

Chapter Summary

Section 1 The Call to Arms

- The Civil War was a war of Americans against Americans.
- Both the North and the South used their advantages in planning military strategy.

Section 2 Early Years of the War

- Civil War soldiers lived under harsh and dangerous conditions.
- Battles at Antietam Creek and Shiloh were important victories for the North.

Section 3 The Emancipation Proclamation

- The Emancipation Proclamation freed enslaved people in areas of rebellion.
- The Emancipation Proclamation changed the Civil War into a fight to end slavery.
- Approximately 189,000 African Americans served in the Union army and navy.

Section 4 The Civil War and American Life

- The Civil War caused divisions in both the North and the South.
- Draft laws that seemed to favor the wealthy led to protests and riots.
- The Civil War caused economic hardships and also led to changes in women's roles.

Section 5 Decisive Battles

- Major Confederate losses at Gettysburg and Vicksburg marked a turning point.
- Lee surrendered to Grant on April 9, 1865, at Appomattox Court House.
- Some 620,000 soldiers died in the Civil War.

Key Concepts

These notes will help you prepare for questions about key concepts.

Causes of the Civil War

- Spread of slavery in western territories divides North and South.
- Abolitionists want to end all slavery.
- South fears it will lose power in the federal government.
- Southern states secede after Lincoln's election.
- Confederates bomb Fort Sumter.

Effects of the Emancipation Proclamation

- (Issued by President Abraham Lincoln on January 1, 1863)
- Freed enslaved people in areas that were in rebellion
 - Turned war into a fight to end slavery
 - Ended South's hopes for recognition of independence by Britain
 - Encouraged African Americans to join Union army

Major Civil War Events, 1861–1865

- First Bull Run, July 1861
- Shiloh, April 1862
- Antietam Creek, September 1862
- Fredericksburg, December 1862
- Vicksburg, May–July 1863
- Gettysburg, July 1863
- Surrender of Confederate army, April 9, 1865, Appomattox Court House

Vocabulary Builder

Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

1. Which army, the Union or the Confederate, sustained more *casualties*?
2. Why did Kentucky cease being *neutral*?
3. What was both Lincoln's and Davis's purpose in suspending *habeas corpus*?
4. How did Grant's *siege* of Vicksburg lead to the surrender of Confederate troops?

Comprehension and Critical Thinking

5. (a) **Recall** Why was it critical to keep Maryland in the Union?
(b) **Analyze Cause and Effect** What was the effect of Lincoln's declaring martial law in Maryland?
6. (a) **Identify** Why did President Lincoln issue the Emancipation Proclamation?
(b) **Explain Problems** What were two limitations of the Emancipation Proclamation?
7. (a) **Describe** What roles did women play in the Civil War?
(b) **Identify Economic Benefits** In what way did the hardships of the Civil War provide new opportunities for women?
(c) **Link Past and Present** Make a list of three opportunities that are open to women today that once were limited to men.
8. (a) **Classify** Create a chart of the battles fought at these places: Bull Run, Antietam Creek, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Petersburg. Classify each battle as either a Union victory or a Confederate victory.
(b) **Detect Bias** Reread the excerpt from Lincoln's Gettysburg Address found in Section 5. Do you think the address gave more comfort to northerners or to southerners? Why?
9. (a) **Summarize** Write three sentences that explain how the Civil War ended.
(b) **Make Predictions** Do you think the surrender of the Confederate army at Appomattox Court House brought an end to the conflict between the northern and southern states? Explain.

History Reading Skill

10. **Understand Sequence** In a paragraph, summarize the events in the Civil War on the battlefield and on the home front. Use signal words to clarify the sequence. Where appropriate, show cause-effect links between events in sequence.

Writing

11. **Write on the following topic:**

Find more information about a Civil War general. Write four paragraphs about him, using the guidelines below.

- The first paragraph should introduce the general and present a thesis.
- The second and third paragraphs should support this thesis by giving some background about the general's life, actions, and character.
- The fourth paragraph should draw a conclusion about the general.

12. **Write a Narrative:**

Choose one of the following roles: soldier, civilian, or nurse. Write two paragraphs of descriptive narrative telling about your experience in the Civil War.

Skills for Life

Analyze a Speech

Use the quotation below to answer the questions.

"... the people of the Confederate States, in their conventions, determined that the wrongs which they had suffered and the evils with which they were menaced required that they should revoke the delegation of powers to the Federal Government which they had ratified in their several conventions. They consequently passed ordinances [laws] resuming all their rights as sovereign and independent States. . . ."

—Jefferson Davis, April 29, 1861

13. (a) Who is the writer?
(b) When was this written?
14. What is the main idea?
15. (a) What words or phrases show the writer's feelings?
(b) Why do you think he feels this way?

Test Yourself

Refer to the quotation below to answer Question 1.

“I now hold in contemplation of universal law and of the Constitution [that] the Union of these States is perpetual. . . . It follows from these views that no State upon its own mere motion can lawfully get out of the Union. . . .”

—Abraham Lincoln, March 4, 1861

1. This quotation shows that Lincoln wanted to

- A allow southern states to secede.
- B amend the Constitution.
- C abolish slavery.
- D preserve the Union.

2. Which of the following granted freedom to all African Americans in areas of rebellion against the Union in 1863?

- A Gettysburg Address
- B Thirteenth Amendment
- C Emancipation Proclamation
- D surrender at Appomattox Court House

3. Which of the following was the North’s most important advantage in the Civil War?

- A Britain and other European nations sent economic aid.
- B The nation’s most experienced military leaders were northerners.
- C The North had a larger population and more resources than the South.
- D Northerners were united in their support for the war.

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Write an essay describing the disagreement between the Copperheads and northern supporters of the Civil War. Include specific details about each side’s position.

Document 2: Copperheads were probably the most outspoken critics of the war in the North. *What opinion of Copperheads does this cartoon present?*



Document 1: Clement L. Vallandigham, an Ohio congressman, gave this speech in New York City in March 1863. *What does Vallandigham propose? How does that represent the Copperhead position?*

“When I see that the experiment of blood has failed, . . . I am not one of those who proclaim . . . that we shall have separation and disunion. I am for going back to the instrumentality through which this Union was first made, and by which alone it can be restored.

I am for peace, because it is the first step toward conciliation and compromise. You cannot move until you have first taken that indispensable preliminary—a cessation of hostilities. . . .

Let men of intelligence judge: let history attest it hereafter. My theory . . . then, is this—stop this war.”