and told "this is a white man's war." After the Emancipation Proclamation, however, the Union began to actively recruit both free blacks from the North and newly freed African Americans from the South. Eventually, some 180,000 African American men served in the Union Army.

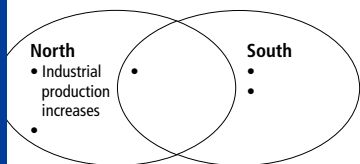
- ✓ **Checkpoint** What was the impact of the Emancipation Proclamation?

### Vocabulary Builder

emphasize—(EHM fuh siz) *v.* to stress; to give special attention or importance

## NoteTaking

**Reading Skills: Compare and Contrast** As you read, note effects of the war on the North and South.



## War Affects Daily Life

The Civil War transformed the nation's civilian life. In the North, mines and factories stepped up production to supply military needs such as ships, railroads, weapons, uniforms, provisions, and fuel. To pay for the war, the federal government raised tariffs, imposed income taxes, and printed money. Congress also encouraged western settlement and offered free land to soldiers who would give two years of military service. Such land grants sparked agricultural growth, which helped feed Union troops.

## History Background

**Rifles** Among the technological advances that made the Civil War's death toll so high were improvements in rifles. The interior of a gun barrel can be smooth or "rifled"—channeled with spiral grooves that make a bullet spin as it travels down the barrel. Spinning projectiles go farther with greater accuracy. Rifled weapons had existed for centuries, but they were not widely used until the 1800s. Because breech-loading weapons were still uncommon, one of the problems faced by nineteenth-century manufacturers was designing bullets that would fit easily into the rifled barrels of muzzle-loading weapons. A few years

before the Civil War, a French army officer named Claude-Étienne Minié designed a new bullet called the Minié ball. It was a cylinder with a conical point that fit easily into rifled bores. The Minié ball, however, had an iron cup inserted into its hollow base that expanded on firing to make the bullet engage as it traveled down the barrel. The new technology made it possible for soldiers to hit targets accurately at a range of about 250 yards. Military leaders had to adjust their strategies and tactics to take into account the new technology.

# Emancipation is Proclaimed

Issued January 1, 1863, the Emancipation Proclamation did not free a single slave. It applied only to those areas still “in rebellion against the United States.” Yet Lincoln’s bold declaration changed the nature of the war, offered hope to enslaved persons, and led to the complete abolition of slavery.



## From Slave to Soldier ▶

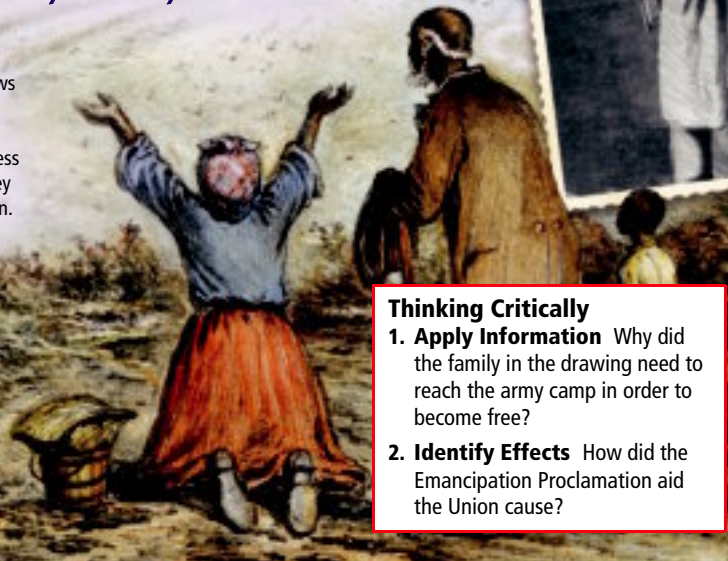
The Emancipation Proclamation paved the way for African Americans to serve in the U.S. military. *The Recruit*, an 1866 painting by Thomas Waterman Wood, depicts a newly freed African American who has become a proud Union soldier.

◀ Lincoln’s hand-written copy of the Emancipation Proclamation

“... thenceforward, and forever free...”

## The Promise of Freedom

This 1863 drawing, *The Sanctuary*, shows an enslaved family heading toward a Union camp—toward freedom. Though greatly idealized, the picture does express the hope enslaved people felt when they heard of the Emancipation Proclamation.



## Thinking Critically

- 1. Apply Information** Why did the family in the drawing need to reach the army camp in order to become free?
- 2. Identify Effects** How did the Emancipation Proclamation aid the Union cause?

**The North Faces Problems** As the war dragged on, the Union army experienced a shortage of volunteers. When Congress passed a draft law in 1863, requiring all able-bodied men between the ages of 20 and 45 to serve in the military if called, riots broke out in several northern cities. The most severe rioting took place in New York City in July 1863. White workers attacked free African Americans as well as wealthy New Yorkers who were able to pay a fee to avoid military service.

Some Northerners opposed Lincoln’s conduct of the war and demanded immediate peace. To deal with dissent, Lincoln suspended the Constitutional right of **habeas corpus**, which guarantees that no one can be held in prison without specific charges being filed. Union troops arrested many people suspected of

## War Affects Daily Life

L3

## Instruct

- **Introduce** Explain that during the Civil War, Congress enacted the first income tax law. Tell students that it was a progressive tax, and explain briefly what that means.
- **Teach** Using the Numbered Heads strategy (TE, p. T23), discuss with students the ways in which the Civil War affected daily life in both the North and South. Ask **How did the North address the shortage of volunteer soldiers?** (by imposing a draft) **Why did the Civil War cause more damage in the South than in the North?** (because the majority of the battles took place in the South) **How did the war affect social roles?** (Because so many men were fighting, women took on new roles that had not been available to them in the past, such as nursing and teaching.)
- **Quick Activity** Write the following sentence on the board: *President Lincoln violated the U.S. Constitution when he suspended habeas corpus during the war.* Have students write a paragraph explaining why they agree or disagree with this statement.

## Independent Practice

- Have students read and complete *Reading a Chart: The Northern Economy During the Civil War*. **Teaching Resources**, p. 31
- **NoteTaking** Have students complete the Venn diagram to compare and contrast the war’s effects on the North and South. **Reading and Note Taking Study Guide**

## Monitor Progress

As they complete the diagram, circulate to make sure that students understand how the war affected both sides. For a completed version of the Venn diagram, see **Note Taking Transparencies**, B-12b.

## Answers

### Thinking Critically

1. Without the protection of Union troops, they risked capture and re-enslavement.
2. It paved the way for African Americans to serve in the military, giving the Union more troops.

## Differentiated Instruction Solutions for All Learners

### L4 Advanced Readers L4 Gifted and Talented Students

Tell students that not long after the beginning of the war in Iraq (March 2003), the United States was considering a military draft. The United States had not had a draft for three decades, having discontinued the policy in 1973. Ask students who oppose a draft to raise their hands. Organize these students in groups of four. Then, organize the remaining students in groups of four. Have each group write a letter to the editor, explaining why the United States should or should not reinstate the draft. Introduce

the subject by mentioning one or two historical and contemporary issues associated with this policy. For example, you may point out that compulsory drafts can cause social unrest and remind them of the draft riots that took place in New York City during the Civil War. After introducing the topic, have groups discuss other issues pertinent to military drafts. Then, have them use the results of their discussion to create arguments in their letters to the editor.



## The Union Prevails

L3

### Instruct

- **Introduce: Key Term** Ask students to find the name **William T. Sherman** (in bold) and identify him. Ask them to think about how the strategies of today's military leaders are different from or the same as those practiced by Sherman.
- **Teach** Display Color Transparency: *The Civil War Ends*. Use the lesson suggested in the transparency book to guide a discussion about significant battles that helped end the Civil War. Ask **What battle marked the last time that Confederate troops invaded the North?** (*the Battle of Gettysburg in July 1863*) **Why did Lee surrender to Grant at Appomattox Court House?** (*Possible answer: The Confederate army was exhausted, and the Union had captured the Confederate capital.*) **What impact did the Civil War have on Americans' political identity?** (*Americans began to see themselves as citizens not just of states but of a united nation.*) **Color Transparencies A-44**
- **Quick Activity** Ask students to read the HISTORY MAKERS feature about Ulysses S. Grant and Robert E. Lee. Ask **What was Grant's goal in May 1864?** (*to capture the Confederate capital, Richmond*) **What does this phase of the war indicate about Lee's and Grant's abilities as generals?** (*Sample response: that they were evenly matched*)

### Answer

- ✓ The war helped the North modernize its economy, but it devastated the South's economy.

disloyalty. Although Lincoln felt such measures were necessary to preserve the Union, others criticized his actions as unconstitutional.

**The South Suffers Hardships** Almost all of the battles took place on southern soil. The fighting destroyed some of the South's traditional strengths, such as large-scale agriculture, and stripped the Confederacy of the resources it might have used to rebuild. By 1863, the Union plan to starve the South into submission seemed to be on the verge of succeeding.

The South seized every opportunity to ease its economic problems. As Lincoln had done, Confederate President Jefferson Davis authorized the Confederacy to issue paper money, backed only by the government's promise to pay. Doubts about the true value of Confederate money led to severe **inflation**, or price increases. The combination of rising prices and food shortages sparked food riots in some parts of the South.

**War Leads to Social Change** On both sides, the war gave women new tasks. Women set up field hospitals and nursed wounded soldiers. Many Confederate women took to the fields to harvest crops. White and black teachers from the North went south to become teachers of newly freed slaves.

Churches in both the North and South supported the war effort. Confederate soldiers often held revival meetings near the field of battle. One Virginia chaplain claimed that many southern men "have come out of this war Christian soldiers."

- ✓ **Checkpoint** How did the Civil War affect the economies of the North and South?

### HISTORY MAKERS

In May 1864, Robert E. Lee's Army of Northern Virginia beat back Ulysses S. Grant's Army of the Potomac in several fierce battles between Washington and Richmond. After each fight, Grant sidestepped Lee to march closer to the southern capital. However, as the Union army moved, Lee followed and set up strong defensive positions, which forced Grant to attack. In a month's time, the two armies suffered nearly 70,000 combined casualties. By late summer, the bloody contest between Grant and Lee had settled into a siege at Petersburg, south of Richmond. In April 1865, Lee abandoned the city and eventually surrendered to Grant.

**Ulysses S. Grant**  
(1822–1885)



**Robert E. Lee**  
(1807–1870)



## The Union Prevails

In the summer of 1863, the Union succeeded in capturing Vicksburg, Mississippi. Advancing from the Louisiana side of the Mississippi River, Union General **Ulysses S. Grant** scored five victories in three weeks, ending with the surrender of 30,000 Confederate troops. The Anaconda Plan had achieved one of its major goals: Confederate territory was split apart.

**The Union Wins a Victory at Gettysburg** Meanwhile, in the East, General Lee marched into Pennsylvania. He hoped to win a surprise victory, then swing south to Washington, D.C. But in July 1863, Union troops defeated Lee at the town of Gettysburg. The **Battle of Gettysburg** destroyed one third of Lee's forces and marked the last major Confederate attempt to invade the North.

A few months later, the President went to Gettysburg to help dedicate a battle cemetery. In a speech known as the **Gettysburg Address**, Lincoln used the occasion to reaffirm the ideas for which the Union was fighting:

### Primary Source

"We here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

—Abraham Lincoln, *Gettysburg Address*, November 19, 1863

## Differentiated Instruction Solutions for All Learners

### L1 Special Needs Students L2 English Language Learners L3 Less Proficient Readers

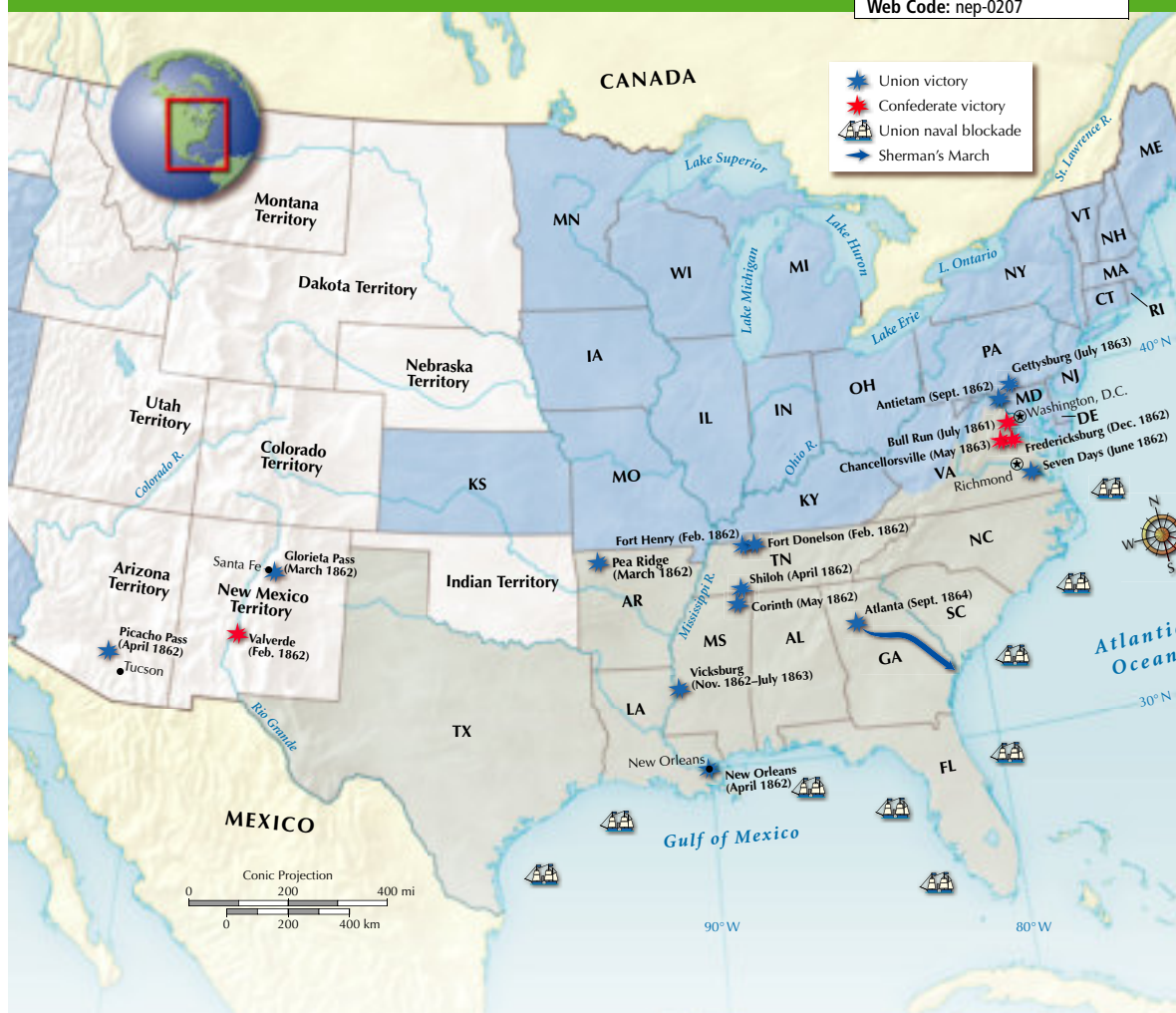
Organize students in groups of four, taking care that each group has a mixture of less proficient and more proficient readers. Provide each group with its own copy of the Gettysburg Address. Tell students that many people consider Lincoln's Gettysburg Address a "masterpiece of prose poetry" and among the greatest speeches of all time.

Have students rewrite a section of the address in their own words. Encourage them to use language

and imagery that they think would inspire their peers. After students have completed their translations, have each group select one member to read aloud its version of the address to the class. After all the groups have delivered their addresses, lead a class discussion about the effect the Gettysburg Address may have had on the Union.

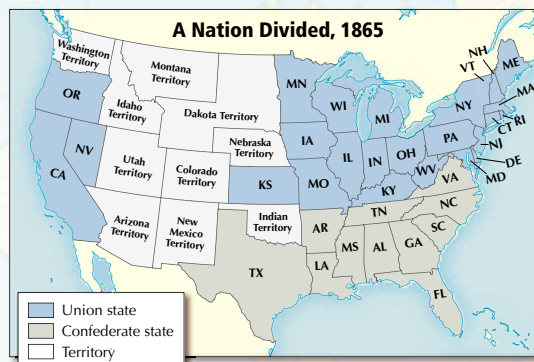
## The Civil War, 1861–1865

**Geography Interactive**  
For: Interactive map  
Web Code: nep-0207



**Map Skills** The Civil War split the nation into two opposing countries. Although most of the fighting took place on Confederate land, some fighting extended north into Pennsylvania or as far west as Arizona.

- Locate:** (a) Gettysburg, (b) Vicksburg, (c) Richmond, (d) Washington, D.C.
- Regions** How would northern control of the Mississippi River affect the Confederacy?
- Draw Conclusions** Describe the Union naval blockade. What do you think was its goal?



## Independent Practice

- Have students access **Web Code nep-0207** to use the **Geography Interactive map**, and then have them answer the map skills questions in the text.
- Remind students that Native American nations were forcibly moved to Indian Territory. Ask students to write a paragraph predicting how Native Americans reacted to the war. Tell students to explain the logic behind their predictions.

## Monitor Progress

Circulate to make sure that students are answering the map skills questions accurately.

## Connect to Your World

**Civil War Tours** Because many people thought that the Civil War would be a quick war, it was originally funded with loans. As the war continued, the Northern states needed more money. The Revenue Act of 1862 created the first federal income tax as well as the organization that would become the Internal Revenue Service. Although the Civil War ended up costing the federal government about \$3 billion, the Civil War now makes money for many states in the form of "heritage tourism." States with Civil War battle sites have turned historic battlefields and locations into sources of revenue. Tourists flock

to these sites to feel close to history. In Virginia, history tourism represents 78.9 percent of travel, with Civil War sites making up 11 percent of that number. A study found that at just seven historic Civil War sites in the nation, visitors spent almost \$157 million in 2003, bringing state and local governments about \$22.4 million. The federal government has also preserved historic Civil War sites, such as Appomattox Courthouse, Virginia, which has become a 1,743-acre national historic park with tours of the house and its surrounding buildings and land.

## Answers

### Map Skills

- Review locations with students.
- Possible answer: It would cut them off from shipping in the Gulf and prevent resources from arriving from the West.
- The Union positioned its navy along the Atlantic and Gulf coasts to prevent the South from exporting its goods and receiving war supplies.



## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.  
**Teaching Resources**, p. 35
- To further assess student understanding, use **Progress Monitoring Transparencies**, 16.

### Reteach

If students need more instruction, have them read the section summary.

### Reading and Note Taking Study Guide

L3

### Adapted Reading and Note Taking Study Guide

L1 L2

### Spanish Reading and Note Taking Study Guide

L2

### Extend

L4

Have students read and complete the Enrichment Worksheet: *Build a Model: The Battle of Gettysburg*. **Teaching Resources**, pp. 13–14

## Answers

**Caption** because of a combination of advanced weaponry and inadequate medical resources; it was also fought bitterly by Americans on both sides.

- The goal of targeting not only troops but all the resources needed to sustain them exhausted and demoralized the South and helped lead to the Union victory.



Civil War Casualties, 1861–1865

	Total Forces	Wounded	Battle Deaths	Other Deaths in Service	Total Deaths
Union	2,213,363	280,040	140,414	224,097	364,511
Confederate	1,050,000	226,000	94,000	166,000	260,000

SOURCES: U.S. Department of Veterans Affairs; *Encyclopedia of the Confederacy*

### The Deadly Toll of War

The Civil War was the deadliest military conflict in American history. *Why do you think a higher percentage of American troops died in the Civil War than in any other war?*

southerners drifted north in search of new lives in Illinois, Indiana, Missouri, or other points north. Others joined the increasing migration to the West, becoming cowboys or farmers. For African Americans in the South, freedom promised them new opportunities, including a chance to work for wages and to control their own lives. Some joined the migration to the North and West.

The war ended an era in American political life. Although debates about states' rights and federal authority continue to this day, never again would states attempt to secede. More and more, Americans would see themselves not just as citizens of a state, but of a united nation.



**Checkpoint** What were the goals and effects of the Union strategy of total war?

**The War Ends** In the fall of 1864, Union General **William T. Sherman** led more than 60,000 troops on a 400-mile march of destruction through Georgia and South Carolina. The march was part of a strategy of **total war**, which targeted not only troops but all of the resources needed to feed, clothe, and support an army. Sherman's troops burned crops in fields, tore up railroad tracks, and destroyed homes, plantations, and public buildings.

By spring 1865, the Confederacy was exhausted. Union troops captured the Confederate capital. On April 9, in the small Virginia town of Appomattox Court House, Lee surrendered to Grant.

**The Civil War Has Lasting Impact** The Civil War ushered in the harsh reality of modern warfare. More than one third of northern and southern soldiers were killed or disabled.

The southern landscape and economy were in shambles. Millions of dislocated

## SECTION 3 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nea-0208

### Comprehension

- Terms and People** For each item below, write a sentence explaining how it was connected with the course and outcome of the Civil War.
  - Robert E. Lee
  - Anaconda Plan
  - Emancipation Proclamation
  - habeas corpus
  - Ulysses S. Grant
  - Battle of Gettysburg
  - Gettysburg Address
  - William T. Sherman
  - total war

### 2. NoteTaking Reading Skill:

**Recognize Sequence** Use your timeline to answer the Section Focus Question: What factors and events led to the Union victory in the Civil War?

### Writing About History

- Quick Write: Prioritize Arguments** List three arguments in favor of or against Lincoln freeing all enslaved African Americans as soon as the war began. Then, order the three arguments from most important to least important.

### Critical Thinking

- Recognize Causes and Effects** What impact did the economic differences between the North and South have on the course of the Civil War?
- Draw Inferences** How do you think the Anaconda Plan and Sherman's march affected southerners psychologically?
- Predict Consequences** List three challenges that African Americans in the South might face after emancipation from slavery.

## Section 3 Assessment

- Students' sentences should reflect an understanding of how each term or person was connected with the course and outcome of the Civil War.
- the North's industrial, financial, and naval superiority; the Emancipation Proclamation; important victories at Gettysburg and Vicksburg; and the total war waged by General Sherman

- Possible answer: 1) Emancipation was morally right. 2) It would inspire African Americans to fight for the Union. 3) It would damage the South's economy.
- The North's industrial and financial superiority gave it a great advantage over the South.
- It probably demoralized them and weakened their will to fight.

- Sample answers: 1) finding a livelihood; 2) joining family members from whom they had been separated; 3) recovering from the psychological, intellectual, and emotional damage wrought by slavery

For additional assessment, have students access **Progress Monitoring Online** at Web Code nea-0208.