**CHAPTER 15**

**The Civil War**

**Learning Outcomes**

* 1. Describe the strengths of each side at the beginning of the Civil War.

**Objectives**

1. Evaluate the advantages of the North at the beginning of the Civil War.

2. Evaluate the advantages of the South at the beginning of the Civil War.

* 1. Explain why both sides believed the war would be brief, and describe the early conflicts that made that outcome unlikely.

**Objectives**

1. Describe the Battle of Manassas (Bull Run): where it took place and how it was fought; assess the relative success or failure of each side.

2. Explain how the North planned the imposition of a naval blockade on southern ports and rivers.

3. Discuss the Battle of Shiloh and explain its outcome.

4. Compare and contrast the actions of George McClellan and Robert E. Lee in the eastern theaters of war during 1861 and part of 1862.

* 1. Explain how preparing for and prosecuting the Civil War contributed to the transformation of the United States into a fully modern state.

**Objectives**

1. Explain how both the North and the South went about raising armies for the lengthening war.

2. Discuss the reasons for the suspension of some civil liberties of both sides during the war.

3. Evaluate how well taxes, tariffs, and bonds worked in financing the war, especially for the North, and explain what brought the South to the conclusion that the Confederacy also needed taxation.

* 1. Describe the actions of those who opposed the war in the North and the South.

**Objectives**

1. Explain the impact of the Peace Democrats, Lincoln the tyrant, the draft, and the New York draft riot on the citizens of the North.

2. Describe the actions of those who rioted against the war in the South.

* 1. Discuss the events of 1863 and 1864 that demonstrated Lincoln’s eventual determination that the end of the war should bring a definite end to slavery.

**Objectives**

1. Explain the thought processes that led Lincoln to consider emancipation.

2. Describe the timing of the release of the Emancipation Proclamation, and explain exactly what this proclamation did and did not do.

3. Discuss the decision of the Union to allow black soldiers to fight in the war, the black soldiers’ contribution to the war effort, and the events at Fort Pillow.

4. Describe the Battle of Gettysburg, explain its significance to the war effort, and assess the importance of Grant’s victory at Vicksburg at the same time.

5. Provide an overview of the presidential election of 1864.

* 1. Describe and discuss the events that finally led to the defeat of the South and the end of the war.

**Objectives**

1. Describe the effect of Sherman’s March to the Sea in 1864 and explain how the South came to see that they must end the war.

2. Explain the significance of the Thirteenth Amendment.

* 1. Assess the significance of the Civil War for the nation.

**Objectives**

1. Discuss the impact of the Civil War on the federal government, industry, American nationalism, women, religion, and philosophy.

**Chapter Summary**

In some ways, northern expectations for a quick victory were reasonable, because the Union possessed overwhelming material advantages over the south. With more people, industries, and resources, the North stood prepared to fight the new form of modern warfare. However, the South planned on fighting a defensive battle under the leadership of some of the most talented military minds of their day.

Due to their strengths, the two opponents believed the war would be brief. The Confederate’s victory at Manassas proved to be a faulty notion. As both sides prepared for a longer war, the North started a naval blockade that eventually bore important results. While the Union Navy was taking control of the Southern Coast, the Union Army achieved some success in the western theater of the war, located west of the Allegheny Mountains. The bloody battle for Shiloh, a hard-fought victory in the West, shocked the rest of the nation. In the East, Union commander McClellan failed to act decisively while Lee, the gifted general, began to acquire a reputation as a legendary leader by continually repulsing Union attacks.

The carnage and material requirements of a modern conflict led to a full mobilization of society and an increase in the power of the government. This process transformed the Union and the Confederacy into truly modern nations with intricate bureaucracies capable of controlling the resources of their states. Both North and South relied on volunteers and draftees to fill the ranks of their armies. Wartime concerns led both regions to suspend certain civil liberties. Both sides also exercised new controls over their national economies. While the North raised taxes in an unprecedented fashion, the South kept printing money as inflation skyrocketed. The scope of government power expanded to an unprecedented level.

These changes stirred dissent, and governments in both the North and the South found themselves confronted by those who opposed the war. Dissent in the North plagued Lincoln throughout his term. Northern Democrats deemed him a tyrant for his suspension of civil liberties. The imposition of a draft sparked riots, leading to days of mayhem and brutality in New York City. The South faced internal resistance and hunger riots, mostly by women and children, in famished cities. In this economy, the average southerner could not afford basic necessities. In the face of months of scarcity, many women on the Confederate home front started to lose their will to sacrifice for independence.

By the midpoint of the war, both the Union and the Confederacy had become bitterly divided societies. The conflict deepened and by 1863 the war had turned from a “limited war” focused on military struggles to an all-encompassing one that affected the entirety of both states. One key example of the broadening of the meaning of the war concerned slavery. Lincoln had directly tied the issue of slavery to the war. Following the Battle of Antietam, he issued the Emancipation Proclamation, which stated that all slaves in states still in rebellion would be considered free. As a result of this promise, thousands of slaves escaped during the war.

The newly freed men joined the Union military forces. Southern forces reacted with rage toward the captured black soldiers, as demonstrated by the Fort Pillow Massacre. The war began to turn in favor of the Union in 1863. Robert E. Lee drove his forces into the North, soon meeting with Union forces in Gettysburg, Pennsylvania. The result was the end of a significant southern threat. In the West, Grant had successes, including in Vicksburg, which was the key to controlling the Mississippi River. In light of his victory, he was rewarded with the command of all the Union armies. Lincoln’s campaign benefited from a series of victories, including Atlanta and Mobile Bay in Alabama, resulting in his victory in the election of 1864.

The war moved into its final stage in 1865. With the tide of battle now fully turned and Lincoln re-elected, the North sought to punish the South for what it had done to provoke this awful war. The North finalized the end of legal slavery in the U.S. with the 13th Amendment. Sherman marched through the South and along with other Union actions caused the South to lose its will. Lee finally capitulated on April 9, 1865, at Appomattox Courthouse, Virginia.

The Civil War shocked the nation with its length and brutality. The various militaries had commandeered roads, pulled up enemy train tracks, destroyed factories, and killed livestock. The South bore the brunt of this destruction, but the entire nation felt the impact of the war. Labor relations had to be reworked and familial roles renegotiated. The impact of the war on government, industry, American nationalism, women, religion, and philosophy shaped America for decades to come.

**Chapter Outline**

I. Each Side’s Strengths

A. Northern Advantages

1. Population

2. Materials and Industry

B. Southern Advantages

1. Will to Fight

2. A Defensive Battle

3. Military Leaders and Morale

II. The Fallacy of an “Easy War”: 1861–1862

A. The Battle of Manassas (Bull Run)

1. A Costly Confederate Victory

2. Limited War

B. The Water

C. The West

1. Some Union Successes

2. Shiloh

D. The East

1. McClellan

2. Robert E. Lee

3. Results

III. Full Mobilization and the Making of a Modern State

A. Raising Armies

1. The Confederacy

2. The Union

B. Suspension of Civil Liberties

1. In the Union

2. In the Confederacy

C. Taxation

1. Tariffs, Taxes, and Bonds in the Union

2. Inflation and Impressment in the Confederacy

D. A Changing Nation

IV. Dissent

A. Dissent in the North

1. Peace Democrats

2. Lincoln the Tyrant

3. The Draft

4. The New York Draft Riot

B. Dissent in the South

1. Economic Woes

2. Riots

V. The Tide of Battle Turns, 1863–1865

A. Slavery and Emancipation

1. Overtures to Emancipation

2. Deciding on Emancipation

3. The Emancipation Proclamation

4. *A* Factor in the End of Slavery, but not *the* Factor

5. Black Americans in the Union Military

6. The Fort Pillow Massacre

7. Criticism of Lincoln’s Proclamation

B. Union Military Triumphs

1. Lee’s Hopes

2. Gettysburg

3. Victories in the West

4. Northern Momentum?

C. The Election of 1864

1. McClellan

2. Timely Military Victories

VI. The Destruction of the South and the End of the War

A. The Destruction of the South

B. The Thirteenth Amendment Abolishes Slavery

1. The South’s Will to Fight?

VII. Significance of the War

A. The Impact on Federal Government

B. The Impact on Industry

C. The Impact on American Nationalism

D. The Impact on Women

E. The Impact on Religion

F. The Impact on Philosophy

VIII. Looking Ahead…

**Suggested Lecture Topics**

1. A Comparison of Abraham Lincoln and Jefferson Davis as Wartime Leaders

2. The First Battle of Manassas Removes Hope for a Brief War

3. The Age of “Total War”: How the Civil War Affected Every American

4. “Yankee” vs. “Rebel”: Everyday Life in the Civil War Armies

5. Robert E. Lee and Gettysburg: Invincible No More

6. Lincoln’s Dilemma: The Union Army’s Need for One Good General

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| **The Reasons Why…** |
| (15-6). The North won the Civil War for four principal reasons:  a. Industrial superiority  b. Political organizations  c. Manpower supremacy  d. African American troops  The Civil War was a total war, involving all parts of society. Engage the class in a discussion identifying what underlying factors led to the North being more able to fight a total war. Start the discussion with an examination of the new innovations/weapons/strategies used during the war. Have students detail the South’s strengths, then move to the North. Lead students to then consider why the North had a greater capacity to fight a total war. Consider the role of African American troops. Then, bring in the West and its relationship to the North. |

**Research Topics—Projects and Papers**

Students might choose to do a project to be presented in class or to write a more traditional research paper, or the instructors could decide which they prefer to have them do. Below are a few topics that are relevant to this chapter. Instructors may, of course, choose their own topics.

1. Have students search the Internet for websites maintained by organizations in charge of various Civil War battle sites. They must collect information on each of the organizations in a notebook that they will turn in for grading. (Instructors should feel free to make this as personalized as they wish.) Students should have collected information from a minimum of six sites.

2. Assign students to locate and read a series of letters written during the Civil War. They may use library collections, published books, articles, or even more personal collections. Have them write a two-page essay in which they discuss what they learned from the letters, the questions they may have about the people who wrote them, and their personal observations.

(Facilitators may want to search for sources themselves, so that they are prepared for any problems that they may encounter.)

3. Scavenger Hunt on the Civil War: Each student should use Internet websites, reference materials, and anything else they choose to find answers to the following questions. Have them type the answers and include information about their sources for each one.

1. What was Confederate General Beauregard’s full name?
2. How and where did General Thomas “Stonewall” Jackson get his nickname? Find the quote that was the reason for the nickname.
3. What was the Anaconda Plan? Who developed it?
4. What is hardtack? What was good about it? What was bad about it?
5. Who was Robert Gould Shaw? Why do historians remember him?
6. How did the people of Vicksburg, Mississippi survive Grant’s six-week siege of their city?
7. Lee surrendered to Grant at Appomattox Courthouse. What exactly was Appomattox Courthouse? In what physical location did the surrender take place? Extra points if students find what was historically ironic about where the war officially ended. [Wilmer McLean’s family lived in the area where the First Battle of Manassas (Bull Run) was fought. Concerned for his family’s safety, he moved farther from the center of things, and it was in his parlor that Lee and Grant met for Lee’s surrender.]
8. What is the phrase that describes William T. Sherman’s “March to the Sea” through Georgia and up the Atlantic coast?
9. What was J.E.B. Stuart’s position in Lee’s Army?
10. What was Andersonville?

4. Ask students to examine the impact of the Civil War on women and religion by citing at least two historical accounts for each group.

5. Ask students to choose any of the incidents that took place during 1861–1865 and write an article on it. It is optional for students to include any pictures relating to the article.

**Additional www Resources**

“The Battle of Shiloh, 1862,” Eyewitness to History.

<http://www.eyewitnesstohistory.com/shiloh.htm>

“The First Battle of Bull Run, 1861,” Eyewitness to History.

<http://www.eyewitnesstohistory.com/bullrun.htm>

“Battle of Gettysburg, Day 3: Pickett’s Charge,” MilitaryHistoryOnline.com

<http://www.militaryhistoryonline.com/gettysburg/getty32.aspx>

“Colored Troops in the American Civil War,” AmericanCivilWar.com

<http://americancivilwar.com/colored/colored_troops.html>