Chapter 16: The Civil War, 1861–1865

Chapter Review

I. AMERICAN COMMUNITIES Mother Bickerdyke Connects Northern Communities to Their Boys at War

Mary Ann Bickerdyke, a middle-aged widow, defied medical officers and generals alike in her unceasing efforts on behalf of ill, wounded, and convalescent Union soldiers. Communities all over the North rallied to make up for the army’s shortcomings with supplies and assistance. The efforts of women on the local level to make clothing for the men from their communities who had gone off to war soon took on national dimensions. The Women’s Central Association of Relief, made up of abolitionist, temperance, and education reformers, eventually had 7,000 chapters in the North. In June 1861, President Lincoln created the United States Sanitary Commission to investigate and advise the Medical Bureau. In 1862, Mother Bickerdyke was persuaded to become an official agent of “the Sanitary.” As the Civil War continued, Mother Bickerdyke became a key figure in the medical support for Grant’s campaigns along the Mississippi River. These and other efforts demonstrate that local communities directly supported and sustained their soldiers on a massive scale in unprecedented ways. As national unity failed, the strength of local communities, as symbolized through Mother Bickerdyke, endured.

MHL document: U.S. Sanitary Commission, Sketch of Its Purposes (1864) at www.myhistorylab.com

II. COMMUNITIES MOBILIZE FOR WAR

Two nations—the United States of America and the Confederate States of America—each blamed the other for breaking up the Union. Two new presidents—Abraham Lincoln and Jefferson Davis—each faced the challenging task of building and maintaining national unity. Two regions—North and South—scorned each other and boasted of their own superiority. Neither nation was ready for what lay ahead.

MHL document: What Caused the Civil War? At www.myhistorylab.com

a. Fort Sumter: The War Begins

Fort Sumter, a major federal military installation at the entrance to Charleston Harbor, was dangerously low on supplies. Lincoln had to decide whether to abandon it or risk the fight that might ensue if he ordered it resupplied. On April 10, Jefferson Davis ordered General P.G.T. Beauregard to demand the surrender of Fort Sumter and to attack it if the garrison did not comply. On April 14, the defenders surrendered and the Confederate flag rose over Fort Sumter. The battle galvanized the North; Lincoln issued a call for 75,000 state militiamen to join the federal army, and recruitment offices were swamped with volunteers. Many units, like that raised in Chester, Pennsylvania, marched off to war.
while family and friends at home sent supplies. Whether in arms or at home, American communities went to war together.

c. The Border States

The firing on Fort Sumter and Lincoln’s call for troops forced the slave states that had not seceded to take sides. Four states in the Upper South, Virginia, Arkansas, Tennessee, and North Carolina, joined the seven Confederate states in April and May. The capital of the Confederacy was moved to Richmond, less than 100 miles from Washington D.C. Delaware remained loyal to the Union and Maryland remained with the Union after Lincoln declared martial law in Baltimore and arrested the suspected ringleaders of a pro-Confederate mob. In Missouri Unionists set up a loyal government in St, Louis, while the proslavery governor and most of the legislature fled to Arkansas and declared a Confederate state government in exile. In Kentucky, Lincoln ignored illegal trade with the Confederacy through neighboring Tennessee to hold the state in the Union. Keeping these states in the Union dealt the Confederacy a severe blow and undermined claims of slave state solidarity.

d. The Battle of Bull Run

In July 1861, the First Battle of Bull Run, at Manassas Creek in Virginia, was fought. Union troops were accompanied by journalists, politicians, and a crowd of sightseers. During the brutal and frightening fighting that ensued, soldiers and civilians alike retreated in disarray to Washington. Bull Run was a preview of the brutal war that would continue for the next four years.

e. The Relative Strengths of North and South

In productivity and population the Union had an advantage over the Confederacy. The North had two and a half times the South’s population and nine times the industrial capacity. The North produced nearly all of the nation’s firearms, had 71 percent of its railroad mileage, and produced 90 percent of its cloth and footwear. The South had advantages of its own. In fighting a defensive war, defense of home and community united almost all white Southerners. The military disparity was also less severe than it appeared. Although the North had manpower, its troops were mostly untrained, and the southern military tradition gave it a superior officer corps, so much so that Lincoln unsuccessfully offered command of the Union armies to Virginian Robert E. Lee. Many believed that slavery would work to the South’s advantage because slaves could continue to do plantation work while their masters went off to war. Most importantly, the South had the weapon of cotton. Southerners were confident that the British and French need for southern cotton would soon bring those countries to recognize the Confederacy as a separate nation.

III. GOVERNMENTS ORGANIZE FOR WAR
The Civil War forced the federal government to assume powers it had not previously had. Abraham Lincoln took as his primary task in unifying the nation his role as commander-in-chief. Jefferson Davis’s challenge was even greater. He had to create a Confederate nation out of a loose grouping of 11 states, each believing strongly in states’ rights.

a. Lincoln Takes Charge

Taking charge of his own cabinet, Lincoln staffed it with Republicans, several of whom had been his political rivals for the presidential nomination. After Sumter, Lincoln called up the state militias, ordered a naval blockade of the South, and expanded the military budget. Lincoln took these actions and others, like suspending the writ of habeas corpus, without congressional consent because Congress was not in session. Lincoln was the first president to act as commander-in-chief on both a practical and symbolic way. He actively directed military policy because, above all, he wanted to persuade the South to rejoin the Union.

b. Expanding the Power of the Federal Government

The expansion of War Department charged with feeding, clothing, and arming 700,000 Union soldiers, exemplified government growth. Supplying the army demanded constant efforts at all levels of government throughout the war. Treasury Secretary Chase worked closely with Congress to develop ways to finance the war by selling war bonds to ordinary people, and imposing a new sales tax and the first federal income tax. A national currency, authorized in February 1862, was a major step toward centralization of economic power in the hands of the federal government. The Morrill Tariff Act raised tariffs and created two federally chartered corporations to build a transcontinental railroad. The Homestead Act gave 160 acres of public land to any citizen who agreed to live on and improve the land for five years, and pay a small fee. The Morrill Land Grant Act gave states public lands to finance land-grant colleges. These were powerful nationalizing forces that connected ordinary people to the federal government in new ways and persisted after the way.

MHL document: Homestead Act of 1862 at www.myhistorylab.com

c. Diplomatic Objectives

Secretary of State William Seward sought Britain’s and France’s diplomatic recognition to the Confederacy. British public opinion would not support the recognition of a new nation based on slavery and British manufacturers found alternatives to southern cotton. Seward protested Confederate ships using French and British ports, but was blocked by Lincoln from taking action over the Trent incident. When the French installed the Austrian archduke Maximilian as emperor of Mexico, the United States simply refused to recognize his government. Seward’s main foreign policy goal was to prevent the European powers from recognizing the Confederacy as a legitimate government, one not assured until Union victories in 1863 turned the tide of war.
d. Jefferson Davis Tries to Unify the Confederacy

Despite his national experience, Davis was unable to hold the Confederacy together. Davis’s first cabinet of six men included a representative from each of the states of the first secession except Mississippi, which was represented by Davis himself. It soon became apparent that a shared belief in states’ rights and state autonomy was a poor basis upon which to build a unified nation. The Confederacy never lived up to its hope of becoming a unified nation.

e. Contradictions of Southern Nationalism

The failure of “cotton diplomacy” was a crushing blow to white Southerners—stunned that Britain and France would not recognize their claim to independence, while a Union blockade slowly strangled Southern trade. Perhaps the greatest southern failure was in the area of finances. Initially the Confederate government tried to raise money from the states, but governors refused to impose new taxes. Heavy borrowing and the printing of large quantities of paper money led to runaway inflation. After the initial surge of volunteers, enlistment in the Confederate army fell off. In April 1862, the Confederate Congress passed the first draft law in American history. The Union Congress followed suit in March 1863. The Confederate draft confirmed suspicions that it was “a rich man’s war but a poor man’s fight” and weakened support from many who feared a centralization of power the Confederacy was never able to achieve.

IV. THE FIGHTING THROUGH 1862

Both the northern and southern military strategies were affected as much by political considerations as by military ones. The initial policy of limited war and reconciliation ran into difficulties because of the public’s impatience for victories that proved hard and costly to win.

a. The War in Northern Virginia

The Union’s Anaconda Plan aimed to slowly squeeze the South with a blockade at sea and on the Mississippi River, avoided outright invasion and conquest but squeezing the South into submission. Lincoln accepted the plan but public opinion demanded a fight. After Bull Run, Lincoln authorized General George B. McClellan. McClellan and 120,000 troops to launch the Peninsular campaign to capturing Richmond. In the Seven Days Battles, Lee drove McClellan back. Jefferson Davis then supported a Confederate attack on Maryland. At Antietam, McClellan halted Lee’s advance, but Union forces were mauled at Fredericksburg when McClellan followed Lee toward Richmond. The war in northern Virginia was effectively stalemated.

**MHL map: The Civil War, Part I: 1861–1862** at [www.myhistorylab.com](http://www.myhistorylab.com)

b. Shiloh and the War for the Mississippi
Battles in Tennessee and along the Mississippi proved the key to eventual Union victory. In February 1862, General Ulysses S. Grant captured Fort Henry and Fort Donelson on the Tennessee and Cumberland Rivers. After a blood fight at Shiloh Church in April 1862 the Confederates under Sidney Johnston withdrew. Union forces continued on to capture Memphis in June and began a campaign to capture Vicksburg. Naval forces under Admiral David Farragut had captured New Orleans and continued up the Mississippi River. By the end of 1862, it was only a matter of time until the entire Mississippi would be under Union control, cutting the Confederacy in half.

c. The War in the Trans-Mississippi West

Southern hopes for the expansion of slavery were rekindled with the start of the war. Discovery of gold in Colorado impelled the Confederacy march on New Mexico. Texans seized Santa Fé and Albuquerque, but the Colorado Volunteer Infantry Regiment stopped the Confederates in the Battle of Glorieta Pass near Denver, March 26–28, 1862. Chronic fighting along the Kansas-Missouri border continued and the Confederacy actively sought Indian support by offering Indian people representation in the Confederate Congress. Western Unionists responded by bloodily expelling the Sioux from Minnesota and subjugating the Navajo along the Pecos River. After the Civil War, the federal government used the tribes’ support of the Confederacy as a justification for demanding further land cessions. Western fighting showed that the war was truly national, leaving no Americans untouched.

d. The Naval War

The Union naval blockade of the South was initially ineffective because of too few Union ships. By 1863, with an enlarged Union navy, the blockade allowed fewer supplies to reach the South. North and South also developed the revolutionary new technology of ironclad ships. The Confederate Virginia was outfitted with iron plating to protect it from the fire of Union ships. The North’s more modern ironclad, the Monitor had a revolving turret. The historic duel between these two ironclads was inconclusive but prefigured the future of naval warfare. The most important Union naval operation was the capture of coastal areas, especially the vital port of New Orleans.

e. The Black Response

The capture of Port Royal in 1861 had important implications for slaves in the South. As whites fled, 10,000 slaves greeted the Union advance. Union troops had unwittingly freed these slaves prior to any official Union policy on the status of slaves in captured territory. Union commander Benjamin Butler declared the newly freed slaves contraband. These people were put to work in northern camps building fortifications and other necessary tasks. By the end of the Civil War, nearly one million blacks had fled to freedom behind the advancing Union lines.

MHL document: A Civil War Nurse Writes of Conditions of Freed Slaves (1864) at www.myhistorylab.com
V. THE DEATH OF SLAVERY

The overwhelming response of black slaves to the Union advance changed the nature of the war. It became obvious that the southern war to save the slave system did not have the support of the slaves themselves. Union policy could no longer ignore the issue of slavery.

a. The Politics of Emancipation

In 1862, more Republicans were concerned with stopping the spread of slavery to the territories than they were about the lives of the slaves themselves. Most northern Democrats were openly antiblack. Despite these unfavorable political positions, Lincoln adopted a policy to end slavery. Following the Union victory at Antietam in September 1862, Lincoln issued a preliminary decree that required the Confederate states to return to the Union before January 1, 1863 or face the freeing of their slaves. On January 1, 1863, Lincoln issued the Emancipation Proclamation that freed slaves in the areas of rebellion. It did not free the slaves in the border states or in areas of the South conquered by the Union because Lincoln could not risk losing the support of border state conservatives. The Emancipation Proclamation legitimized a process already in motion and changed the rationale of the war, eventually leading to the Thirteenth Amendment, outlawing all slavery in the United States.

MHL document: Abraham Lincoln to Horace Greeley (1862) at www.myhistorylab.com

MHL audio: Free at Last at www.myhistorylab.com

b. Black Fighting Men

The Emancipation Proclamation also gave support for the first time to the recruitment of black soldiers. Although African Americans served in segregated units with white officers, blacks were willing to fight and soon made up 10 percent of the Union army. Nearly 200,000 African American males—both free Northern blacks and runaway slaves—served and 37,000 died defending the Union. As in the rest of society, African Americans faced prejudice in the army and had to prove themselves as able soldiers. They did not receive pay equal to whites performing the same military duties until June 1864, after many protests by black units.

MHL document: An African American Soldier Writes to the President Appealing for Equality in 1863 at www.myhistorylab.com
VI. THE FRONT LINES AND THE HOME FRONT

Civil War soldiers wrote millions of letters home. These letters, and their responses, served as a link between the front lines and the home front and between the soldiers and their home communities.

a. The Toll of War

Civil War battles were incredibly deadly due to improved weaponry, such as modern, long range, accurate rifles. Civil War generals were slow to adapt their strategies to these new, more accurate weapons. The remained committed to the conventional military doctrine of massed infantry offensives, resulting in enormous casualties. The lack of medical knowledge also played a significant role in the massive death rates. Men often died from disease or from minor wounds that became infected. Both North and South were ill-prepared to meet the health needs of their large armies. Unprecedented numbers of prisoners of war overwhelmed Confederate resources, and thousands died in camps such as Andersonville.

b. Army Nurses

On both sides there was an urgent need for skilled nurses to care for wounded soldiers. Due to wartime necessity and despite the opposition of army doctors, women became army nurses and hospital nursing became a socially acceptable profession for middle-class women. By the end of the war, more than 3,000 women worked as paid army nurses and countless more worked as unpaid volunteers. Although the South lacked a formal organization like the Sanitary Commission, it too utilized women in nursing. Richmond women first established “roadside hospitals” to meet the needs of injured soldiers and their activities expanded from there. Although women made important advances in the medical profession throughout the war, most army nurses and medical support staff remained men. Still, nursing exposed women along with men to the horrors of war.

MHL document: Clara Barton, Memoirs about Medical Life at the Battlefield (1862) at www.myhistorylab.com

c. The Life of the Common Soldier

Soldiers in the Civil War faced massive and bloody battles and suffered from the uncertainty of supply including lack of uniforms, tents, and sometimes even food. They endured long marches while carrying heavy packs. Disease was also rampant. It is no surprise, then, that desertion in both the Union and Confederate armies was common.

d. Wartime Politics

Still a powerful force in northern politics, by 1862, Democrats had split into two factions: the War Democrats and the Peace Democrats (Copperheads). Peace Democrats opposed emancipation, denounced the draft, and referred to the president as “King Abraham.”
Copperhead Clement Vallandingham, who advocated an armistice and negotiated peace that would focus only on the welfare of white Americans, was exiled to the Confederacy rather than face imprisonment. In 1862, Lincoln proclaimed that all people who discouraged enlistments in the army or otherwise engaged in disloyal practices would be subject to martial law. More than 13,000 people were arrested, tried in military courts, and imprisoned as a result. Lincoln also faced challenges from the radical faction of his own party. As the war continued, the Radicals gained strength, at times causing political disagreement and even a crisis in the president’s cabinet.

e. Economic and Social Strains on the North

Wartime needs caused a corresponding surge in northern economic growth. Early in the war some industries faltered but military supply businesses boomed. Coal mining and agriculture boot making, shipbuilding, and the manufacture of woolen goods all expanded. Meeting wartime needs enriched some people honestly but profiteers and speculators also flourished. Although new wealth was evident in every northern city, for many the war brought inflation as wages rose only half as much as prices. Military conscription also caused social tension. The 1863 Union draft included an unpopular provision that allowed the hiring of a substitute or the payment of a commutation fee rather than actual service in the army for those who could afford it. The Democratic Party made substitution an inflammatory issue and called the draft law “aristocratic legislation.”

f. The New York City Draft Riots

In the spring of 1863, protests against the draft spread through the North. The greatest trouble occurred in New York City between July 13 and July 16, 1863. Working-class looting, fighting, and lynching claimed the lives of 105 people, many of them African Americans. The rioting was only stopped when five units of the U.S. Army were rushed from Gettysburg to the city. The riot was caused by a combination of anger at the draft, racial prejudice, and the tensions associated with rapid urban growth. In the later years of the war, African American volunteers filled much of the manpower gap that the draft was meant to fix.


g. The Failure of Southern Nationalism

Jefferson Davis initiated government control of the railroads, shipping, and war production. This expansion of government brought about sudden urbanization, which was a new phenomenon to the predominantly rural South. As in the North, the need for soldiers in the South spurred class antagonism. Runaway inflation and the restricted availability of food as the result of the northern naval blockade worsened southern social tensions. In the spring of 1863, food riots broke out in four Georgia cities. Increasingly, the ordinary Southerners refused to pay taxes, provide food, or serve in the army. With
men away at war, race relations and the slave system began to change in subtle and not so subtle ways. Slaves increasingly made their own decisions about when and how they would work and by the war’s end, nearly one quarter of all slaves had fled to Union lines. Although peace sentiment was gaining popularity in the South, Jefferson Davis considered such sentiment traitorous and would not consider the idea.

VII. THE TIDE TURNS

By 1863, the nature of the war was changing. The proclamation freeing the slaves struck directly at the southern home front and the civilian workforce. The nature of the battlefield war changed as well and the Civil War became the first total war.

a. The Turning Point of 1863

General Joseph Hooker’s Union army of 130,000 soldiers attacked a Confederate army half its size in Chancellorsville in May 1863 in an attempt to break the stalemate in northern Virginia. Chancellorsville was a great Confederate victory but cost Lee 20 percent of his forces. Lee still attacked Maryland and Pennsylvania in hopes that another victory would encourage Britain and France to intervene in the war and demand a negotiated peace. The ensuing Battle of Gettysburg proved to be a horrible slaughter as Lee lost 28,000 men to the Union’s 23,000. The next day, General Grant took Vicksburg, Mississippi, after a costly siege. The combined news of Gettysburg and Vicksburg dissuaded Britain and France from recognizing the Confederacy. It also quelled the northern peace movement and tightened the North’s grip on the South.

MHL document: John Dooley, Passages from His Journal (1863) at www.myhistorylab.com

MHL map: The Civil War, Part II: 1863–1865 at www.myhistorylab.com

b. Grant and Sherman

In March 1864, President Lincoln gave Grant command of all Union forces. Grant devised a plan of strangulation and annihilation against the South. Grant took on Lee in northern Virginia and sent General William Tecumseh Sherman to defeat Confederate Joe Johnston’s Army of Tennessee. They aimed to inflict maximum damage on the fabric of the South, forcing them to surrender rather than face total destruction. On Sherman’s 1864 march through Georgia, his troops were instructed to destroy everything in their path but not to harm civilians. Sherman initially turned away many of the 18,000 slaves who flocked to the Union army and freedom. After the reenslavement of blacks, Sherman issued the Special Field Order 15 in January 1865, setting aside more than 400,000 acres of Confederate land to be given to freed slaves in forty-acre parcels.

c. The 1864 Election

The war complicated the presidential election of 1864. Lincoln was renominated but had little support within his own party. Aided by Sherman’s capture of Atlanta on September 2, Lincoln won the election with 55 percent of the popular vote and quite possibly saved the Republican Party from dissolution.

d. Nearing the End

Grant eventually hammered Lee into submission, but at an enormous cost. Rather than pulling back after his failed assaults, Grant drove toward Richmond, besieging Lee at Petersburg. In desperation, the South began arming slaves to serve as soldiers in the Confederate army. On March 13, the Confederate Congress authorized a draft of black soldiers—without mentioning freedom. Two regiments were quickly organized in Richmond, but it was already too late. By the spring of 1865, public support for the war had disintegrated in the South.

MHL audio: When This Cruel War Is Over at www.myhistorylab.com

e. Appomattox

In the spring of 1865, Lee still held Petersburg and Richmond despite being outnumbered two to one by Union troops. On April 2, Lee retreated from Petersburg, the Confederate government fled Richmond, and seven days later Lee and his troops surrendered to Grant at Appomattox Court House. The same day, Lincoln visited Richmond and was acclaimed by grateful freed blacks. Jefferson Davis, who had hoped to set up a new government in Texas, was captured on May 10. The Civil War was over.

MHL video: The Meaning of the Civil War for Americans at www.myhistorylab.com

f. Death of a President

On April 14, 1865, President and Mrs. Lincoln went to Ford’s Theater in Washington D.C. There, Lincoln was shot by John Wilkes Booth, a Confederate sympathizer. Lincoln died the next day. The nation would be left only with Lincoln’s vision for the coming peace in his second inaugural address as he called for “a just and lasting peace” he would not live to see.

VIII. CONCLUSION

Divided by four years of bitter war in which almost all Americans and their communities were affected, in 1865 a transformed nation looked toward reunification with hopes for the just peace promised by Lincoln.
Learning Objectives:

Students should be able to answer the following questions after studying Chapter 16:

1. What advantages did the North possess at the outset of the Civil War?
2. How did the power of the federal government expand as the war progressed?
3. What successes did the South enjoy in the early years of the war?
4. How did the end of slavery affect the war efforts of the North and South?
5. What impact did the war have on northern political, economic, and social life? and on the same aspects of Southern life?
6. How did Grant and Sherman exemplify a new war strategy?

Discussion Suggestions and Possible Answers

1. At the outset of the Civil War, what were the relative advantages of the North and the South, and how did they affect the final outcome?

   **Answer:** The Union had a significant advantage in industrial capacity, most notably railroad mileage and the ability to produce firearms, and in a population that was 2.5 times that of the South. The South’s advantages were geographic, the North would need to conquer an immense area, and the South would be fighting mostly on its home soil, where its forces would be more motivated because they were defending their homes. Moreover, the North’s manpower advantage can be overstated because most of its soldiers were untrained at the outset of the war. The South also believed it could use cotton to win the support of European powers Britain and France.

2. In the absence of the southern Democrats, in the early 1860s, the new Republican Congress was able to pass a number of party measures with little opposition. What do these measures tell you about the historical roots of the Republican Party? More generally, how do you think we should view legislation passed in the absence of the customary opposition, debate, and compromise?

   **Answer:** Republicans used the opportunity to nationalize the federal government. In order to pay for the war, taxes and tariffs were increased and a national currency created. Other laws such as a Homestead Act to encourage westward migration and the construction of a transcontinental railroad were also passed with southern Democrats out of Congress. The absence of opposition and debate enabled Republicans to implement their policies well beyond fighting the Civil War and made a lasting impact on the power of the national government.

3. The greatest problem facing Jefferson Davis and the Confederacy was the need to develop a true feeling of nationalism. Can the failure of this effort be blamed on Davis’s weakness as a leader alone, or are there other causes?
**Answer:** The South needed to create a feeling of nationalism in a country committed to the idea of state and local rights and autonomy. Although Jefferson Davis failed to provide the leadership necessary to effect a sense of nationalism, he was working against a strongly ingrained culture opposed to centralization. That failure contributed mightily to the Confederate defeat.

4. In what ways can it be said that the actions of African Americans, both slave and free, came to determine the course of the Civil War?

**Answer:** The actions of African-Americans were of critical importance in the war. Thousands of slaves ran away to Union lines, depriving the Confederacy of a key source of labor as well as hurting morale. In addition, almost 200,000 blacks served in the Union Army, fighting to secure their own freedom.

5. Wars always have unexpected consequences. List some of those consequences both for soldiers and civilians in the North and in the South.

**Answer:** Consequences of the war in the North included: inflation, strong ethnic and racial tensions that manifested themselves in riots, most notably the New York City draft riots in July 1863. The length of the war also required a highly unpopular draft. In the South, the war forced Southerners to acknowledge that their slaves did not like slavery, as most Southerners believed. Southerners repeatedly refused to pay taxes and make other sacrifices demanded by the government for the war effort. Moreover, Southerners were exposed to massive destruction, especially in the final phase of the war, as northern troops ravaged the southern landscape.

6. Today Abraham Lincoln is considered one of our greatest presidents, but he did not enjoy such approval at the time. List and evaluate some of the contemporary criticisms of Lincoln.

**Answer:** Lincoln was criticized for centralizing the power of the president, for example, suspending the writ of habeas corpus without Congressional consent. The Emancipation Proclamation was also criticized by many in the North who, while perhaps opposed to slavery, were also antiblack. As the war dragged on and Union casualties mounted, Lincoln was accused of prolonging the bloody war as Democrats called for a negotiated peace settlement.

**Lecture Outline**

American Communities: Mother Bickerdyke Connects Northern Communities to Their Boys at War

- Communities Mobilize for War
  - Fort Sumter: The War Begins
  - The Border States
  - The Battle of Bull Run
  - The Relative Strengths of North and South
Governments Organize for War
   Lincoln Takes Charge
   Expanding the Power of the Federal Government
   Diplomatic Objectives
   Jefferson Davis Tries to Unify the Confederacy
   Contradictions of Southern Nationalism

The Fighting Through 1862
   The War in Northern Virginia
   Shiloh and the War for the Mississippi
   The War in the Trans-Mississippi West
   The Naval War
   The Black Response

The Death of Slavery
   The Politics of Emancipation
   Black Fighting Men

The Front Lines and the Home Front
   The Toll of War
   Army Nurses
   The Life of the Common Soldier
   Wartime Politics
   Economic and Social Strains on the North
   The New York City Draft Riots
   The Failure of Southern Nationalism

The Tide Turns
   The Turning Point of 1863
   Grant and Sherman
   The 1864 Election
   Nearing the End
   Appomattox
   Death of a President

Resources (Web, Films/Video)

Web
A House Divided: America in the Age of Lincoln:  http://www.digitalhistory.uh.edu/ahd/index.html explores slavery, sectionalism, the contrasts between northern and southern economies, and the Civil War. Centered around a series of images from the Gilder Lehrman Institute and text written by Eric Foner, this is a comprehensive site for anyone seeking to learn more about the war.
HarpWeek: Explore History: www.harpweek.com presents the entire collection of Harper’s Weekly issues online from 1857–1912, including the famous ink etchings that the newspaper’s correspondents filed from the field.


Lincoln Net/Abraham Lincoln Digitization Project: http://lincoln.lib.niu.edu provides comprehensive coverage of Lincoln’s life and career up to 1861 when he left the state for Washington, D.C.

The Valley of the Shadow: Two Communities in the American Civil War: http://valley.vcdh.virginia.edu provides a vast and rich collection of primary sources and secondary essays (as well as an accompanying book) that allows for a comparison of Franklin County, PA and Augusta County, VA on the eve of the Civil War.

Water Color Sketchbook by Private Henry Berckhoff: www.digitalhistory.uh.edu/exhibits/sketchbook/index.cfm presents the watercolor sketches of a young Union soldier during the war, including camp life, the long marches, and the conflicts in which he was engaged. The depictions are mostly of Berckhoff’s Eighth New York Infantry, made up of nearly 1,000 German immigrants.

Films/Video
The Civil War (690 minutes). PBS, 1993. Ken Burn’s magisterial and groundbreaking work of 16 episodes depicting the history of the American Civil War from the initial disputes to its concluding moments.


Roots of Resistance: The Story of the Underground Railroad (60 minutes). PBS, 1989. Traces the known history of the Underground Railroad as well as examines much of the speculation that surrounds the effort of free blacks, whites, and slaves as they participated in this complex runaway system.
My History Lab Connections

Reinforce what you learned in this chapter by studying the many documents, images, maps, review tools, and videos available at www.myhistorylab.com.

Read and Review

Read the Documents
U.S. Sanitary Commission, Sketch of Its Purposes (1864)
Homestead Act of 1862
Elizabeth Keckley, Four Years in the White House (1868)
Abraham Lincoln to Horace Greeley (1862)
Clara Barton, Memoirs about Medical Life at the Battlefield (1862)
An African American Soldier Writes to the President Appealing for Equality in 1863
A Civil War Nurse Writes of Conditions of Freed Slaves (1864)
John Dooley, Passages from His Journal (1863)
William T. Sherman, The March through Georgia (1875)

See the Maps
The Civil War, Part I: 1861–1862
The Civil War, Part II: 1863–1865

Research and Explore

Read the Documents
A Nation Divided: The Civil War
Exploring America: Fort Pillow Massacre

Read the Biographies
Judah Benjamin
Louisa Schuyler

Hear the Audio
Free at Last
When This Cruel War Is Over

See the Videos
The Civil War
What Caused the Civil War?
The Meaning of the Civil War for Americans
Critical Thinking Exercises

There are numerous Civil War diaries that are readily available. Students could go through a series of them and come up with presentations on the life of the common civil war soldier. You might divide them up into two groups—Southerners and Northerners—and have each group give a separate report.