

REVIEW
CHAPTER
4

GUIDED READING *The Civil War Begins*

Section 2

A. As you read about the first years of the Civil War, briefly note the causes or effects (depending on which is missing) of each situation.

Causes	Effects
1. Confederate soldiers fire on Union troops in Fort Sumter. <div style="text-align: right; margin-right: 50px;">→</div>	
2. <div style="text-align: right; margin-right: 50px;">→</div>	Lincoln issues the Emancipation Proclamation.
3. The Union accepts African Americans as soldiers. <div style="text-align: right; margin-right: 50px;">→</div>	
4. The Confederacy faces a food shortage due to the drain of manpower into the army. <div style="text-align: right; margin-right: 50px;">→</div>	

B. On the back of this paper, write what you think is important about the following:

Bull Run

Antietam

Robert E. Lee



Section 2

SKILLBUILDER PRACTICE *Following Chronological Order*

How did the order of events and simultaneous actions shape the progress of the Civil War? The passage below describes a portion of the war in Virginia. Read the passage, then plot the dates and events on the time line at the bottom of the page. (See Skillbuilder Handbook, p. R3.)

The Peninsular Campaign Union General McClellan and his troops landed at the tip of the Virginia peninsula in the spring of 1862. They occupied the city of Yorktown, and then began moving along the York River toward Richmond, hoping to take the Confederate capital. They had drawn within six miles of Richmond when, on May 31, Confederate forces commanded by General Joseph E. Johnston attacked them. The ensuing battle, called the Battle of Fair Oaks, lasted two days and ended when the Confederate troops retreated to Richmond. On the first day of the battle, General Johnston had been wounded. The next day, General Robert E. Lee took his place as commander of the Army of Northern Virginia.

The Valley Campaign Part of the Confederate strategy to save Richmond was to prevent Union reinforcements from reaching McClellan in

Virginia. To that end, Confederate General Stonewall Jackson led a campaign in the Shenandoah Valley to convince Union generals that he was about to attack Washington. From May 4 through June 9, as McClellan was attempting to take Richmond, Jackson pushed his soldiers through the Shenandoah Valley, winning battles and drawing Union troops away from going to McClellan's aid.

After June 9, Jackson's troops joined Lee's army near Richmond. On June 25, the Union and Confederate armies fought in the area around Richmond in what came to be called the Seven Days' Battles. Some of the battles that took place during that time include Gaines Mills on June 27, Savage's Station on June 29, and the last battle, at Malvern Hill on July 1. McClellan's troops then fell back to the James River, and Lee returned to Richmond, which was saved from Union attack.

Spring of 1862
McClellan lands
in Virginia.

July 1, 1862
McClellan is defeated;
Lee returns to Richmond.



Section 2

RETEACHING ACTIVITY *The Civil War Begins*
Reading Comprehension

After reviewing Section 2, complete each sentence with the appropriate word or words.

prisons	expanded	David Farragut
Red Cross	discrimination	Richmond
split in half	George McClellan	New Orleans
Robert E. Lee	Ulysses S. Grant	blockade
Union	devastated	enlistments

1. A major part of the Union's strategy called for a _____ of Confederate ports.
2. Lincoln responded to the defeat at Bull Run by stepping up _____.
3. In the spring of 1862, a Union naval expedition commanded by _____ captured the city of _____, leaving the Confederacy dangerously close to being _____.
4. The spring of 1862 also saw Confederate General _____ successfully stop Union forces from taking _____, the capital of the Confederacy.
5. Angered that Union forces did not attempt to pursue and defeat Lee's army after the Battle of Antietam, President Lincoln fired his general, _____.
6. The Emancipation Proclamation applied only to enslaved persons outside _____ control.
7. African Americans who served in the Union army faced much _____.
8. A significant percentage of soldiers on both sides died in enemy _____.
9. In general, the war _____ the North's economy and _____ the economy of the South.
10. Civil War nurse Clara Barton went on to found the _____.



OUTLINE MAP *The States Choose Sides*

Section 2

A. Review textbook pages 165 and 170, paying particular attention to the Historical Spotlight about secession and the Civil War map. Then on the accompanying outline map label the states and color or shade each of the three areas identified in the key. (For a complete map of the states, see textbook pages A6–A7.) Finally, label the Mississippi and Ohio rivers and draw the position of the Union blockade using the symbol shown in the key.

B. After completing the map, use it to answer the following questions.

1. How many states made up the Confederacy? _____

2. What were the slave states that did not secede and join the Confederacy? _____

Which one was not officially a state at the beginning of the war? _____

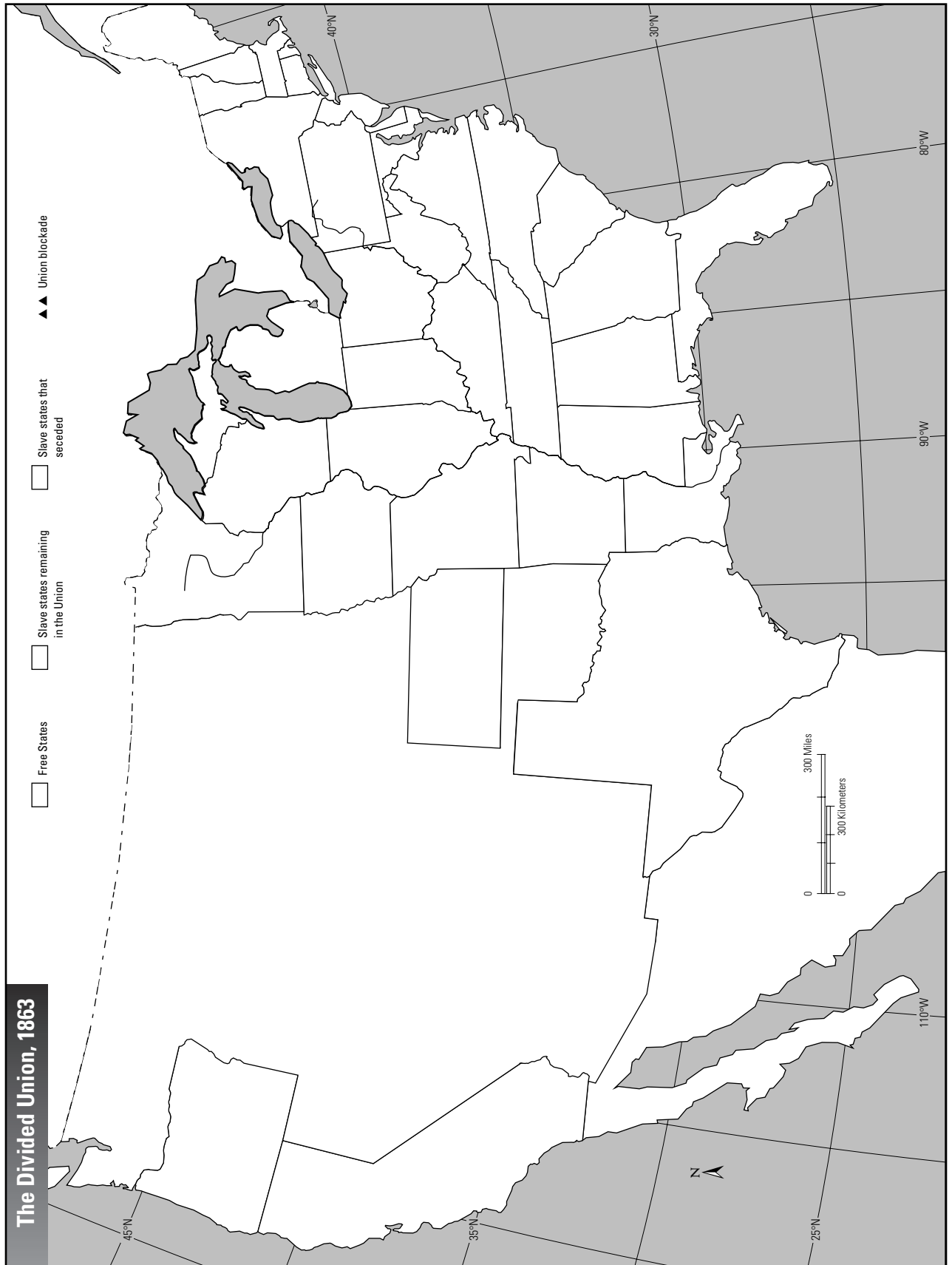
3. Which major river split the Confederacy into two parts? _____

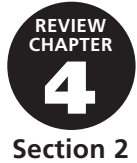
4. What are the approximate lengths in miles of the Confederate and of the Union coastlines? _____

Imagine that there had been no blockade of the Confederate coastline. How might such a situation have influenced the outcome of the Civil War? _____

5. In mid-1863 the Union gained control of the entire length of the Mississippi River. What strategic advantage did this give the Union? _____

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PRIMARY SOURCE The Emancipation Proclamation

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. As you read the proclamation, consider its impact on slaves and slaveholders.

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing among other things, the following, to wit:

“That on the 1st day of January, A.D. 1863, 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.

“That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States.”

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose to do so, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone,

Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northhampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

from *U.S. Statutes at Large*, Vol. XII, 1268–9. Reprinted in Henry Steele Commager, ed., *Documents of American History*, 3rd ed., Vol. I (New York: F. S. Crofts & Co., 1947), 420–421.

Activity Options

1. In a two-column chart, list the possible moral and military effects of the Emancipation Proclamation. Share your chart with your classmates.
2. With a small group of classmates, paraphrase the two paragraphs within the quotation marks. Then read your paraphrase aloud to the class.