

Civil War and Reconstruction

GO ONLINE FOR
DIGITAL RESOURCES

VIDEO

INTERACTIVITY

AUDIO

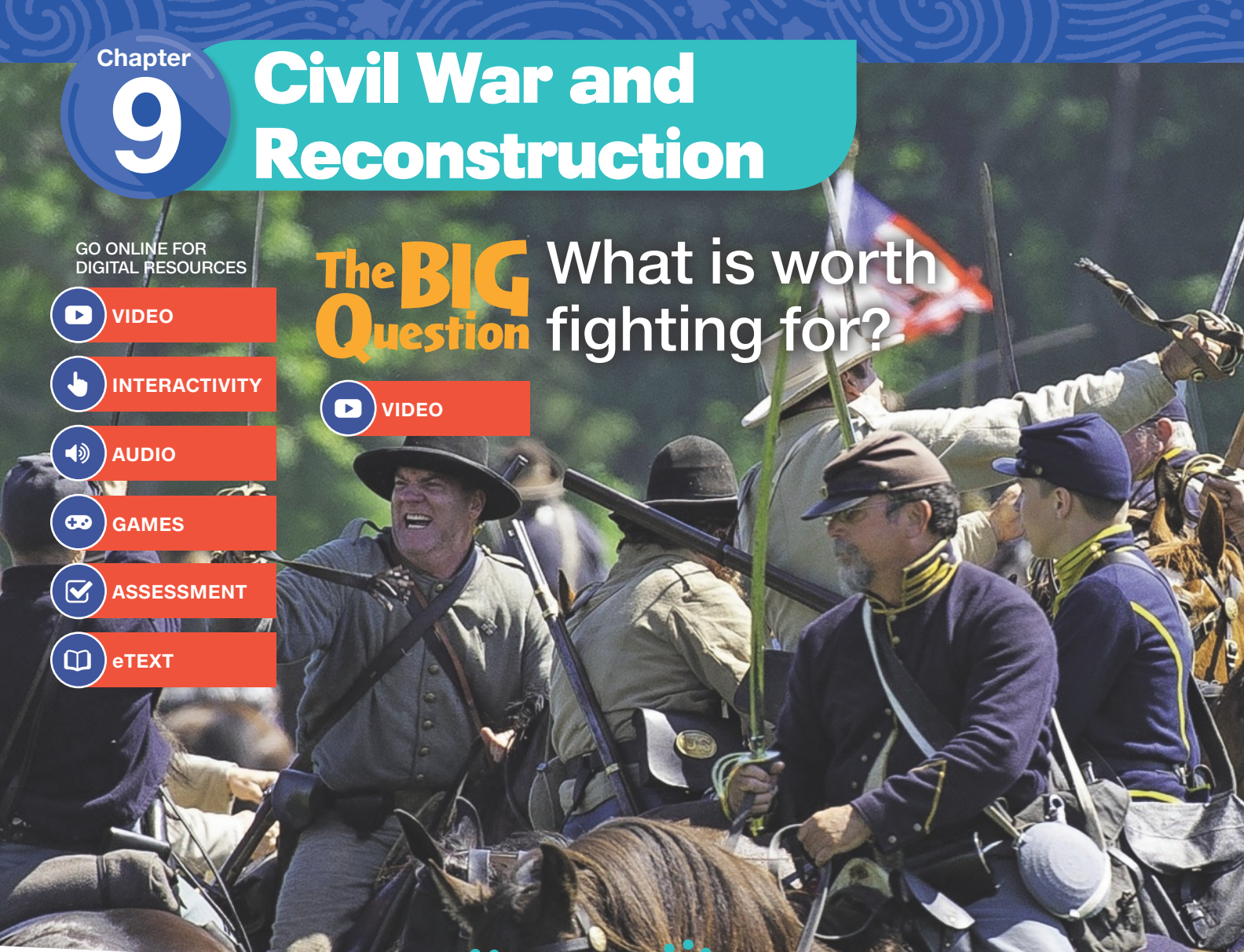
GAMES

ASSESSMENT

eTEXT

The BIG Question What is worth fighting for?

VIDEO



Jumpstart Activity

INTERACTIVITY

Lesson 1

Struggles Over Slavery

Lesson 2

The War Begins

Lesson 3

Life During the Civil War

Lesson 4

The War Ends

Lesson 5

Reconstruction

Work in small groups and discuss ideas for a recess activity for your entire class. After each group presents ideas to the class vote for the activity you like best. Was your group's activity chosen? Did the winning activity interest all your classmates?



Fighting for Freedom and Union

Preview the chapter **vocabulary** as you sing the rap:

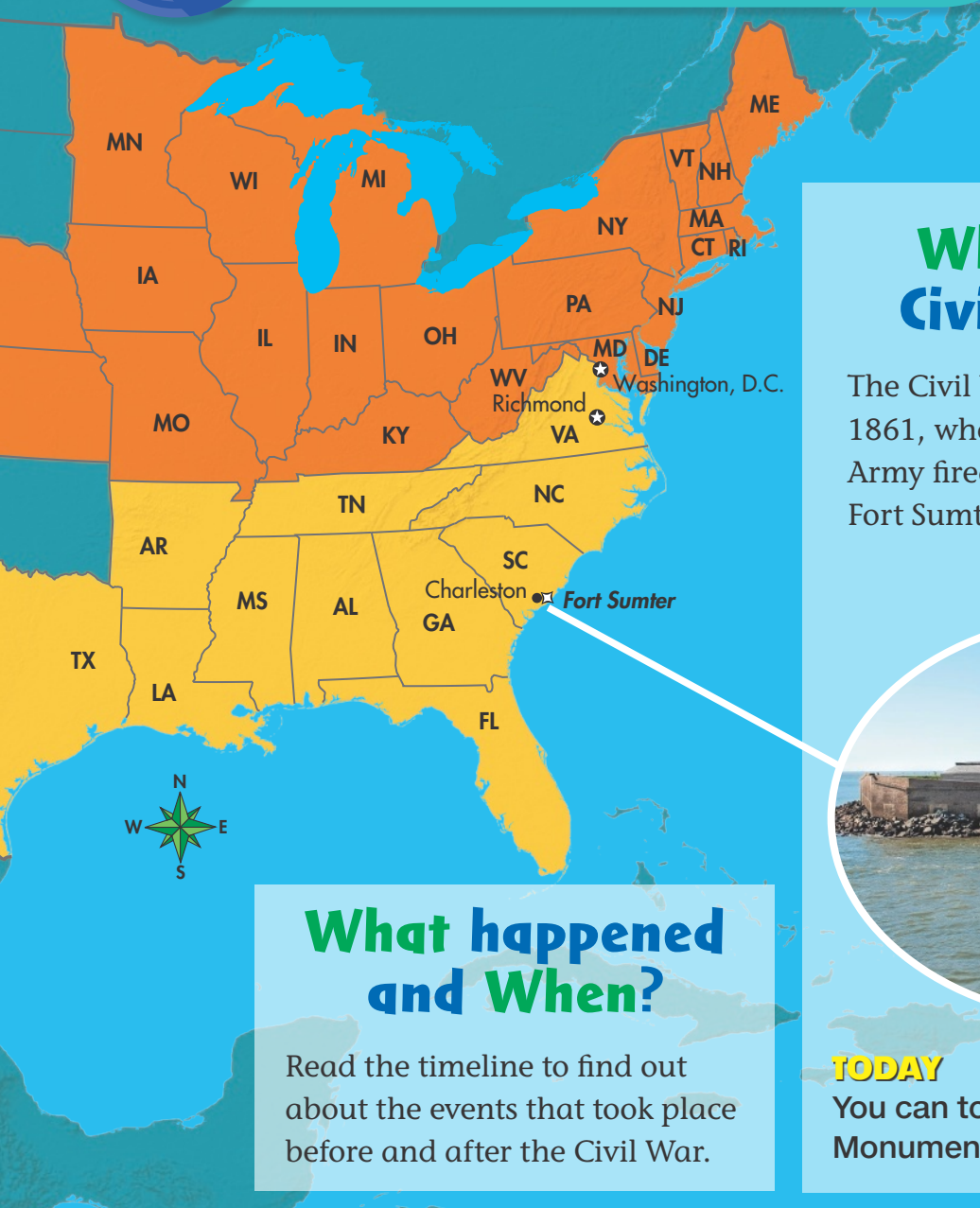
Division between the North and South grew when
New free and slave states joined the **Union**.

After Lincoln's election, Southern states would secede
And leave the Union to form the **Confederacy**.

At Ft. Sumter shots fired in the early morning mist,
The Civil War had begun, both sides ran to **enlist**.
No one guessed at the time, that the war would last long;
Battles at Bull Run, Gettysburg, Antietam, and more.

During the war, Lincoln issued a **proclamation**,
It set some enslaved free, that's called **emancipation**.
It didn't end slavery but it changed the war,
African Americans joined and gave the Union their all.

Civil War and Reconstruction



Where did the Civil War start?

The Civil War began on April 21, 1861, when the South's Confederate Army fired on Fort Sumter. Locate Fort Sumter on the map.

Fort Sumter



What happened and When?

Read the timeline to find out about the events that took place before and after the Civil War.

TODAY

You can tour Fort Sumter National Monument in South Carolina.

1850

1850

Congress passed the Compromise of 1850.

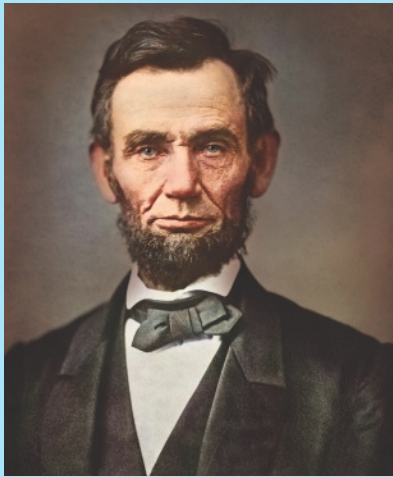
1855

1854

The Kansas-Nebraska Act splits the Nebraska Territory.

1860

Who will you meet?



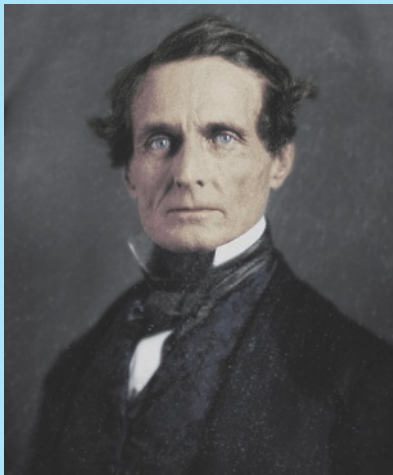
Abraham Lincoln

The sixteenth president of the United States led the nation during the Civil War



Sojourner Truth

A former enslaved African American activist who collected supplies for African American regiments during the Civil War



Jefferson Davis

The president of the Confederate States during the Civil War



Clara Barton

A hospital nurse during the Civil War and founder of the American Red Cross



INTERACTIVITY

Complete the interactive digital activity.

1865

1870

1861

The Civil War begins.

1863

The Battle of Gettysburg is fought.

1865

The Civil War ends.

1868

Fourteenth Amendment passed.

TODAY

You can visit the Civil War battle sites in many states.

Sing Along!

Music during the Civil War played an important role for both the soldiers and their families. While in camp and the hospital, soldiers would sing ballads, funny songs, patriotic songs, and sentimental songs that inspired feelings of pride, home, or loved ones.

One way to inspire or entertain people is to write a song. A song is a group of words or a poem that is set to music.

Quest Kick Off

As a new soldier in the army, your mission is to write a song for soldiers that provides comfort, entertainment, or shows patriotism.

1

Ask Questions

How do you want the words and music of your song to make the soldiers feel? What kind of song do you think soldiers would like? Write three ideas for a song.

2

Research

Follow your teacher's instructions to find songs that were popular among soldiers during the Civil War. Read the lyrics of several songs. How do the songs make you feel?

.....

.....

.....

.....

.....



INTERACTIVITY

Complete the interactivity to learn more about music during the Civil War.

3

Look for *Quest* Connections

Begin looking for Quest Connections that will help you write your song.

4

Quest Findings Write Your Song

Use the Quest Findings page at the end of the chapter to help you write your song.

Struggles Over Slavery



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the causes of the Civil War.

Vocabulary

plantation
Union
states' rights
compromise
Underground Railroad
abolitionist
secession
Confederacy

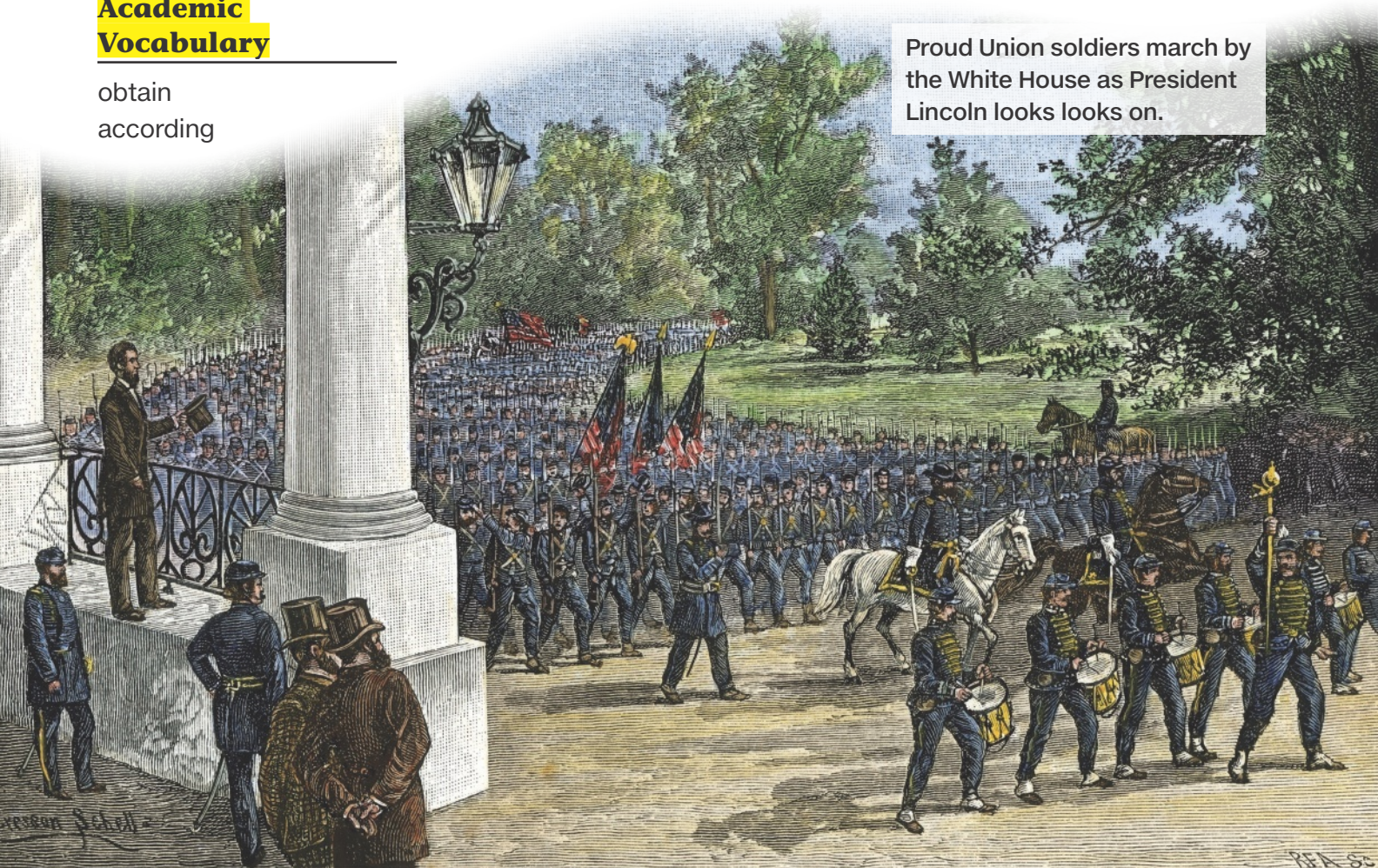
Academic Vocabulary

obtain
according

Jumpstart Activity

You want to go to the movies and your friend wants to go on a hike. How do you decide what to do? Share your ideas of how to compromise. With a classmate, act out one idea.

Proud Union soldiers march by the White House as President Lincoln looks on.



The song “The Battle Cry of Freedom” was popular during the U.S. Civil War.

Primary Source

“Yes, we’ll rally round the flag, boys, we’ll rally once again,
Shouting the battle cry of Freedom.”

—George F. Root, 1862

Both sides were fighting for freedom but disagreed about what *freedom* meant. Their fight was the bloodiest in U.S. history. What divided our nation so deeply? Read on to find out.

The North and South Grow Apart

Much of the South is low and level with rich soil. The climate is warm and sunny for much of the year. Many people lived on big farms called **plantations**. The economy was primarily based on agriculture, supplying raw goods to the North. Many of the farmworkers were enslaved African Americans and the Southern economy depended upon their work.

The geography of the North is very different. It has hills, mountains, and lakes. The climate is cold and snowy in the winter. Northeastern resources include coal for making steel and fueling factory machines. In the 1800s, the Industrial Revolution changed life in the North. Many people moved to urban areas to work in factories. Factories used raw materials from the South, such as cotton, to produce finished products.

The Southern port of New Orleans was important to both regions. To meet the demand for manufactured products, goods were shipped from the North down the Mississippi River to New Orleans. Differences in geography and industrialization shaped the culture and economy of the North and South and divided the two regions. This was called sectionalism, and many feared it would lead to a civil war.



INTERACTIVITY

Explore the key ideas of this lesson.

Quest Connection

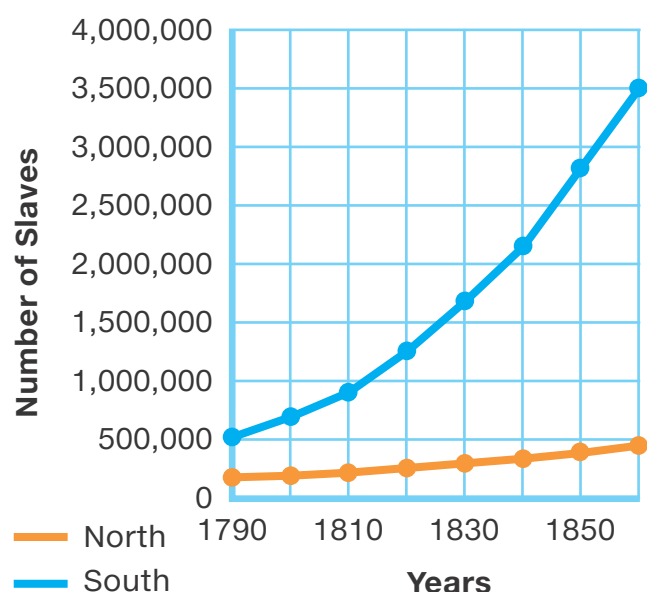
Read the words to the “Battle Cry of Freedom” What do you think the word *freedom* in the song means? What did freedom mean to the North? What did it mean to the South?



INTERACTIVITY

Learn more about the music of the Civil War.

Slavery in the U.S., 1790–1860



Source: University of Virginia Library

Academic Vocabulary

obtain • *v.*, to get or acquire

according • *prep.*, in agreement

Tough Compromises

After the American Revolution, the United States **obtained** the region called the Northwest Territory. This was the area we call the Midwest, and it doubled the country. Congress passed a law called the Northwest Ordinance of 1787. It outlined how new states could be formed. Once admitted to the **Union**, or the United States, a new state would have the same rights as other states.

Slavery was prohibited in this territory, and this ban sparked arguments. Many wanted the same number of slave states, where slavery was allowed, and free states, where it was illegal. They feared that if there were more representatives in Congress for either side, it might threaten **states' rights**, the rights of states to make their own local laws.

In 1819, Missouri asked to join the Union as a slave state. That would upset the balance in Congress. A compromise was worked out. A **compromise** occurs when each side gives in a little to reach an agreement. A law known as the Missouri Compromise was passed in 1820.

According to the Missouri Compromise, Missouri could be a slave state and Maine would join the Union as a free state. In addition, an imaginary line, called the Mason-Dixon line, was used. States north of the line would be free states. States south of the line could allow slavery if they wished.

1. Reading Check

Turn and talk with a partner. Discuss the three parts of the Missouri Compromise.

More New States

In 1845, the Republic of Texas was annexed (united or joined) to the United States. Part of the republic became the state of Texas, a slave state. The rest of the territory was to be divided into four new states. Of the other four new states, those north of the line set by the Missouri Compromise would be free. But those south of the line could vote on whether to allow slavery.

Tensions flared again in 1849 when California applied to join the Union as a free state. The solution was the Compromise of 1850. To satisfy the North, California was admitted as a free state. To satisfy the South, the North agreed to the Fugitive Slave Law.


A fugitive is someone who escapes and runs away. The Fugitive Slave Law said that escaped enslaved African Americans must be returned to their owners, even if they had reached a free state. Congress hoped that this law would keep the country united.

In 1854, Nebraska was split into the Nebraska Territory and Kansas Territory. Under the Kansas-Nebraska Act, the people of each territory could vote to decide if they would allow slavery.

"Bleeding Kansas"

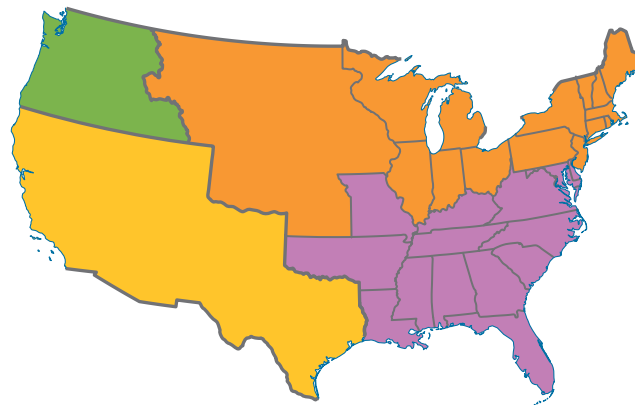
A majority vote would decide whether Kansas would be free or allow slavery. Both sides rushed to Kansas to vote. When the votes were counted, the proslavery side had won. The Kansas Territory would allow slavery.

Northerners demanded that the vote be thrown out. Southerners argued that the vote should stand. Most people who lived in Kansas wanted peace. People clashed all over the Kansas Territory. By 1856, this violence had earned the territory the sad name "Bleeding Kansas."

2.  **Reading Check** Study the maps. **Describe** how the Kansas-Nebraska Act affected the spread of slavery.

Changes in Slave-Free States and Territories, 1820–1854

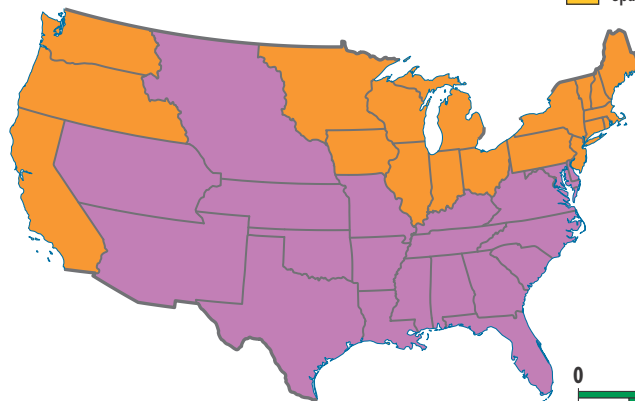
Missouri Compromise, 1820



LEGEND

- Free states and territories
- Oregon country
- Slave states and territories
- Spanish possessions

Kansas-Nebraska Act, 1854



0 800 mi
0 800 km

Primary Source

**\$100
REWARD.**

Ranaway from the subscriber's farm, near Washington, on the 11th of October, negro woman SOPHIA GORDON, about 24 years of age, rather small in size, of copper color, is tolerably good looking, has a low and soft manner of speech. She is believed to be among associates formed in Washington where she has been often hired.

I will give the above reward, no matter where taken and secured in jail so that I got her again.
GEORGE W. YOUNG.

November 16th, 1856.
H. Pollock's Steam Job Printing Office, 15 street, bet. 4th & 5th sts., Washington, D.C.

reward flyer for escaped
enslaved African American
woman

Escape to Freedom

The Fugitive Slave Law said the escaped enslaved African Americans had to be returned to their owners, even if they were in a free state. This did not stop thousands of slaves from trying to escape to freedom, however. The fugitives usually followed different routes on the Underground Railroad.

The **Underground Railroad** was not an actual train. It was an organized, secret system to help enslaved African Americans escape, mostly to the North or to Canada. The “stations” on the Underground Railroad were the houses, churches, and other places the fugitives hid and rested.

Many people helped the escaping African Americans. These people became known as “conductors.” Harriet Tubman, an escaped slave, was one of the most famous conductors. At great personal risk, Tubman made many trips south to lead more people to freedom. Tubman’s route was one of three major routes that went through New Jersey.

Because the Underground Railroad was secret, no one knows how many enslaved African Americans escaped—probably only a few thousand each year between 1840 and 1860. This seems like a lot of people, but in the 1860s, nearly 4 million people in the United States were enslaved.

People escaping
used maps like
this one.



Starting Down the Road to War

The North and South became further divided. In Boston, William Lloyd Garrison published a newspaper called *The Liberator*. Frederick Douglass, an African American who had escaped from slavery, published an antislavery newspaper called *The North Star*. Garrison and Douglass were **abolitionists**, people who wanted to abolish, or get rid of, slavery. In the South, writers and speakers argued for states' rights and the freedom to keep their way of life.

Women played a big role in fighting slavery. Sojourner Truth was an African American woman who had been enslaved in New York, but she was freed when New York outlawed slavery. In 1843, she joined the abolition movement. Harriet Beecher Stowe published a novel called *Uncle Tom's Cabin*. This book described the cruelties of slavery and convinced many people to oppose it.

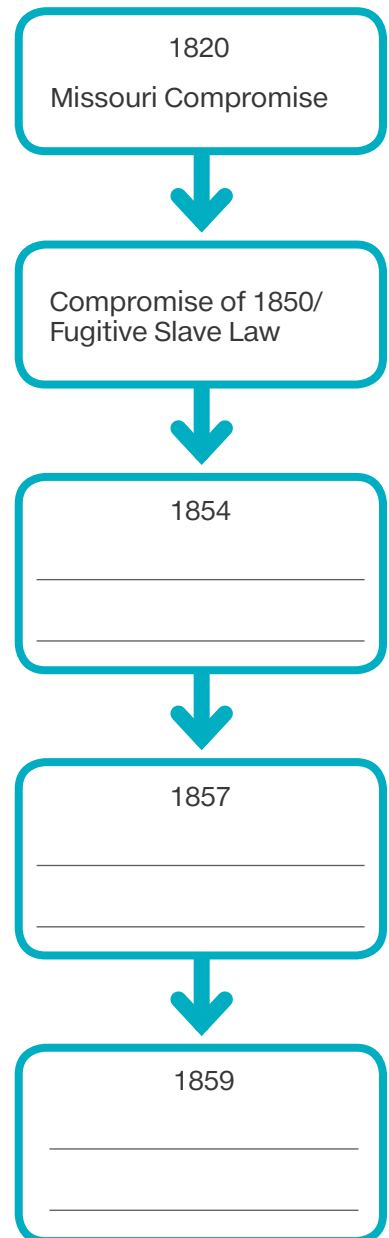
Anger Grows


One event that made people angry was the case of an enslaved man named Dred Scott from Missouri. Scott's owner had taken him to two free states, Illinois and Wisconsin, before returning to Missouri. When Scott's owner died, Scott claimed he was free because he had lived in free states. In 1857, the Supreme Court ruled that Scott had no rights because African Americans were not citizens.

Then, in 1859, abolitionist John Brown attacked Harper's Ferry, Virginia. Brown had fought in Bleeding Kansas. Now he wanted to attack slavery supporters in Virginia, but he needed weapons. He decided to steal weapons the army had stored at Harper's Ferry. Brown and 21 other men raided Harper's Ferry on October 16, but soldiers stopped them. Brown was caught, tried, and hanged. John Brown's raid did not succeed, but it showed that the fight over slavery was getting fiercer.

3. Reading Check

Sequence Fill in the missing items to **show the sequence** of events leading to the Civil War.



4.  **Reading Check** Explain how John Brown's raid might have been a sign that war was unavoidable.

The Election of 1860

Abraham Lincoln wanted to keep slavery from spreading to new territories and states. “I hate it because of the monstrous injustice,” he said in 1854. The Republican Party in Illinois chose Lincoln to run for the U.S. Senate in 1858. Lincoln’s opponent, Democratic senator Stephen Douglas disagreed. He believed that each state had the right to decide whether or not to allow slavery. Douglas won that election, but Lincoln’s arguments in a series of famous debates with Douglas made him a leader of the new Republican Party.

The 1860 presidential election had four major candidates. The Democratic Party had split in two. The Northern Democrats chose Stephen Douglas. The Southern Democrats chose John Breckenridge. The Republicans chose Abraham Lincoln. The Constitutional Union Party chose John Bell.

The election reflected the sharp divide between the North and South. Lincoln won, but he did not win any electoral votes in the Southern states because voters there worried that he would end slavery if elected.


While running for the U.S. Senate in 1858, Lincoln had said:

Primary Source

“A house divided against itself cannot stand.’ I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved . . . but I do expect it will cease to be divided. It will become all one thing, or all the other.”

—Abraham Lincoln’s acceptance speech to Illinois
Republican Party, June 16, 1858

This was a frightening prediction. Soon, Lincoln and his fellow Americans would find out if the Union could survive.

5.  **Reading Check** Analyze what the 1860 election showed about what was going on in the country.

Abraham Lincoln, standing, argued for stopping the spread of slavery during the Lincoln-Douglas debates.



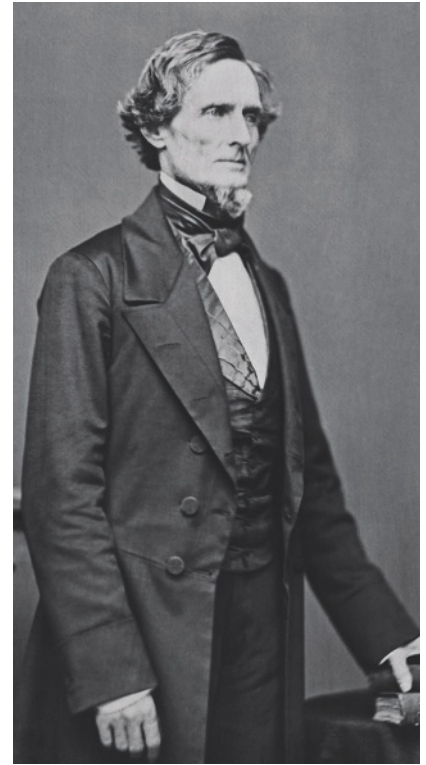
The South Breaks Away

Even before the election, some Southern leaders had talked about **secession**, or separating, from the Union. Many Southerners wanted their own country. After Lincoln's election, South Carolina became the first to secede.

By March 1861, Alabama, Florida, Mississippi, Georgia, Louisiana, and Texas had also seceded. These states formed their own government, called the Confederate States of America, also known as the **Confederacy**. *Confederacy*, like *Union*, means "joined together."

The Confederate leaders wrote a constitution and elected Jefferson Davis as president. They seized forts across the South.

States that remained loyal to the U.S. government were still called the Union. A civil war now seemed certain. The word *civil* refers to citizens, so a civil war is a war among citizens of the same country.



Confederate president
Jefferson Davis



Lesson 1 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

6. **Describe** one of the differences that made the Missouri Compromise necessary.

7. Write a sentence from the viewpoint of presidential candidate Abraham Lincoln **describing** what he would be willing to fight for.

8. **Quest** **Connections** **Identify** the words in the song "Battle Cry of Freedom" that would serve to excite people and strengthen their feelings of patriotism.

Make Decisions



VIDEO

Watch a video about making decisions

Suppose you lived in the United States in the 1860s. Think about the decisions the president had to make as Northern and Southern states grew more divided. How did Congress create the compromises that kept the free and slave states balanced? How did people go about making these life-changing decisions?

Making decisions is a process. By following these steps in order, you can increase your chances of making the right decision.

- 1. Identify the situation that requires a decision.** To make a good decision, you must first recognize the problem or question you face. Identify your goal and the outcome you want.
- 2. Think of options.** Gather information about how to solve the problem or answer the questions. These are your options.
- 3. Predict outcomes.** Focus on each of your options. Ask yourself: What might happen if I choose this option? What are the possible good and bad outcomes?
- 4. Take action.** Choose the option that has the greatest chance of meeting your goals. By choosing the option you think is best, you have made your decision.

Once you have made a decision, you can act on it. Develop a plan to carry out the option you chose. Keep your mind open, however. You should be willing to change your decision if the action you take does not work out as well as you hoped.



You make a decision each time you choose which food to buy.

Your Turn!

Read the sections in your book titled “Tough Compromises,” “More New States,” and “Bleeding Kansas” in Lesson 1. The country faces a lot of very hard decisions that had to be made to keep the country together. What were the issues? How would you have made a decision? Use the decision-making process to help you decide what you might do.

1. What is the issue or situation that requires a decision?

2. What are the options?

3. What are consequences of each option?

4. What option is best?

The War Begins



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the strategies and key battles in the first years of the Civil War.

Vocabulary

enlist
blockade

Academic Vocabulary

overwhelm
horrific

Jumpstart Activity

Move into small groups. Each group suggests an activity for the class to do. One group decides what to do. How do the other groups feel about not having a choice?

Most leaders of the Confederacy expected the secession to be peaceful. They believed deciding to secede was one of a state's rights. They didn't think their actions would lead to a long, bloody war. They were very wrong.

Confederate forces fired on Fort Sumter on April 12, 1861. This event touched off the Civil War.



The First Shots

A Union force controlled Fort Sumter in South Carolina. It was in a Confederate state, so Confederate president Jefferson Davis thought the Union force should surrender the fort. He sent South Carolina's governor to ask the Union soldiers to leave the fort, but they refused.

On April 8, 1861, the governor learned that Lincoln was sending a ship to resupply the fort. Jefferson Davis sent soldiers to help the governor.

On April 11, the Confederates again asked the Union soldiers to leave. Again, they refused. At 4:30 A.M. on April 12, Confederate forces began to fire on the fort. The next day, with no supplies left, the Union force surrendered the fort to the Confederates. No one had been killed, but the Civil War had begun.

The Civil War Begins

Lincoln responded to the attack on Fort Sumter by raising an army. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy. The Confederacy now had 11 states; the Union consisted of 23. Men on both sides eagerly enlisted. To **enlist** is to join the military. After all, it was an important cause. The North wanted to preserve the unity of the United States as a whole. The North also didn't want to lose access to the Mississippi River. The South was fighting for states' rights and a way of life.

The First Battle of Bull Run

At first, it seemed that the war *would* be over soon—and the Confederates would win. Lincoln sent 35,000 troops against the Confederate capital in Richmond, Virginia. On July 21, 1861, they met Confederate troops at a stream called Bull Run. The Union soldiers did well at first. But the Confederates stood their ground, inspired by a general named Thomas Jackson. "There stands Jackson like a stone wall," declared another Confederate general. His actions earned the general the nickname "Stonewall" Jackson. When Southern reinforcements arrived, the **overwhelmed** Union soldiers fled.



INTERACTIVITY

Explore the key ideas of this lesson.

Quest Connection

Music was often used to stir up patriotic feelings. Underline words and phrases that you might use to write a song.



INTERACTIVITY

Learn more about music during the Civil War by going online.

Academic Vocabulary

overwhelm • *adj.*, beat; vanquish




This painting of Abraham Lincoln is based on a photograph taken by Matthew Brady just before Lincoln became president.

Lincoln Versus Davis

Abraham Lincoln, the president of the Union, and Jefferson Davis, the president of the Confederacy, were both skilled leaders. Both were born in Kentucky, but Davis had moved to Mississippi and Lincoln had moved to Illinois. Lincoln was trained as a lawyer. Davis, a West Point graduate, became an army officer. Both served in Washington, D.C.

Lincoln and Davis faced different challenges as the war began. The South had fewer resources than the North, but it had better military leaders and stronger reasons to fight.

The two men were different in their wartime strategies, too. Lincoln sought advice from General Winfield Scott, a Mexican War veteran.

1.  **Reading Check Compare and Contrast** Complete the chart to **compare** the Union and the Confederacy.

The Union and the Confederacy		
	United States of America	Confederate States of America
President		
Strategy		
Strengths	<ul style="list-style-type: none"> • Produced 90% of the country's weapons, cloth, shoes, and iron • Produced most of the country's food • Had more railroads and roads • Had more people 	<ul style="list-style-type: none"> • Had more experienced hunters and soldiers • Had a history of producing great military leaders • Believed they were fighting for freedom • Were fighting for—and on—their own land
Challenges	<ul style="list-style-type: none"> • Didn't have many war veterans • Didn't have as many talented military leaders 	<ul style="list-style-type: none"> • Lacked big manufacturing centers • Had fewer railroads

Scott planned a three-part strategy. First, the Union would form a naval blockade of the coasts. A **blockade** is a barrier of troops or ships to keep people and supplies from moving in and out of an area. Under a blockade, the South would not be able to ship cotton to European countries and wouldn't have money to pay for the war.

Second, Scott planned to take control of the Mississippi River, which would cut the Confederacy in half. Third, Scott planned to attack the Confederacy from the east and west. He called his strategy the Anaconda Plan because it would squeeze the Confederacy like an anaconda, a huge snake.

Davis had his own strategy. First, he planned to defend Confederate land until the North gave up. Southerners believed that Union troops would quit fighting because they weren't defending their own land. Second, Davis believed the British would help because they needed Southern cotton. Davis was wrong. Britain offered no help to either side.



General Scott's plan was to wrap around the South and "squeeze" it, like a giant snake.

New Tools of War

Wars often result in the invention of new tools and technologies. During the Civil War, guns were improved. The new guns could shoot farther and more accurately. Both Union and Confederate soldiers used early versions of the hand grenade. The Confederacy built a submarine, a ship that could travel underwater.

The Confederates created another new weapon: the ironclad. It was a ship covered, or clad, in iron, so cannonballs simply bounced off it. To make the ironclad, the Confederates covered an old Union ship, the *Merrimack*, with iron plates. They named it the *Virginia*. The *Virginia* successfully sank several Union ships. The Union built its own ironclad, the *Monitor*, which fought the *Virginia*. Since both ships were ironclads, they were unable to cause serious damage to each other.

2. Reading Check

Turn and talk with a partner about what made the *Monitor* and the *Virginia* special.



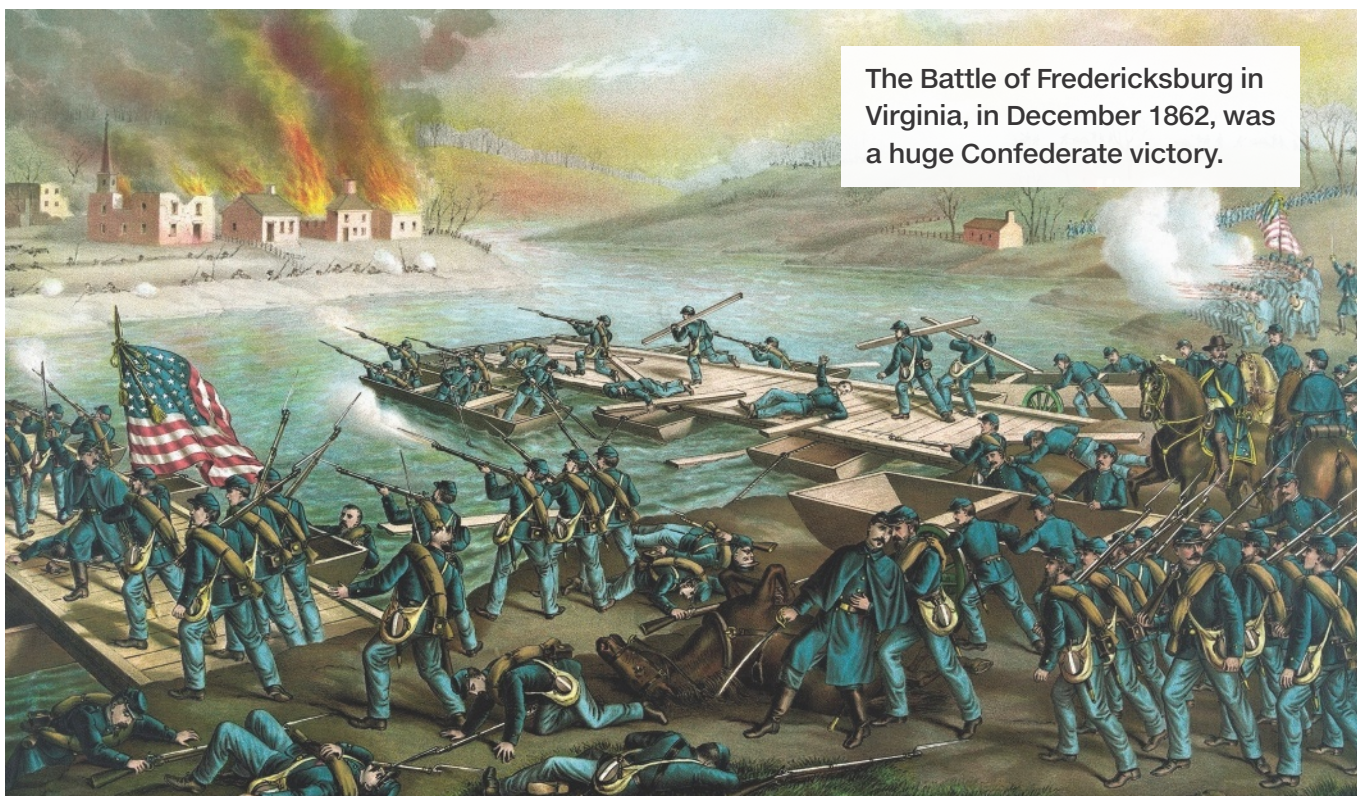
General Robert E. Lee commanded the Confederate army of northern Virginia.

Brilliant Confederate Generals

While the Union had far greater resources than the Confederacy, the South had brilliant generals, especially Thomas “Stonewall” Jackson and Robert E. Lee. These generals often outsmarted Union forces many times larger than their own.

In 1862, Union general George McClellan hoped to capture the Confederate capital of Richmond, Virginia. McClellan planned to sail his troops to a place on the coast of Virginia, to avoid the Confederate army in northern Virginia. At first, it seemed as though McClellan’s plan would work. However, Stonewall Jackson was fighting so successfully in Virginia’s Shenandoah Valley that extra Union troops had to be sent there. There was no help for McClellan. Robert E. Lee then badly defeated McClellan’s forces at Richmond. Some people feared that the Confederates would now move on Washington, D.C.

With each Confederate success, there was more pressure on Lincoln. Northerners had expected a swift, easy victory. It was beginning to look like the war might be long, and people began to question Lincoln’s decision to fight.



The Battle of Fredericksburg in Virginia, in December 1862, was a huge Confederate victory.

The Battle of Antietam

The Union needed a victory. It got one on September 17, 1862, at the Battle of Antietam (an TEET um). This battle was the single bloodiest day in the war. In the end, about 23,000 men lay dead or wounded, evenly divided between North and South. This **horrific** battle led Lincoln to make a decision that would change the war and the country.

Academic Vocabulary

horrific • *adj.*, having the power to horrify; frightening or shocking

3. **✓ Reading Check** Turn and talk with a partner. Discuss the reasons why a Northern victory was so important.

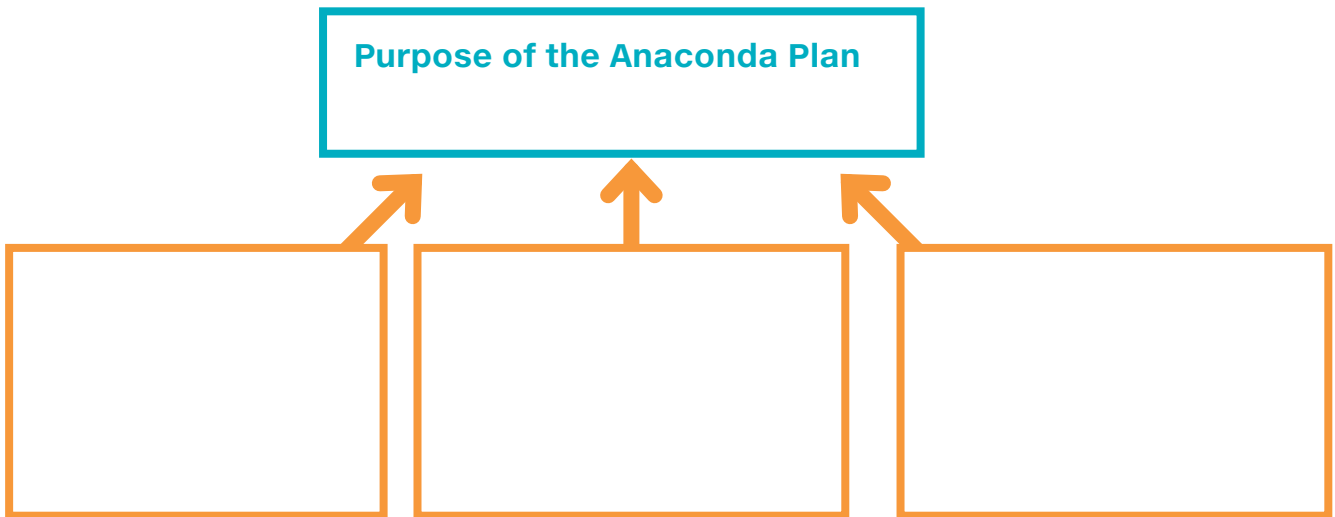


INTERACTIVITY

Check your understanding of the key ideas of this lesson.

✓ Lesson 2 Check

4. **Main Idea and Details** Fill in this chart. **Identify** the purpose, or main idea, of the Anaconda Plan. Then fill in details to show how the plan would work.



5. **Describe** why Davis was willing to fight.

6. **Understand the Quest Connections** Why did many Civil War songs appeal to people's feelings of patriotism?

Classify and Categorize

I liked reading about the strengths of the Union and Confederate states.

I liked it too. What was your favorite part? Can you classify and categorize the information for me?



VIDEO

Watch a video about classify and categorize.

When you **classify** and **categorize** information or things, you arrange them based on the features they share. We might classify and categorize books based on their subject. We might also classify them on how difficult they are to read. We can classify and categorize information or things based on two or more categories, or groups.

Read the following paragraph about the strengths of the Union and Confederate states. Think about how you could classify and categorize the information.

There are lots of different factors that can influence the outcome of battles and a war. The Union and Confederacy had different strengths during the Civil War. The Union states had a large population and lots of railroads and roads. They produced most of the country's food, weapons, cloth, shoes, and iron. In contrast, the Confederate states had experienced hunters and soldiers and a history of producing great military leaders. Also, they were fighting on their own land and believed they were fighting for freedom.

Your Turn!

1. What are the strengths of the Union states? What are the strengths of the Confederate states? Fill in the graphic organizer to classify and categorize the strengths of each country.

Strengths of the Union and the Confederacy	
United States of America	Confederate States of America

2. Read the section titled “Lincoln Versus Davis” in Lesson 2. Write several facts about President Lincoln and President Davis that would help you classify and categorize the two different presidents. On a separate piece of paper, write a paragraph summarizing the facts about the two leaders.

Life During the Civil War



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the importance of the Emancipation Proclamation and the roles of different groups in the Civil War.

Vocabulary

proclamation
emancipation
Juneteenth

Academic Vocabulary

prove
exhibit

African American soldiers
of the 107th United
States Colored Troops

Jumpstart Activity

In a small group, list items that soldiers might like from home. Discuss how the items would help the spirits of the soldiers. Share your group's list with your class.

The U.S. Civil War did not start as a war to end slavery. President Lincoln just wanted to keep the country together. By 1862, however, Lincoln's thinking had changed. He said, "Slavery must die that the nation might live."



The Emancipation Proclamation

Some of Lincoln's advisors said ending slavery would divide the North and unite the South. They were right. But Lincoln was determined. On January 1, 1863, he issued a **proclamation**, or official announcement. It called for the **emancipation**, or setting free, of enslaved African Americans. Lincoln's Emancipation Proclamation freed enslaved African Americans in states at war with the Union.

The proclamation did not end slavery in the border states, slave states that stayed loyal to the Union. These were Delaware, Kentucky, Maryland, Missouri, and West Virginia. It freed enslaved African Americans in the Confederacy, but only those areas controlled by the Union benefited. As a result, most African Americans remained enslaved.

When the Civil War ended, General Gordon Granger was sent to the state of Texas. On June 19, 1865, he read to the people of Galveston, "The people of Texas are informed that . . . all slaves are free." African Americans in Texas celebrated this day as their day of freedom. The tradition of celebrating on this day is now known as **Juneteenth**.

A Diverse Army

African American abolitionist Frederick Douglass supported Lincoln and encouraged other African Americans to help the Union. Large numbers of them responded by joining the Union army. By the end of the war, about 179,000 African American men had served as soldiers in the Union army.

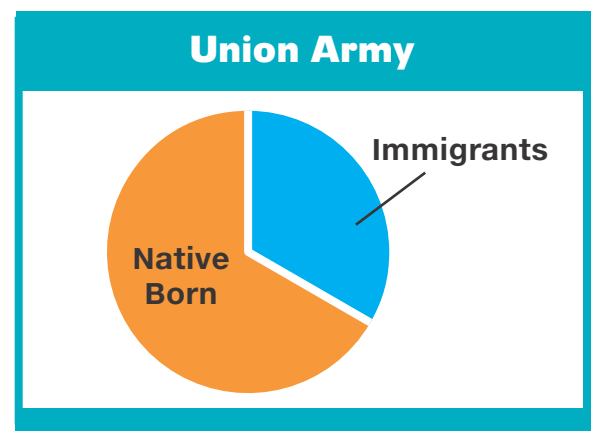
Many recent immigrants also enlisted. Many German, Irish, British, and Canadian soldiers joined in the fight.

About 20,000 American Indians served in either the Confederate or Union armies. General Ely S. Parker, a Seneca, wrote the surrender document that General Robert E. Lee signed at the end of the war. Parker later told how, during the surrender, Lee said to him, "I am glad to see a real American here." Parker replied to the general, "We are all Americans."



INTERACTIVITY

Explore the key ideas of this lesson.



Circle graph showing the breakdown of the Union Army

Quest Connection

There were songs written about boredom, marching, and even food. Circle two or three words or phrases that you might use in your song.

Academic Vocabulary

prove • v., find out something is difficult, a problem



INTERACTIVITY


Find out more about how to use the soldiers' experiences to compose your song.

A Soldier's Life

The average age of a Civil War soldier was 25. However, boys as young as 12 went into battle as drummer boys. For young soldiers and old, life on the Civil War battlefields was dirty, dangerous, and difficult.

Battles were horrible, but long, boring waits between battles were hard, too. Most battles were in the South, where summers were very hot. Soldiers almost always traveled on foot and might march up to 25 miles a day. The supplies in their backpacks weighed as much as 50 pounds. Marching **proved** even more difficult for Confederate soldiers. The Union blockade kept supplies from reaching the Southerners, so soldiers could not replace worn-out shoes. They often marched and fought in bare feet.

Food was a problem, too. It was rarely fresh. The armies supplied beef and pork. Both were preserved so they did not spoil. Fresh pork had been salted to become "salt pork." Beef was pickled, or preserved in water and spices. In addition, the troops had beans and biscuits. These biscuits were tough flour-and-water biscuits called "hardtack." To survive, troops raided local farms to steal fresh fruits and vegetables.

1.  **Reading Check** For most soldiers, life was very different in the army. **Turn and talk** with a partner to discuss what you would have found to be the most difficult part of being a soldier during the Civil War.

Union soldiers sitting outside their tent



Sick and Wounded

In the mid-1800s, the idea that germs caused disease was a new and untested theory. Most doctors had not heard of it. Many doctors never washed their hands or medical instruments.

A wounded soldier who made it to a hospital might be put in a bed in which someone had just died of fever—without the sheets being changed. Infections were common, and disease spread quickly. There were few medicines and no antibiotics. Twice as many soldiers died of disease as died of gunshot wounds.

Caring for the Soldiers

At this time, there were almost no nursing schools in the United States. Most nurses learned as they worked. One nurse described a field hospital this way:

Primary Source

“... just across the lawn there are some of the worst cases & the sight & sounds we have to encounter daily are most distressing. I am mightily afraid we shall have some sort of infectious fever here for it is impossible to keep the place clean & there is a bad smell everywhere.”

Clara Barton was the most famous of the volunteer nurses. She went out to where the soldiers were. Barton said her place was “anywhere between the bullet and the battlefield.” At the Battle of Antietam, as the cannons boomed, she held the operating table steady for the surgeon. She became known as “the Angel of the Battlefield.” After the war, in 1881, she founded the American Red Cross.

Hundreds of women helped on both sides. Juliet Opie Hopkins from Alabama cared for Confederate soldiers. In 1861 she sold all her property and gave the money to the Confederacy to establish hospitals. Hopkins was shot twice while rescuing wounded men on the battlefield.



Civil War nurse cares for a wounded soldier

2. ☒ Reading Check

Identify two things you might do to help nurse soldiers.

Word Wise

Compound Words Some words are made up of two words you may already know, such as *bookshelf* or *snowstorm*. If you are not sure of the meaning of the word, think about the two words that make up the word. Think about the meaning of *battle* and *field* to help you understand the meaning of *battlefield*.

On the Home Front

Most women did not work on the battlefield, they stayed home and took care of their families. They filled the jobs that had been held by men. They ran stores and planted crops.

Women in the South often had to move their families and belongings, as homes and towns were destroyed. They also had to deal with shortages of supplies caused by the North's blockade. Prices increased sharply. The average Southern family's monthly food bill rose from \$6.65 just before the war to \$68 by 1863. Almost no one could afford food. In April of that year, hundreds of women in Richmond, Virginia, rioted to protest the rise in prices. Women in other Southern cities rioted over the price of bread, too.

When they could, women hid their livestock as the armies came through. Hungry soldiers would kill and eat all the chickens and pigs. Of course, the army would take any other food they could find, too. Often, after an army had passed through, the civilians were left starving. This was the case when the Union army marched through the South.

Women also hid possessions from the enemy soldiers. These included items that had been in their families for generations.

People in the North read about the war. Many sent husbands or sons to fight. In the South, families struggled with the direct effects of the war's destruction.

A family prepares to flee the approaching army



3. Reading Check

Identify three things you would take with you if you had to escape before an enemy army came.

Women in Wartime

Women on both sides contributed to the war effort. In addition to being nurses on the battlefield or keeping farms and family businesses running, they sewed clothing and made bandages. They sold personal possessions to raise money and sent food to the armies.

Some women traveled with their soldier husbands and sons, cooking for them, nursing them, and helping them. A few women even became soldiers. Frances Clalin, for example, disguised herself as a man so that she could fight in the Union army.

Sojourner Truth, a former enslaved African American, had worked for abolition before the war and would work for women's rights after the war. During the war, she gathered supplies for African American regiments. A popular speaker, she often told stories of her life as an enslaved African American.

Sojourner Truth told of her own life as she worked to end slavery.

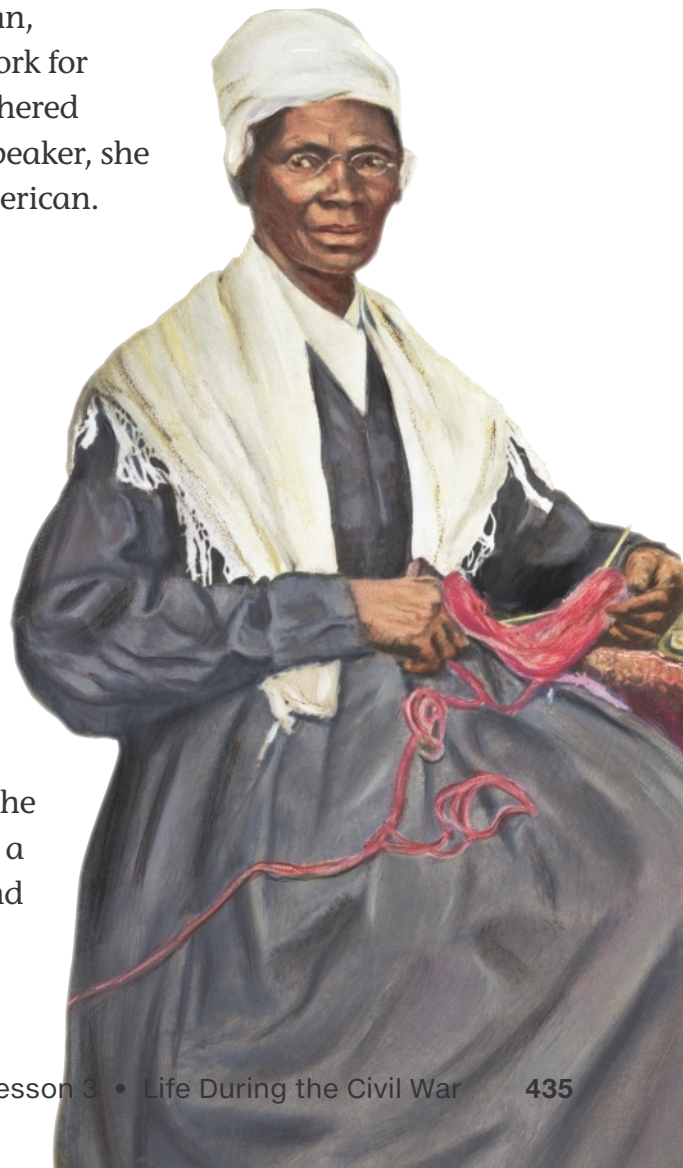
Primary Source

I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me!

—Sojourner Truth

Some women became spies. Documents and even weapons could be hidden under the large hoop skirts they wore.

Belle Boyd, nicknamed “La Belle Rebelle,” was one of the most famous female Confederate spies. Union soldiers arrested her six times, but she kept spying for the Confederates. After one arrest, Boyd communicated to a Confederate by hiding messages inside rubber balls and throwing them between the bars of her cell windows!



Bringing the War Home


New technology changed the way the war was fought, but it also changed the way people at home experienced the war. People still got news from the battlefield through the “old” technology of soldiers’ letters and newspapers.

For the first time, people back home also got to see something of what these soldiers were living through. A new technology, photography, made this possible. The Civil War was the first war to be “taken home” in images. Mathew Brady thought it was important to photograph the war.

People still learn from Brady’s photographs showing the details of war. He took pictures of soldiers posing, resting, and cooking. Brady and other photographers also took photos of field hospitals, weapons, and dead bodies on the battlefield. Their photos appeared in newspapers and special **exhibits**.

Academic Vocabulary

exhibit • *n.*, collection of items put out so that people can see them

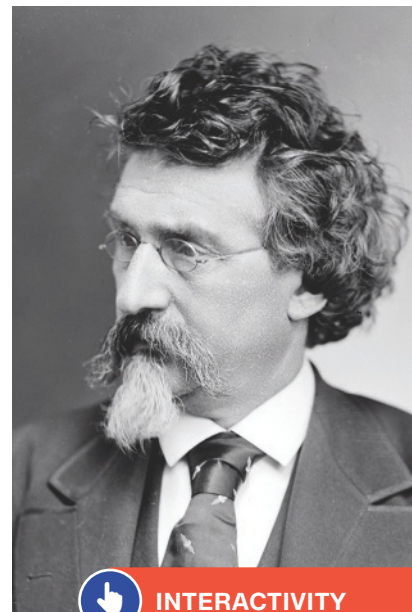
4.  **Reading Check** Describe what caption you would write if you were the photographer of this photograph.

This photograph by Mathew Brady shows wounded soldiers resting between battles beneath a tree.



Camera technology was not well developed at the time. Cameras were large and heavy. All the preparation and developing had to be done in the dark, so the photographers used a “darkroom” wagon. Photographs at that time were taken on specially treated glass plates. The glass plates had to be handled carefully as the wagon bumped through the countryside and across battlefields. Some people claim that as a result of all the letters home and all the photographs, civilians knew more about the Civil War than about any war before.

Mathew Brady spent his own money, buying equipment and hiring assistants, to capture the war in photographs.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

✓ Lesson 3 Check

5. **Sequence Organize** these events in the correct sequence: Emancipation Proclamation, Juneteenth holiday created, First Battle of Bull Run, Clara Barton starts the Red Cross, Battle of Antietam.

6. Write a letter from the point of view of a Confederate or Union soldier **describing** his experiences to his family. Use an additional sheet of paper if needed.

7. **Understand the** *Quest* **Connections** Why would soldiers like songs for marching?



The Emancipation Proclamation



President Lincoln reading the Emancipation Proclamation to his Cabinet.

When the Civil War began, President Lincoln was careful to make the war about preserving the Union. He did not support slavery and would have liked to abolish it but Lincoln feared that by ending slavery, he would lose support for the war.

As African Americans joined the Union Army, Lincoln decided to take action. He told a member of his cabinet, that “emancipation had become a military necessity.... The Administration must set an example.”

President Lincoln issued the Emancipation Proclamation on

January 1, 1863. It did not free all enslaved African Americans. It freed enslaved African Americans in the areas controlled by the Confederacy and anyone who escaped to a free state. The war was now about freeing enslaved African Americans.

Vocabulary Support

The Confederate states rebelling against the United States

will not stop or interfere

thenceforward, *adv.*, going forward from that time or place

thereof, *adv.*, of the thing that is said or mentioned

“...all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, **thenceforward**, and forever free; and the Executive Government of the United States, including the military and naval authority **thereof**, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.”

—Emancipation Proclamation

Close Reading

1. **Identify** and circle the organizations or groups that will not interfere with the freedom of enslaved African Americans and their efforts to gain freedom.
2. **Explain** what the Emancipation Proclamation states about the people who are enslaved African Americans and what it means in relationship to the Fugitive Slave Act. In your own words, explain how you think enslaved African Americans would feel when they heard this.

Wrap It Up

Describe how the Emancipation Proclamation is different from other compromises and laws that had been created up to this point. What does it say about a different belief in the Union?

4

The War Ends



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

siege
total war
assassinate

Academic Vocabulary

style
strategy

Unlock The BIG Question

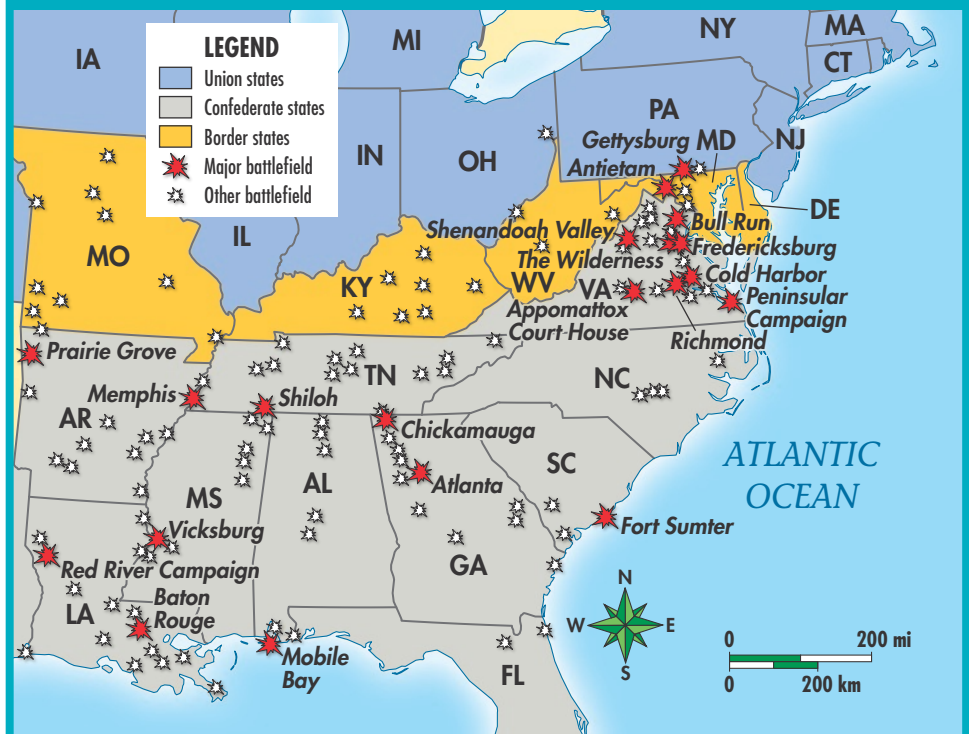
I will know the people, battles, and events that led to the end of the Civil War.

Jumpstart Activity

In a small group, list several actions you can take to help restore peace between two friends who have been arguing.

People were eager to see the Civil War end, and both sides became more aggressive. In July 1863, for the first time, Lee led his forces north of the Mason-Dixon line. This line had come to represent the division between free and slave states. The Confederates marched toward Gettysburg, Pennsylvania.

Civil War Battlefields



Union Victory at Gettysburg

The Battle of Gettysburg was one of the most important battles of the war. It lasted three brutal days and was a turning point in the war.

General George Meade led the Union troops. On July 1, 1863, after a successful Confederate attack, Union soldiers retreated. However, the weary Confederates were unable to follow and gain the victory.

On July 2, fresh Union troops arrived. The Confederates attacked again, but this time the Union troops held their ground. The fighting was fierce.

On July 3, the Confederate forces fired more than 150 cannons. Northern cannons roared back. Commanded by General George Pickett, thousands of Confederate troops attacked. But “Pickett’s Charge,” as it was called, was a disaster. By the time it ended, more than 5,000 Confederate soldiers lay dead or wounded. The Union had won.

The Battle of Gettysburg was a key victory for the Union, but it came at a steep cost. More than 23,000 Union soldiers and 28,000 Confederate soldiers were dead or wounded.

Union Victory at Vicksburg

The Confederates had turned back all previous Union attacks at Vicksburg, Mississippi. But controlling Vicksburg meant controlling the Mississippi River, so the Union wanted to take Vicksburg.

Union general Ulysses S. Grant attacked Vicksburg again and again, from the east and then, crossing the river, from the south. But direct attack continued to fail. So Grant laid siege.

A **siege** is a military blockade designed to make a city surrender. The siege lasted 48 days. People in Vicksburg dug caves into the hillside to escape fire from Union cannons. Confederate soldiers and civilians faced starvation. Vicksburg surrendered on July 4, 1863. The tide had finally turned in favor of the Union.

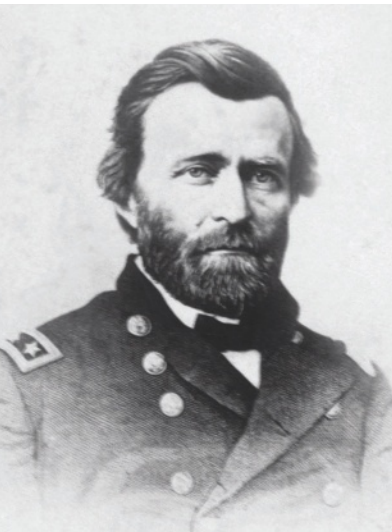


INTERACTIVITY

Explore the key ideas of this lesson.

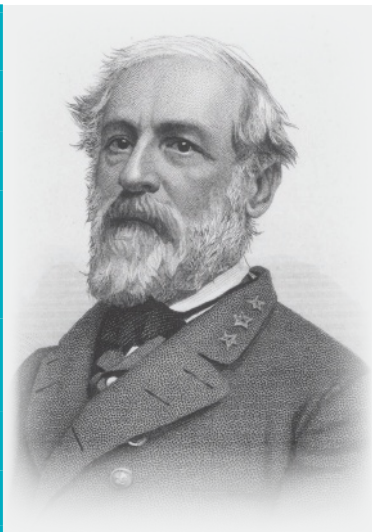


President Lincoln visits Union Army soldiers and officers in Antietam, Maryland battlefield, October 1862.



Ulysses S. Grant

Grant and Lee		
	Ulysses S. Grant	Robert E. Lee
Birthplace	Ohio	Virginia
Education	U.S. Military Academy at West Point	U.S. Military Academy at West Point
Prior military service	Mexican-American War	Mexican-American War
Military rank	General	General
Side	North	South



Robert E. Lee

Grant Versus Lee

President Lincoln once said of Ulysses S. Grant, “I can’t spare this man. He fights.” In March of 1864, Lincoln promoted Grant and gave him control over the entire Union army. Grant was famous for his aggressive fighting **style** and for being relentless.

Robert E. Lee, the chief commander of the Confederate troops, faced a terrible decision when the Civil War broke out. Lee loved the United States and was an officer in the U.S. Army. However, he felt tied to Virginia. He resigned from the Union army and sided with the South.

As a general, Lee was famous for his brilliant military tactics. He was skilled, smart, and daring on the battlefield. He was also known as a gentleman. He was a soldier with refined manners. He used **strategy** rather than brute force. He inspired his troops, because they respected him so much.

Grant and Lee were alike in many ways. Both had received their military training at the U.S. Military Academy at West Point. Both had served in the Mexican-American War. Both were brilliant military leaders.

1. **Reading Check** Turn and talk with a partner about how Lee and Grant’s military approaches were similar and different.

Academic Vocabulary

style • *n.*, a distinctive, particular, or characteristic of acting or way of moving

strategy • *n.*, a thought-out plan to accomplish a goal over a long time

Sherman in Georgia

Union general William Tecumseh Sherman played a major role in ending the war. Sherman's idea was that war should be as horrible as possible, so the enemy would stop fighting. He didn't just attack military targets; he worked to destroy the South economically, so it could no longer support an army. Sherman's approach came to be known as **total war**.

Leading 100,000 Union troops, Sherman began his invasion of Georgia in May 1864. He headed first for Atlanta. Confederate troops tried to stop Sherman's advance but were driven back by the huge number of Union soldiers.

Sherman began a siege of the city of Atlanta. By September 2, Sherman's forces controlled the city. They destroyed Atlanta's railroad center to disrupt the South's transportation system.

Sherman ordered everyone to leave and then burned much of the city. Union soldiers also took all the food and supplies they could find. Atlanta could no longer offer help to the Confederate army.

From Atlanta, Sherman headed for Savannah on the coast. With 62,000 soldiers, he cut a path of destruction across Georgia. This campaign came to be called "Sherman's March to the Sea." Union troops destroyed everything that might help the South keep fighting. Sherman gave his soldiers only bread to force them to raid villages for food.

Confederate soldiers continued to follow and fight Sherman's forces. They couldn't win, but they reduced the amount of damage done by the Union forces.

On December 21, 1864, Savannah fell without a fight. Union soldiers had caused \$100 million worth of damage in their march across Georgia. They then turned north, marching into South Carolina, causing even more destruction in the state where the war began.

Word Wise

Homophones Two or more words that sound the same but have different meanings are homophones. *Role* and *roll* are homophones. Using the wrong word in your writing can make it very confusing for your reader.

Sherman's army left a path of destruction across Georgia as they marched to the sea.



The Road to Appomattox

Union forces were closing in on Lee's army in Virginia. On April 2, 1865, General Lee sent a message to Jefferson Davis that the Confederates should leave Richmond, Virginia. The next day, Union troops entered the city. The Union had captured the capital of the Confederacy! When President Lincoln arrived to tour Richmond, the city's former enslaved African Americans cheered him.

Exhausted and starving, Lee's army of 55,000 men tried to escape west. Grant's force of about 113,000 soldiers trapped them. Grant met Lee in one last battle near the village of Appomattox Court House, Virginia, and once again defeated the weary Confederates. The end had come. The Civil War was over.

On April 9, 1865, General Grant and General Lee met at a farmhouse at Appomattox to discuss the terms of surrender. Among the many Union officers who witnessed the surrender was Ely S. Parker. A Seneca lawyer and Union officer, he had helped write up the terms of surrender.

2. Reading Check

Identify Generals Lee and Grant in the painting by labeling them.

Turn and talk with a partner about what the posture of each general suggests.



Grant wanted the healing of the nation to start right away. He didn't take Confederate soldiers prisoner. Instead, he allowed Lee's soldiers to go free. In addition, the Union allowed the Southerners to keep their personal weapons and any horses they had. Grant also offered to give Lee's men food from Union supplies. Lee accepted. As Lee returned to his men, the Union soldiers cheered and fired their rifles, to celebrate their victory over the South. Grant silenced them, saying, "The war is over; the rebels are our countrymen again."

The Cost of the Civil War

The Civil War was the most destructive war in our history. The human costs were very high. About 620,000 people died. Families were torn apart, as some members sided with the Union and others with the Confederacy. The governments of both sides spent billions to fight the war. After the Civil War, many people were in mourning. Eventually a national holiday called Memorial Day was created. It honors all of our nation's fallen soldiers.

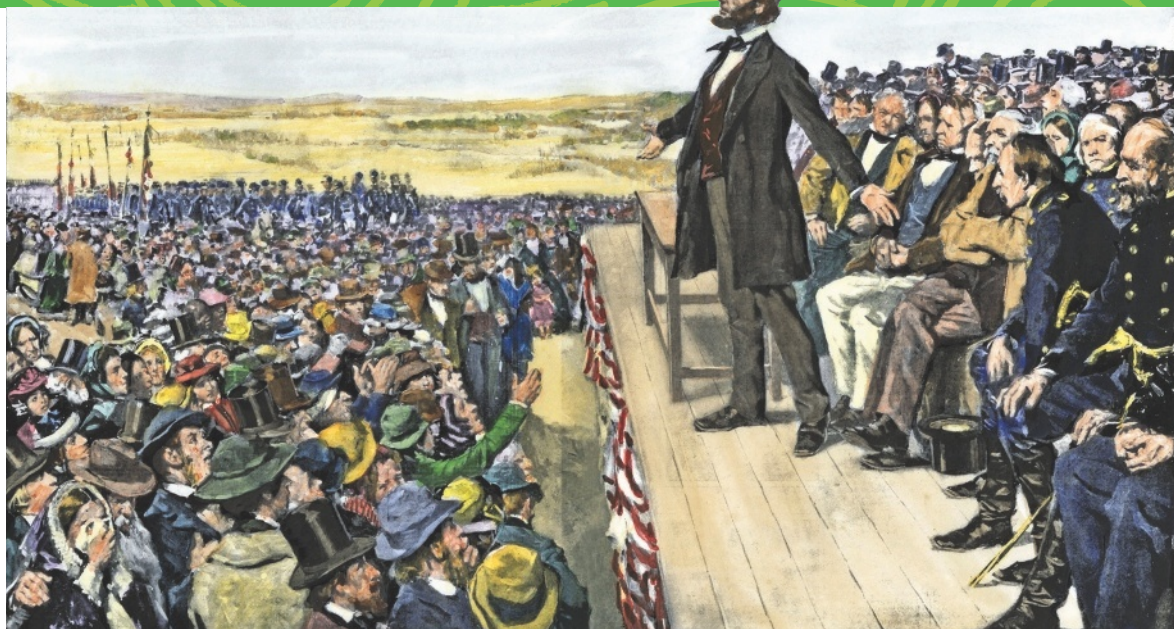
Other economic costs were shattering as well. Towns, farms, and industries in the South were ruined. Factories in the North that had relied on Southern cotton were in trouble. However, the economy of the South suffered far greater losses, particularly because the slaves on whom the economy depended were now freed.

In spite of the destruction, Lincoln still hoped for the healing of the nation. After news of the Confederate surrender reached Washington, D.C., Lincoln appeared before a crowd and asked a band to play "Dixie," one of the battle songs of the Confederacy. "I have always thought 'Dixie' one of the best tunes I ever heard," he told the crowd.



Children sitting near ruined buildings in Charleston, South Carolina.

President Lincoln
delivering the
Gettysburg Address.




The Gettysburg Address

In 1863, thousands of Americans had been killed at Gettysburg, so the battlefield was made into a national cemetery to honor them. On November 19, 1863, about 15,000 people gathered for the ceremony to establish the cemetery. At this event, President Lincoln gave what has become one of America's most famous speeches.

Lincoln's speech, now known as the Gettysburg Address, began with the words "Four score and seven years ago our fathers brought forth upon this continent a new nation." (A score is 20.) Lincoln was reminding people that it had been 87 years since the Declaration of Independence. The fight was about preserving the nation and about self-government.

In the address, Lincoln also praised the soldiers who had given their lives to keep the dream of America alive. It reminded Americans that there was still more work to be done, but also why the work was important.

Primary Source

3.  **Reading Check**
Underline the words in this excerpt that **describe** democracy.

"We here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

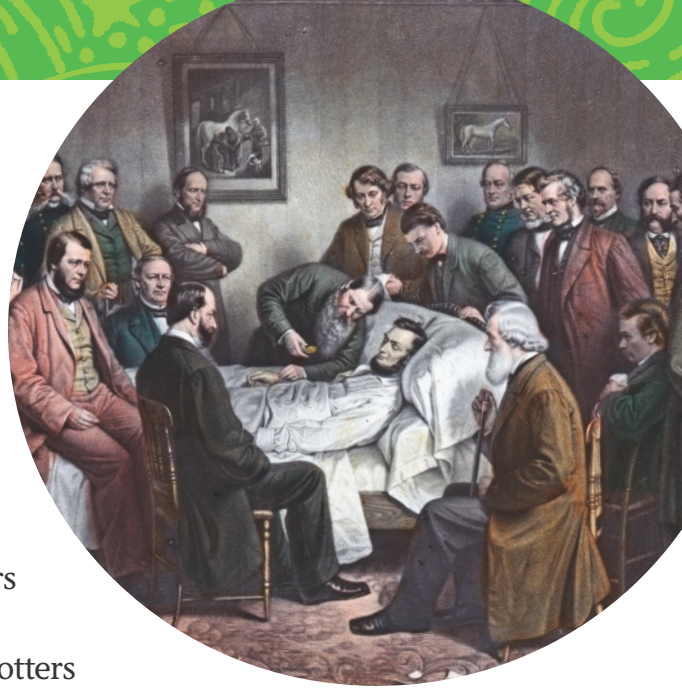
—Abraham Lincoln, from the Gettysburg Address

A Terrible Loss for the Nation

Friday evening, April 14, 1865, President Lincoln and his wife, Mary, attended a play at Ford's Theater. During the play, President Lincoln was shot! He died a few hours later, on the morning of April 15.

Lincoln was **assassinated**, or murdered for political reasons, by John Wilkes Booth, a 26-year-old actor who supported the Confederacy. Booth escaped from the theater. But federal troops found him later in a Virginia barn. He refused to surrender. The soldiers shot and killed him. Booth had not worked alone, and Lincoln was not the only target. The whole group of plotters was captured, tried, and hanged.

A funeral train took Lincoln's body to his hometown of Springfield, Illinois, to be buried. It was a tragic loss for the nation. But, before he died, Lincoln had achieved his goal. He had saved the Union.



Doctors surround President Lincoln after he is shot.



Lesson 4 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. **Main Idea and Details** List three supporting details for the Main Idea: The war turned in the Union's favor. Then explain to a partner how the details support the main idea.

5. **Explain** why Union leaders like General Grant and President Lincoln did not want to punish the South.

6. List at least three major actions that Lincoln is remembered for.

Reconstruction



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know the different plans for Reconstruction and the effects of new amendments to the Constitution.

Vocabulary

Reconstruction
amendment
impeachment
carpetbaggers
segregation
black codes
sharecropping

Academic Vocabulary

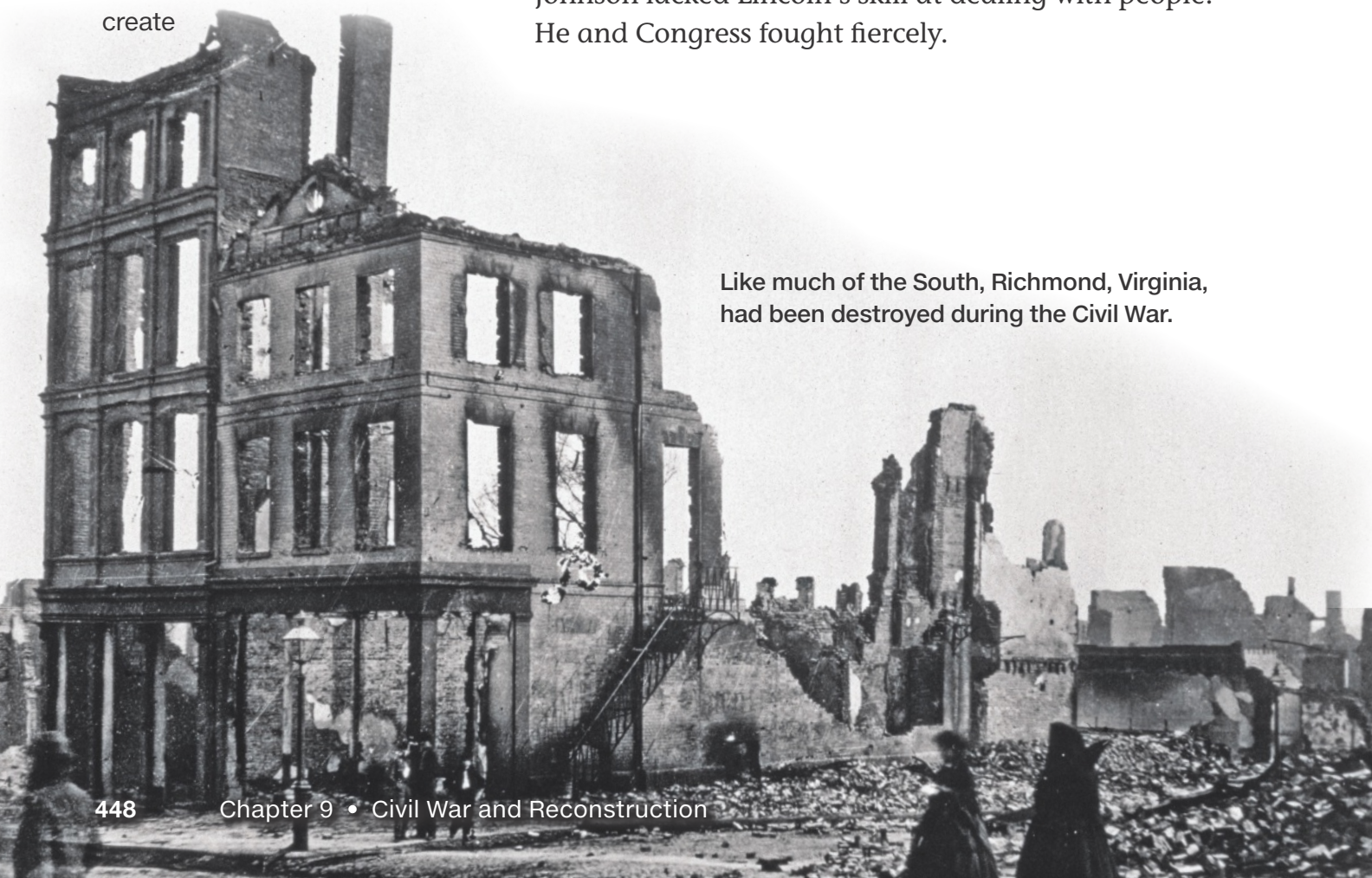
enforce
create

Jumpstart Activity

In a group of two to three classmates, act out how people on different sides of an argument might react when they meet on the street or playground. Can one person help to make you friends again?

After President Lincoln's assassination, Vice President Andrew Johnson became president. Johnson wanted to carry out Lincoln's plan for **Reconstruction**, the rebuilding and healing of the country. However, Johnson lacked Lincoln's skill at dealing with people. He and Congress fought fiercely.

Like much of the South, Richmond, Virginia, had been destroyed during the Civil War.



Lincoln's plan was to pardon Southerners who swore loyalty to the United States and promised to obey the country's laws. They would also welcome states back into the Union if they outlawed slavery and asked to be let back in. Congress thought these plans were too gentle and felt that the South should be punished for having seceded. However, Congress did want to help newly freed African Americans, called freedmen.



INTERACTIVITY

Explore the key ideas of this lesson.

Congress and Reconstruction

The Republicans who controlled Congress did not trust Johnson. He was a Southerner and had been a Democrat before becoming Lincoln's vice president. Members of Congress began developing a new plan of Reconstruction. They passed the Civil Rights Act of 1866 to grant freedmen full legal equality. Congress then passed several Reconstruction Acts between 1867 and 1868.

The Acts divided the former Confederate states into military districts. The president sent federal troops to the South to keep order and **enforce** emancipation of enslaved African Americans. The Acts required Southern states to write new state constitutions giving African American men the right to vote. The Acts prevented former Confederate leaders from voting or holding elected office. Congress also passed three new amendments to the Constitution. An **amendment** is a change or addition. You will read about these amendments later in this lesson.

Johnson argued that the Reconstruction Acts were against the law because they had been passed without the Southern states being represented in Congress. He said passing laws with half the country unrepresented was unconstitutional. Johnson used his veto power to try to stop Congress. However, Congress was able to override Johnson's vetoes.

Angry about Johnson's attempts to block their laws, the Republicans in Congress tried to impeach Johnson. **Impeachment** is the bringing of charges of wrongdoing against an elected official by the House of Representatives. If an impeached president is found guilty in a Senate trial, he can be removed from office. In May 1868, the Senate found Johnson not guilty. However, Johnson's ability to lead the nation had been seriously weakened.

Academic Vocabulary

enforce • v., to make people obey a law or rule

Academic Vocabulary

create • v., to design or invent something

1. Reading Check

Turn and talk with a partner. **Explain** why education is important for freedom.

Rebuilding the South

Reconstruction had many successes. The Freedmen's Bureau had been **created** by President Lincoln to help freed slaves and refugees of the war. The Freedmen's Bureau built schools and hospitals. It hired African American and white teachers from the South and North. New leaders raised taxes to help rebuild roads and railroads and to establish a free education system. Many industries were expanded to provide more jobs.

For the first time, African Americans became elected officials. In Mississippi, two African Americans were elected to the U.S. Senate. In 1870, Hiram R. Revels won the Senate seat that Jefferson Davis once held. In 1874, Blanche K. Bruce was also elected to the Senate. Twenty other African Americans were elected to the House of Representatives.

Some Southerners resented the new state governments that had been forced on them. Others disliked the Northerners who moved South to start businesses. Because they often carried their possessions in cloth suitcases called carpetbags, these newcomers were called "**carpetbaggers**." Some carpetbaggers came to help, but many came to take advantage of the South's ruined condition. Southerners who supported Reconstruction were given the insulting nickname "scalawags."

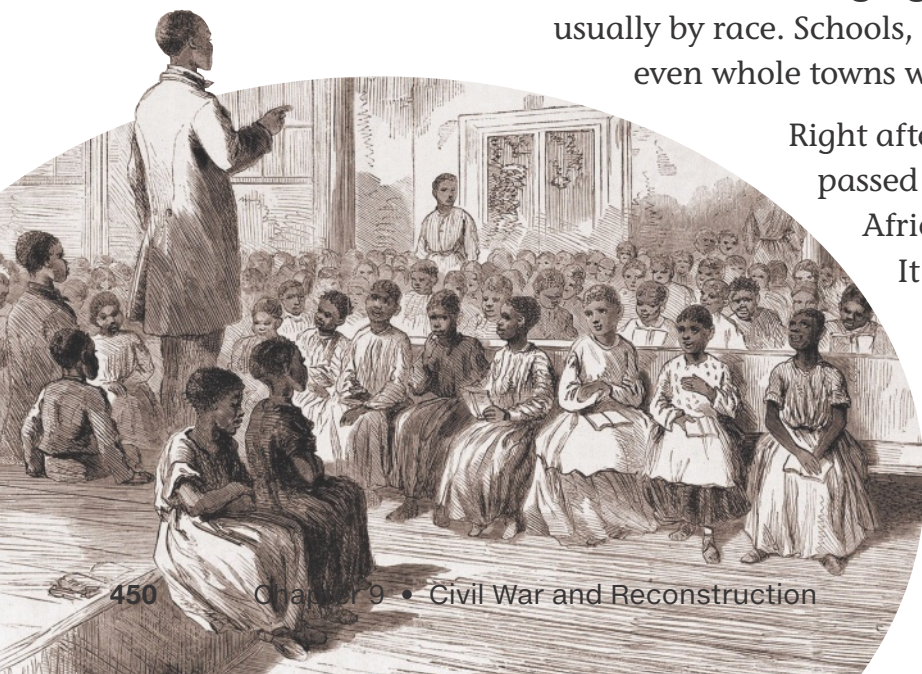
People also disliked the new taxes. Many Southerners had a hard time paying these taxes because they were trying to rebuild their farms and homes.

Reconstruction also had some failures and segregation was one of these. **Segregation** is the separation of people, usually by race. Schools, hospitals, theaters, railroad cars, even whole towns were segregated.

Right after the war, some Southern states passed **black codes**. These laws denied African American men the right to vote.

It kept them from owning guns or taking certain types of jobs. The Civil Rights Act was designed to protect African Americans from these codes.

Schools were opened to teach young African Americans to read and write.



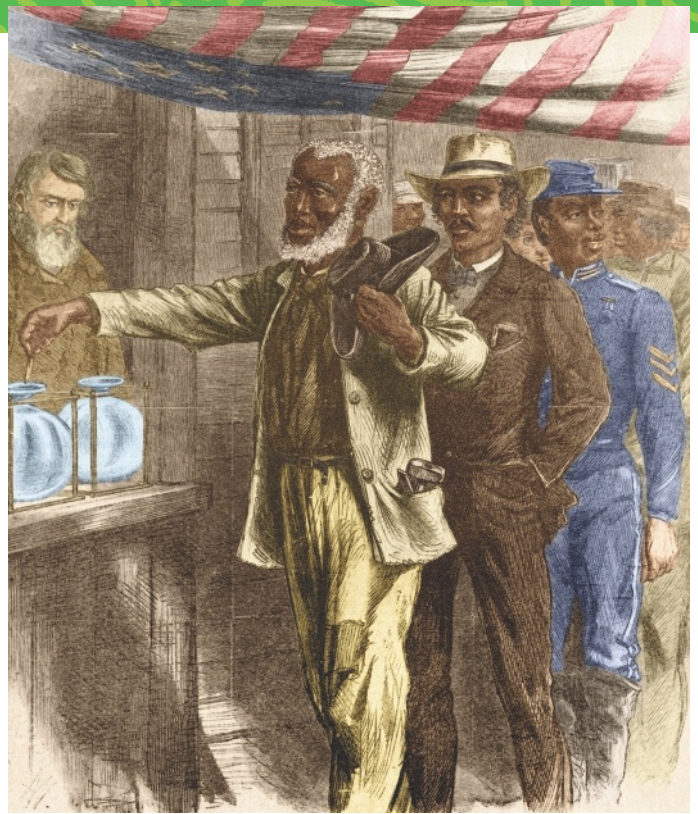
New Amendments

Ending slavery was one of the first steps in Reconstruction—and the most important. The Emancipation Proclamation had not ended all slavery. The Republicans in Congress now wanted slavery to be illegal everywhere in the United States.


Congress passed the Thirteenth Amendment on January 31, 1865. It abolished slavery. The Fourteenth Amendment was approved in July 1868. It guaranteed equality under the law for all citizens—and it gave Congress the power to enforce this guarantee. It also ruled that important Confederate leaders could not be elected to political office.

The Fifteenth Amendment, passed by Congress in 1869 and approved by the states in February 1870, gave all male citizens the right to vote without regard to race. It was a big step forward for formerly enslaved African Americans.

Before being allowed back into the Union, former Confederate states had to accept all three amendments. Eventually, all did. By July 15, 1870, all the former Confederate states had been allowed back into the Union.



African American men voting

2.  **Reading Check Summarize** Use your own words to **describe** how each of these amendments extended rights for U.S. citizens.

13th Amendment	14th Amendment	15th Amendment
ended slavery	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

After Reconstruction

After Reconstruction, the South remained poor. Rebuilding was slow. Poverty was widespread. African Americans lost much of the political power they had gained.




Sharecroppers picking cotton after the Civil War.

Many African Americans and poor whites in the South became trapped in a system called sharecropping.

Sharecropping is a system in which someone who owns land lets someone else “rent” the land to farm it. The renter, or tenant farmer, pays rent with a share of the crops he or she raises. The renter then uses the rest of the crops to feed the family or sell for income.

Sharecropping often kept people in debt. Landowners would charge high interest on money tenant farmers borrowed for seeds and tools. It was often impossible to pay off the debt.

3.  **Reading Check** Analyze the picture. What can you infer about the life of a sharecropper?
-
-

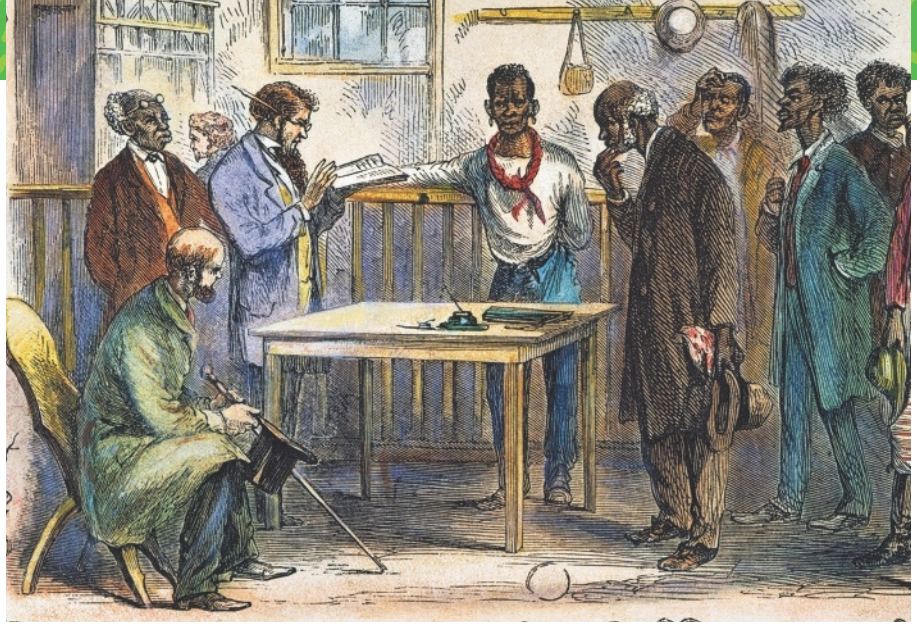
Negative Reaction

During Reconstruction, some white Southerners objected to rights for African Americans. A few formed a group called the Ku Klux Klan. This group used terror to restore white control. They burned African American schools and homes. They attacked African Americans who tried to vote. They also lynched, or killed, many African Americans. Lynching is when someone is put to death by a mob who has no legal authority.

In 1877, the federal government withdrew the last federal troops from the South. White Southern Democrats regained power in state governments. They passed new laws known as Jim Crow laws that reinforced segregation. Other laws kept African Americans from voting. Some states charged a poll tax, or payment, to vote.

Some states required African Americans to take a reading test before they could vote. Under slavery, many had not been allowed to learn to read or write, and so they failed the test.

A “grandfather clause” was added to some state constitutions. It said that men could vote only if their father or grandfather had voted before 1867. This “grandfather clause” kept most African Americans from voting, because they had not gained the right to vote until 1870. It would be a long time before most African Americans enjoyed the civil rights they should have as citizens.



In some areas, tests or other means were created to prevent African Americans from voting.

✓ Lesson 5 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

4. **Explain** how the struggles of freed African Americans changed after the end of the Civil War and how the amendments that were added to the Constitution helped them.

5. As a result of the war, you are now freed from slavery. In a letter to a friend, **describe** how things have changed for you because of the war.

6. **Identify** three effects the Civil War had on the Constitution.

Quality:
Courage



Harriet Tubman (about 1820–1913)

Fighting for Freedom

Around 1820, Harriet Tubman (born Araminta Ross) was born into slavery in Maryland. Harriet served others and endured harsh living conditions and frequent physical beatings. In her early teens, Harriet courageously stood up for a fieldworker and was forcefully struck on the head; she never fully recovered from this injury.

In 1844 Harriet married John Tubman, a free African American. Fearing she would be sold away, Tubman began her escape to Canada in 1849. She changed her name to Harriet so that her identity would be kept a secret. On her way, she settled in Pennsylvania and met members of the Philadelphia Anti-Slavery Society. She learned all about the Underground Railroad.

After her escape, Tubman worked hard to save money so she could lead rescue missions. In 1851 she returned to Maryland. Over the next six years Tubman put her life at risk and successfully conducted about 300 African Americans to freedom in the North including members of her family. John Brown, a leading abolitionist, described Tubman as, “one of the bravest persons on this continent.”

During the Civil War, Tubman served the Union as a scout, a nurse, and even a spy. She was unfairly paid for her wartime service and had to support herself by selling homemade baked goods. After the war, Tubman made a living giving antislavery speeches.

Find Out More

1. Why do you think Harriet Tubman risked her life and freedom to help others?

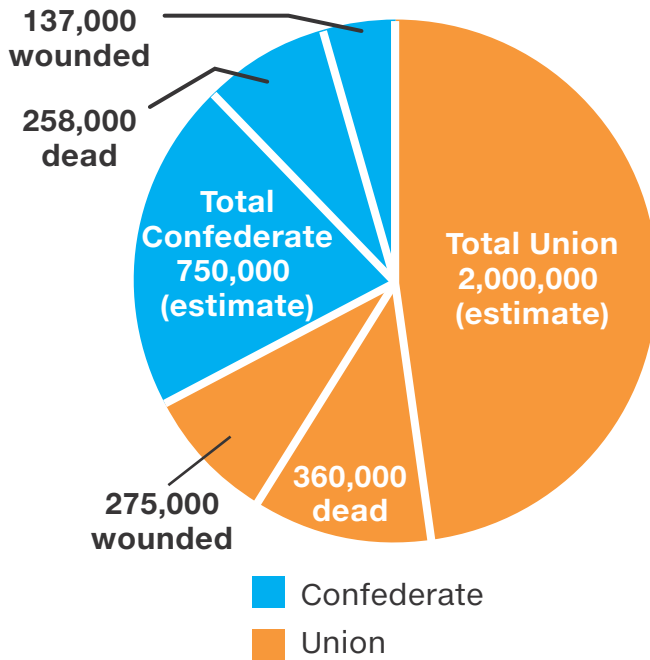
2. Harriet Tubman was a courageous woman who took great risks to bring people to freedom. Work with a partner to find out about other African Americans who helped the enslaved, such as Harriet Jacobs, Nat Turner, Denmark Vesey, and Gabriel Prosser.



Visual Review

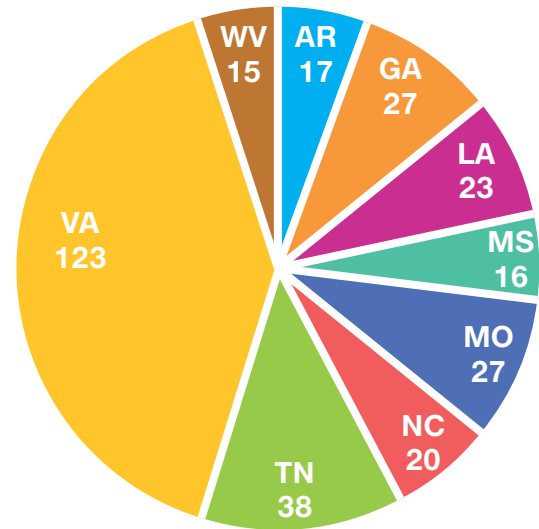
Use these graphics to review some of the key terms and ideas from this chapter.

Union and Confederate Forces and Casualties



Source: Navy Department Library War Casualty Statistics

States with 15 or More Civil War Battles



Source: National Park Service

Laws and Amendments

1820 – Missouri Compromise
 1850 – Compromise of 1850
 1854 – Kansas-Nebraska Act
 1863 – Emancipation Proclamation
 1865 – Thirteenth Amendment

1866 – Civil Rights Act
 1867 – First Reconstruction Act
 1868 – Fourteenth Amendment
 1870 – Fifteenth Amendment



Play the vocabulary game.

Vocabulary and Key Ideas

1. What is **segregation**?

2. Complete the sentences. Choose from these words: siege, enlist, amendment, states' rights, compromise.

In an attempt to keep the country united, Congress had to _____ and each side gave something to get something.

At the start of the Civil War Southerners were fighting for _____.

3. **Explain** what sharecropping is and some of the problems it caused.

4. **Analyzing a Map** Look at the map. Why did the Confederate government want to capture Fort Sumter? Why did the Union government want to keep it?



Critical Thinking and Writing

5. **Analyze** the economic and geographic differences between the North and the South that helped lead to the feelings of sectionalism.

6. **Interpret** Fill in the circle next to the best answer. Which of the following was part of the Compromise of 1850?

- ☐ (A) Maine joined the Union as a free state.
- ☐ (B) The Fugitive Slave Law became a law.
- ☐ (C) African American men were allowed to vote.
- ☐ (D) The U.S. Supreme Court declared that African Americans were not citizens.

7. **Analyze** What did the Emancipation Proclamation accomplish? How was it limited?

8. **Revisit the Big Question** Why might many people say the Civil War was worth fighting?

- 9. Writing Workshop: Write an Opinion** Imagine you heard President Lincoln deliver the Gettysburg Address. On a separate paper, write a letter to a friend and explain how you felt about the speech and how the audience reacted. Include details from the text to support your opinion.

Analyze Primary Sources

“Times are very hard here every thing is scarce and high ... corn is selling for 10 dollars, bacon 45 cents per pound We cannot get a yard of calico for less than one dollar.”

—In a letter dated August 23, 1862,
a Virginia woman complaining to her sister about hard times and high prices

- 10.** This letter was written by a woman living in Virginia during the Civil War. During the war the armies often took food from farmers as they passed by. How does this letter help you to understand the hardships that people living in the Southern states experienced?

Make Decisions

- 11.** You are a doctor during the Civil War and the Union army needs doctors. You want to support your country and the soldiers. However, you have patients in your town who need a doctor also. What can you consider as you try to make a good decision?

Quest Findings



INTERACTIVITY

Learn more about Civil War music with an online activity.

Sing Along!

You have read the lessons in this chapter and now you are ready to plan and write your song. Remember that the goals of the song are to offer comfort, to entertain, or to inspire others.

1

Prepare to Write

Organize the information you have learned about the Civil War. Decide what type of song you want to write. Should it be a marching song, a ballad, or a funny song? Choose the type you want to write.

2

Write a Draft

Use your notes and the music you have collected from your Quest Connections to write a draft. Some ideas to consider while you are writing include:

- What is the song about?
- How do you want your audience to feel when they listen to it?
- Is there a chorus in your song? How often should it be used?

3

Write Your Song

Put the words and music together to create your song. Share your song with a partner or another group. Listen to what others say. Is your message getting through?

4

Revise

Make changes to the words and music to improve your song. Did other classmates use different musical styles? How does each style make you feel?