

Chapter Assessment

Terms and People

1. Who was **Ulysses S. Grant**? Why was he important to the Union war effort?
2. What was the Battle of **Antietam**? What effect did it have on the North?
3. Define **conscription**. Which members of society did conscription fall most heavily on? Why?
4. Who were the **Copperheads**? Which people were most likely to be Copperheads, and why?
5. What were the siege of **Vicksburg** and the Battle of **Gettysburg**? What effects did they have on the progress of the war?

Focus Questions

The focus question for this chapter is **What were the causes, key events, and effects of the Civil War?** Build an answer to this big question by answering the focus questions for Sections 1 through 5 and the Critical Thinking questions that follow.

Section 1

6. How did each side's resources and strategies affect the early battles of the war?

Section 2

7. How did the Emancipation Proclamation and the efforts of African American soldiers affect the course of the war?

Section 3

8. How did the Civil War bring temporary and lasting changes to American society?

Section 4

9. How did the Battles of Vicksburg and Gettysburg change the course of the Civil War?

Section 5

10. What was the final outcome and impact of the Civil War?

Writing About History

Write a News Article People on both sides during the Civil War followed the war's events through news reports printed in local newspapers. Imagine that you are a reporter during the Civil War. Decide whether you are reporting from one of the national capitals or are traveling with one of the armies. Choose an event and write an article for your newspaper.

Prewriting

- Gather information about an event that interests you. Make sure you will be able to answer the five *W* questions: *Who? What? Where? When? Why?*
- Consider your audience and remember that a news article is an objective account of events.
- Gather additional information about the event from other sources.

Critical Thinking

11. **Analyze Evidence** Think about Robert E. Lee's reasons for turning down leadership of the Union forces and serving the South instead. What does this tell you about some of the difficulties the Civil War posed for all Americans?
12. **Analyze Information** How did African American soldiers surpass the initial expectations the Union had about them?
13. **Draw Conclusions** What is a possible explanation for Lincoln's refusal to obey the Supreme Court's ruling that only Congress had the right to suspend habeas corpus?
14. **Analyze Photographs** Study the image below of Richmond, Virginia, in 1865. What does the photograph suggest about the needs of the postwar period?



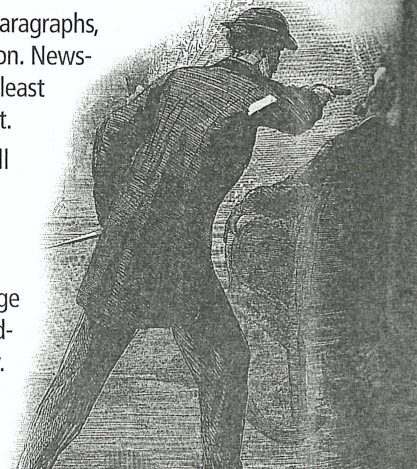
15. **Compare Points of View** How did Lincoln's ideas about the course the nation should take after the Civil War differ from those held by many northerners?
16. **Make Comparisons** Which side experienced more losses in the Civil War, the North or the South? Explain why this was the case.

Drafting

- Sort your information and write an outline of the article.
- Write the first paragraph, which should tell the most basic information about what happened.
- Write at least two more paragraphs, filling in further information. Newspaper articles include the least important information last.
- Write a headline that will help readers know what the article will be about.

Revising

- Use the guidelines on page SH11 of the Writing Handbook to revise your essay.



Document-Based Assessment

Total War

Union General William Tecumseh Sherman implemented a strategy of total war during his "march to the sea" in 1864. The concept of total war called for expanding military targets to include civilian economic resources. Use your knowledge of the Civil War and Documents A, B, C, and D to answer questions 1 through 4.

Document A

"Sherman's Atlanta campaign in May to September 1864 won the Confederate prize that ensured Lincoln's reelection that year. Sherman ordered a civilian evacuation of Atlanta, burned everything of any military value, and in November headed out of the city on his famous 'march to the sea.' More than any other Civil War commander, Sherman grasped the brutal logic of total war. In such a war, civilian morale and economic resources are as much military targets as the enemy's armies. For Sherman, war unleashed the fury of hell, and he refused to sentimentalize the killing and pillaging required for victory."

—William L. Barney, *The Reader's Companion to American History*

Document B



"Citizens of Atlanta leaving the City in Compliance With General Sherman's Orders."

Document C

"Many people on both sides believed that the war would be short—one or two battles and the cowardly Yankees or slovenly rebels would give up. . . . Responsible leaders on both sides did not share the popular faith in a short war. Yet even they could not foresee the kind of conflict this war would become—a total war, requiring total mobilization of men and resources, destroying these men and resources on a massive scale, and ending only with unconditional surrender. In the spring of 1861 most northern leaders thought in terms of a limited war. Their purpose was not to conquer the South but to suppress insurrection and win back the latent loyalty of the southern people. The faith in southern unionism lingered long."

—James M. McPherson, *Battle Cry of Freedom*

Document D

"William Tecumseh Sherman was considered one of the ablest generals in the Federal army, but he was a cruel one. . . . His celebrated march through Georgia put a stain upon his name that will cling to it as it is found upon the pages of history. . . . With his grand army of veterans, almost unopposed, he had overrun and desolated the fairest sections of the South, burning cities, towns, and country dwellings; had wantonly destroyed many millions of dollars worth of property, both public and private; had made thousands of women and children and aged men homeless and destitute by burning their homes and destroying their means of subsistence. And it was to glorify him for these deeds of barbarism that 'Marching through Georgia' was written, and it is for this that it is sung."

—Milford Overley, "What 'Marching Through Georgia' Means"

- The authors of Documents A and C define total war as
 - total mobilization of men and resources against both military and civilian targets.
 - a diplomatic effort aimed at avoiding the outbreak of hostilities.
 - a military effort concentrated almost entirely on civilian targets.
 - a policy for controlling the civilian populations of cities.
- Which of the documents focuses on southerners reacting to total war?
 - Documents A and B
 - Documents B and C
 - Documents B and D
 - Documents A and D
- According to Document A, why might Sherman have refused to "sentimentalize" total war?
 - He wanted to protect Confederate government property.
 - He wanted captured Confederate soldiers to help rebuild war-torn areas.
 - He wanted more troops and supplies from Washington.
 - He wanted civilian suffering to speed the collapse of the Confederate war effort.
- Writing Task** What impact did the military strategy of total war have on the people of the South during the Civil War? Use your knowledge of the war and specific evidence from the primary sources above to support your opinion.