

CHAPTER  
BENCHMARKS

**SS.8.A.5.1** Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**SS.8.A.5.2** Analyze the role of slavery in the development of sectional conflict.

**SS.8.A.5.3** Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**SS.8.A.5.4** Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**SS.8.A.5.5** Compare Union and Confederate strengths and weaknesses.

**SS.8.A.5.6** Compare significant Civil War battles and events and their effects on civilian populations.

**SS.8.A.5.7** Examine key events and peoples in Florida history as each impacts this era of American history.

## Chapter Overview

The American Civil War took place from 1861 to 1865. The Northern states battled to preserve the Union while the Southern states fought to achieve independence. Disagreement over slavery was one of the driving issues that split the United States into two parts. Each side had strengths and weaknesses as well as advantages and disadvantages as the war began.

At first, the Confederate armies in the East enjoyed great success against the Union forces. In the West, Union forces won victories and closed off the Mississippi River for the South. By the middle of 1863, the tide of the war began to turn. While much of the fighting occurred in the Southern states, both the North and the South suffered tremendous losses during the war. There were hundreds of thousands of casualties and immense damage to property and businesses, as well as the disruption to the personal lives of nearly everyone in the country.

### WHAT I NEED TO KNOW

#### TERMS

- border state
- enlist
- tributary
- ironclad
- casualty
- Emancipation Proclamation
- habeas corpus
- draft
- bounty
- entrench
- flank

- resistance
- total war

#### PEOPLE, PLACES, EVENTS

- First Battle of Bull Run
- General Thomas "Stonewall" Jackson
- General Ulysses S. Grant
- General Robert E. Lee
- Battle of Fredericksburg
- Battle of Chancellorsville
- Jefferson Davis
- Battle of Antietam
- Sally Tompkins
- Rose O'Neal Greenhow
- General George Meade
- Battle of Olustee
- Battle of Gettysburg
- Siege of Vicksburg
- Gettysburg Address
- General William Tecumseh Sherman
- Battle of Natural Bridge
- Sherman's March to the Sea
- Appomattox Courthouse

# The Civil War

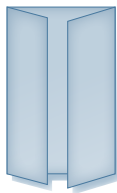


## The Civil War

Make the **FOLDABLES** below and label the four tabs—*Two Sides*, *Beginning*, *During*, and *Ending*. As you read the chapter, use short phrases to record what you learn about the two sides involved in the Civil War, and explain what they each felt could be gained and lost by going to war. Under the tabs, summarize the progress of the war by sequentially listing important victories, defeats, government legislation, and other events occurring at the beginning, middle, and ending of the war.

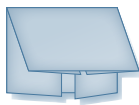
### Step 1

Fold the outer edges of the paper to meet at the midpoint. Crease well.



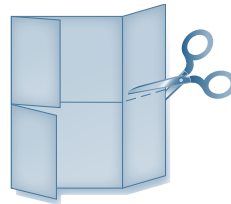
### Step 2

Fold the paper in half from side to side.



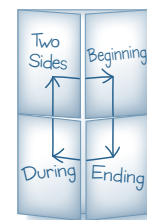
### Step 3

Open and cut along the inside of the fold lines to form four tabs.



### Step 4

Label the tabs as shown.



## LESSON 1 SUMMARY

# The Two Sides

SS.8.A.5.3, SS.8.A.5.4, SS.8.A.5.5, SS.8.A.5.7

- 1. RECOGNIZING RELATIONSHIPS** On the lines below each advantage, write the name of the border state or states that provided that advantage to the Union.

Advantage:  
Transporting Troops  
and Supplies



Advantage: Near  
Confederate and  
Union Capitals



### ANALYZING VISUALS

- 2.** Examine the graph showing the resources of the North and South. How do you think the North's advantages in population and railroad mileage might be related?

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## Two Very Different Sides

The Civil War caused great divisions in the country, even among families. By war's end, 600,000 Americans had died. Thousands more were seriously wounded.

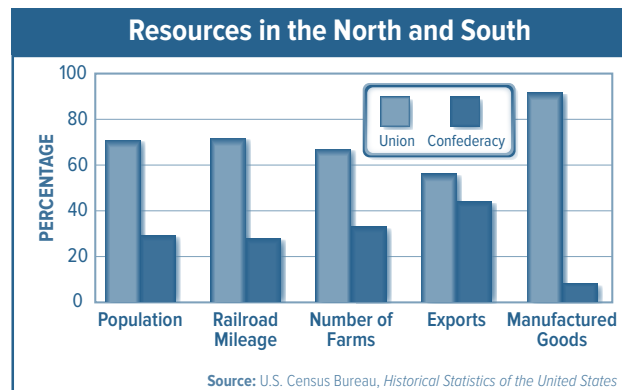
### Division in the Border States

For President Lincoln, the **border states** of Missouri, Kentucky, Delaware, and Maryland presented a problem. Slavery was legal in each of these states. Each state had citizens who supported the Confederacy. However, Lincoln knew he had to keep the border states a part of the Union.

Each border state was important for a reason. Control of Missouri meant control of key sections of the Mississippi River. Likewise, Kentucky meant control of the Ohio River. Delaware was close to the key city of Philadelphia. Maryland was close to the Confederate capital of Richmond, Virginia. Especially significant, Maryland contained Washington, D.C. Should Maryland secede, the Union's capital would be surrounded.

### Strengths and Weaknesses

The North and South each had important advantages when the Civil War began. The North had a larger population and more resources. The South had excellent military leaders and dedicated fighting men. In addition, most of the fighting occurred in the South on land Confederate men knew well.



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**LESSON 1 SUMMARY, *continued***

## **A Soldier's Life**

Soldiers often wrote home, describing their experience in the camps. They wrote about bad food, dull marches, and the rain. Occasionally, soldiers from both sides would put aside their differences. Between battles they might sing songs together, play games, or tell stories. However, the horrors of battle always loomed.

## **The Horrors of War**

The casualties suffered in the Civil War were brutal. Medical facilities were unable to handle the number of men needing treatment. The wounded might lie in the rain for more than a day without being treated. Faced with fear, hunger, and sickness, men on both sides deserted. Around one in every eleven Union soldiers and one in every eight Confederates left their posts.

**6. SPECULATING** Why do you think a soldier's life was often dull during the war?

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LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

- Use the chart below to explain whether the Confederacy or the Union had the advantage or disadvantage for each resource listed.

RESOURCE	ADVANTAGE	DISADVANTAGE
Number of Soldiers	Union had 2.1 million soldiers	Confederacy had 900,000 soldiers
Location/Territory	Confederacy had to defend its territory, did not have to invade the North	
Manufactured Goods		Confederacy had few manufactured goods
Railroad Mileage		
Population		

- SYNTHESIZING** In an essay, discuss the advantages and disadvantages held by each of the sides, and explain how those issues related to the goals and strategies for both the North and the South. Use the information from your chart and include examples from the lesson in your essay.

## LESSON 2 SUMMARY

# Early Years of the War

SS.8.A.5.1, SS.8.A.5.2, SS.8.A.5.3, SS.8.A.5.6

## War on Land and at Sea

Fighting between the Union and Confederacy began in April 1861. As both sides assembled armies, the Union began to blockade Confederate ports. The war would be fought both on land and at sea.

### First Battle of Bull Run

The first major land battle of the Civil War took place during the summer of 1861. Troops from both sides gathered in northern Virginia, near Bull Run River. The battleground was close to the Union capital. Spectators from Washington, D.C. traveled to the battle site and could see the fighting.

At first, Union troops pushed back Confederate soldiers. However, Confederate General Thomas Jackson rallied his troops. Another Confederate general described Jackson holding his position “like a stone wall.” This gave Jackson his nickname—“Stonewall.” The rebels began a fierce counterattack. They broke through Union lines and the Yankees retreated. The North had lost the first major battle of the war.

Northerners were shocked. They now realized the war would be long and difficult. President Lincoln, for his part, remained determined. He appointed a new general to head the army—George B. McClellan. The president also called for the enlistment of 1 million army volunteers.



General “Stonewall” Jackson was an inspiring leader for Confederate soldiers.

**1. DETERMINING CAUSE AND EFFECT** Determine three effects of the Union’s loss at the First Battle of Bull Run in the summer of 1861.

**CAUSE:** The Union loses the First Battle of Bull Run



**EFFECT:**

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**EFFECT:**

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**EFFECT:**

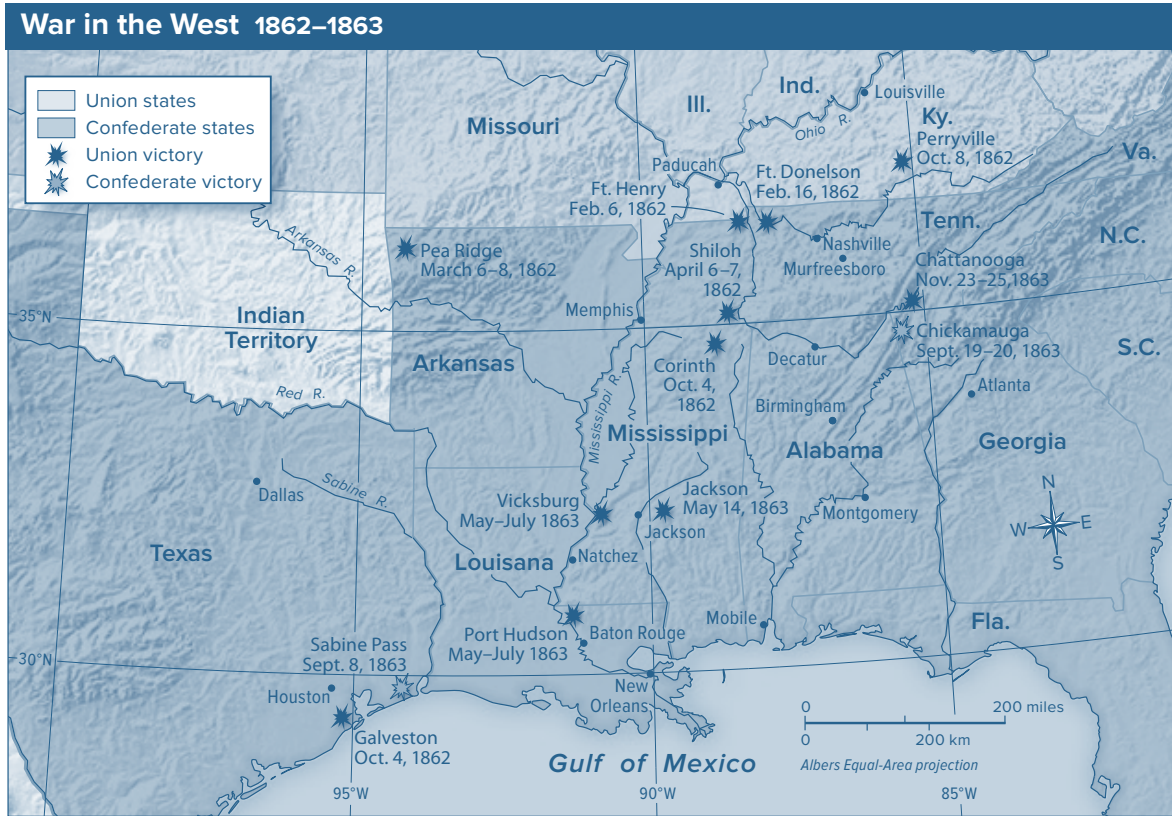
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**LESSON 2 SUMMARY, *continued***



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## Capturing New Orleans

On April 25, David Farragut led Union naval forces in taking New Orleans, Louisiana. This represented a huge victory for the North. New Orleans was the largest city in the South. It sat strategically at the mouth of the Mississippi River. The Confederacy could no longer use the river to move its troops and supplies. This left Vicksburg, Mississippi, as the only major western port still under Confederate control.

## War in the Eastern States

The Confederate army was more successful in the East than it was in the West. The Confederate capital of Richmond, Virginia, was close to Washington, D.C. This made Richmond a prime target, but the South fought hard to defend it.

### ANALYZING MAPS

4. Look at the location of the battles on the map. How are the locations of these battles similar and what does this have to do with the Union's strategy?

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**LESSON 2 SUMMARY, *continued***

**5. CONTRASTING**

How was the War in the West different from the War in the East?

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**6. MAKING CONNECTIONS**

Based on the chart and information in the text, why was Antietam an important victory for the North? Provide three reasons.

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**Confederate Victories**

Under General Robert E. Lee and General Jackson, the Confederacy enjoyed several important victories in the East. Confederate forces were outnumbered. However, Jackson and Lee knew the land well. They could move troops quickly.

In 1862, the Confederacy won a series of battles in Virginia. They defeated the Union at the Seven Days' Battle, the Second Battle of Bull Run, and Fredericksburg. These victories darkened the mood in the North.

**Lee Invades Maryland**

At the urging of Confederate president Jefferson Davis, Lee moved his troops into Union territory in western Maryland. If successful, Lee planned to attack further into Pennsylvania.

**The Battle of Antietam**

As Lee moved into Maryland, Union general George McClellan followed. Lee divided his army into four parts. He then ordered each to go in a different direction, hoping to confuse McClellan. Unfortunately for Lee, one of his officers lost his copy of the battle plan. It was found by two Union soldiers and brought to McClellan. Inexplicably, McClellan did not attack, and allowed Lee time to gather his troops.

On September 17, 1862, the two armies battled at Antietam Creek near Sharpsburg, Maryland. The Union won. It was a key victory, but came at a terrible cost. Some 6,000 were dead, 17,000 more were wounded. It was the deadliest single day of fighting in the war. After the battle, Lee retreated to Virginia.

Major Battles in the East, 1862	
Battle	Won by
Seven Days Battle (June–July 1862)	Confederacy
Second Battle of Bull Run (August 1862)	Confederacy
Antietam (September 1862)	Union
Fredericksburg (December 1862)	Confederacy

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LESSON 2 SUMMARY, *continued*

## The Emancipation Proclamation

At first, President Lincoln was concerned only with saving the Union. Toward the end of 1862, however, Lincoln realized he had to rethink the role of slavery in the war.

## The Debate Over Ending Slavery

Lincoln and many in the North hated slavery. They also knew that ending slavery would be a blow to the South. However, most white Northerners did not want to risk their lives to end it. In addition, Lincoln knew that if he moved against slavery, he risked losing the border states to the Confederacy.

Abolitionists, on the other hand, wanted the war to be a fight to end slavery. Frederick Douglass and newspaper editor Horace Greeley tried to convince Lincoln to do just that. They argued that slavery was morally wrong. They pointed out that the disagreement over slavery was the root cause of the war. Finally, they argued that France and Great Britain would be less likely to support the South if it meant supporting slavery.

## A Call for Emancipation

The Constitution gives the president power to take property from enemies in wartime. On September 22, 1862, Lincoln used this power to issue the **Emancipation Proclamation**. The order freed all slaves in rebel-held territories beginning January 1, 1863. Lincoln's proclamation did not affect all enslaved people. The border states, who were not in rebellion, could continue to hold slaves. The Emancipation Proclamation was important nonetheless. It meant that if the Union won the war, slavery in the United States would end.

**7. IDENTIFYING POINTS OF VIEW** Use the graphic organizer to describe President Lincoln's changing views on slavery and how it affected the war effort.



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LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

- Complete the chart to explain the significance of some of the major events of the early years of the war.

EVENT	SIGNIFICANCE
First Battle of Bull Run	
Battle of the Ironclads	
Union captures New Orleans	
Antietam	
Emancipation Proclamation	

-  **SUMMARIZING** Write an essay summarizing the early years of the war. Include a discussion of how important events affected the course of the war. Include details about the Union’s campaign in the West, the Confederacy’s campaign in the East, and Lincoln’s decision to issue the historic Emancipation Proclamation. Based on your summary, how do you think the rest of the war would proceed?

## LESSON 3 SUMMARY

# Life During the Civil War

SS.8.A.5.1, SS.8.A.5.3, SS.8.A.5.5, SS.8.A.5.6

## A Different Way of Life

### Changes at Home

When young men went off to fight in the Civil War, most gave up their jobs and education. They left their families and friends behind. Those who stayed at home endured hardships, too. Schools closed as children stayed at home to help on the farm. Schools and churches were used as hospitals to treat the wounded.

### Hardships in the South

Most fighting took place in the Confederacy. Life in the South was hard. Marching armies destroyed farmers' crops. Thousands of civilians fled their homes, becoming refugees.

People who lived away from the fighting suffered too. There were shortages of food and other supplies. The South depended on the outside world for many items. Now many Southerners had to learn to live with very little.



Throughout the South, refugees were forced to pack up whatever they could and leave their farms to avoid oncoming Union troops.

### ANALYZING VISUALS

1. What are two reasonable inferences you can make about life in the South during the war based on the image of the horse and carriage?

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2. **SPECULATING** On the following page, underline the new roles women took in society during the war. Do you think these changing roles would have any lasting effect on women's role in society? Explain.

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**LESSON 3 SUMMARY, *continued***

**3. THEORIZING** Why might women be more effective spies than men?

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**4. MAKING CONNECTIONS** What connection can you make between the access to supplies and the size of armies? What might have changed as farmland was destroyed in the South?

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## New Roles for Women

The war changed the lives of women in the North and South. With men off at war, women kept farms and factories going. They worked in schools, offices, and the government. Many struggled to keep their families together with little money and few supplies.

Women on both sides often served as nurses. This was new in the medical field. Male doctors thought women were too delicate for the bloody work that was required. Some men did not think women should tend the bodies of men they did not know.

Strong-minded women paid no attention to these objections. Dorothea Dix persuaded officials to allow women to work as nurses. Clara Barton became a well-known nurse in the North. Sally Tompkins founded a soldiers' hospital in Richmond, Virginia to take care of the wounded.

Women also served as spies. Rose O'Neal Greenhow spied on Union leaders in Washington, D.C. She passed information about Union plans to Confederate officials. Greenhow was later caught and forced to leave the country. Famous Underground Railroad "conductor" Harriet Tubman served as a spy for the Union. She freed many enslaved people and disrupted Southern supply lines.

Women were not permitted to fight in the war. However, many disguised themselves as men to serve as soldiers. As many as 400 women served as Union or Confederate soldiers.

## Floridians and the War

At the start of the war, neither side viewed Florida as an important part of its strategy. Florida had been a state for only 15 years. It was the smallest of the Confederate states. There was also very little industry in Florida.

## Supplying the Confederacy

Florida's main role in the war was that of a supplier to the Confederacy. The cattle drivers who came to be known as the Confederate Cow Cavalry moved cattle from South Florida to feed Southern troops. Farms in Florida supplied cotton, pork, and vegetables. Saltwork plants along the coast produced salt. Salt was vitally important in the days before refrigeration. It was used to keep meat from spoiling.

**LESSON 3 SUMMARY, *continued***

Though Florida was a Confederate state, the Union controlled areas along Florida’s coast. The Union controlled Jacksonville and had forts in Key West, Pensacola, and the Dry Tortugas. The Confederacy, on the other hand, controlled Florida’s interior. Tallahassee stayed under Confederate control throughout the war, the only Confederate capital east of the Mississippi River to do so.

## Soldiers After Battle

Soldiers faced more than just the horrors of battle. Those who were wounded or captured faced other miseries.

## Prisoners of War

In the beginning of the war, North and South traded prisoners. This system broke down and each side set up prison camps. Prisoners usually had a blanket and a cup or canteen. They had nothing else. There was little to no food.

Andersonville prison in Georgia was built to hold 10,000 prisoners. By August 1864, it held 33,000. Conditions were dreadful. Prisoners slept in shallow holes in the ground. They were given very little food. They drank water from a stream contaminated by sewage. Around 13,000 prisoners died in Andersonville, mostly from disease.

At the prison in Elmira, New York, Confederate soldiers faced similar conditions. In addition, they had to endure the freezing cold winter. About one in four prisoners there died.

## Field Hospitals

Hospitals were set up near battlefields. There, surgeons and nurses bandaged the wounded and amputated limbs. Disease was a deadly problem and spread quickly in the crowded camps. Illness might kill half a regiment’s men before battle even began.

## Political and Economic Change

Many Southern whites were against the war. They believed the cost in food, material, and money was too high to justify

### 5. PROBLEM SOLVING

What could have been done to take better care of prisoners of war? Suggest a solution to the problem presented in the text.

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**6. SPECULATING** Which groups were against the war in the North and South? What other groups might be for the war, and why?

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LESSON 3 SUMMARY, *continued*



REVIEW LESSON 3

1. Fill in the chart to describe the changes that occurred for soldiers, civilians, and society in general as the Civil War carried on into its third year.

CHANGES IN LIFE AND SOCIETY DURING THE WAR	
Civilians	
Soldiers	
Politics	
Economy	

2. **COMPARING AND CONTRASTING** Using information from the lesson and from outside resources, compare and contrast the effects of the war on society in the North and the South. In an essay, discuss how different groups, such as women, were affected as the war went on. Did those groups suffer similar difficulties, or was it particularly worse in one area? How were political and economic changes similar and different in both areas? Summarize your findings to complete your essay.