

Topic 8: Sectionalism and Civil War

1820 - 1865

Study Guide Directions: Read the chapter in the textbook. Complete the sections as necessary. Each part assigned is to be completed to the best of your ability. If the section is completed, it will receive teacher's mark. If the section is incomplete the student will be penalized 5 points and have to work in the hallway while the class goes over the section. Completed study guide, **on paper**, is turned in for a grade with the test. Also, it is good practice to **SELECTIVELY HIGHLIGHT** the key terms and key people, along with key places and/or dates, as you read.

Subject Specific Vocabulary: Missouri Compromise, popular sovereignty, Free-Soil Party, secede, fugitive, civil war, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Border Ruffian, guerrilla warfare, *Dred Scott v. Sandford*, Republican Party, arsenal, treason, martyr, unamendable, acquiescence, border state, Battle of Bull Run, *Virginia, Monitor*, Battle of Antietam, Battle of Fredericksburg, Battle of Chancellorsville, Battle of Shiloh, Emancipation Proclamation, 54th Massachusetts Regiment, Fort Wagner, Copperhead, habeas corpus, inflation, income tax, siege, Battle of Gettysburg, Pickett's Charge, Gettysburg Address, Appomattox Court House

Academic Vocabulary: resolve, propose, denounce, maintain, compromise, conductive, reluctant, demonstrate, preliminary, essentially, significant, imply

The Essential Question: *when is war justified?*

Lesson 1: Conflicts and Compromise, p479-487

LITERACY SKILLS: compare and contrast

8.1.1 The Missouri Compromise: *Why did conflict arise over the issue of slavery in the western territories? How did Congress try to resolve the issue of slavery?*

1. 1819, with _____ free states and _____ slave states, sectionalism continued to grow. When _____ applied for statehood as a _____, there was a crisis: slave states would have the _____ in the Senate!
2. During the debate, _____ also applied for statehood so _____ proposed Missouri be admitted as a _____ state while Maine be admitted as a _____ state to keep the balance equal. Known as the _____, Congress also banned slavery in Louisiana Purchase territory north of latitude _____ except the new state of Missouri.

8.1.2 How Did Western Expansion Increase Tensions?: *Why did conflict arise over the issue of slavery in the western territories?*

1. The Missouri Compromise applied _____ to the Louisiana Purchase [not any other land the US might add after 1803]. Congressman _____ (PA) called for a law to ban slavery in any land won from _____. His law was, the _____, passed in the _____ in 1846 but failed in the _____ [so did not become law].
2. _____ believed slavery was _____ wrong and wanted it banned. Southern _____ thought slavery should be allowed everywhere **and** that any escaped slave in the north be _____. Some _____ believed the Missouri Compromise line be extended to the _____ and affect any new state.. Other _____ thought slavery should not _____ but continue to _____ where it already was. Still others supported _____ where the people of the territory decide whether or not to allow slavery.

8.1.3 The Free-Soil Party Opposes Slavery in the West: *Why did conflict arise over the issue of slavery in the western territories?*

1. 1848, northern _____ and _____ opposed the spread of slavery but leaders were afraid to take a stand for risk of losing _____. Anti-slavery members met in Buffalo, NY and founded the _____-_____ with the goal of keeping slavery out of the _____. They named former president _____, Democrats nominated _____, and Whigs selected _____ to run for president.
2. _____ became an important election issue with Van Buren calling for a ban on slavery in the _____. Cass supported _____. Taylor did not speak

on the issue. While Whig _____ won, the _____ did have other victories in Congress.

8.1.4 California Reignites the Slavery Debate: *Why did conflict arise over the issue of slavery in the western territories?*

1. 1849, there were _____ free states and _____ slave states - admitting _____ as a free state would upset the balance **and** other territories about to apply were also likely to be free states. Southerners were afraid of being outvoted in the _____ and some were already suggesting they might want to _____. Northerners argued California enter as a free state because most was north of the _____.
2. Henry Clay was nicknamed _____ but by this time was old and frail and still urging North and South to reach an agreement. _____ had worked with Clay on compromise in the past but was now opposed compromise over the expansion of slavery [he was for it].
3. With Calhoun dying he had a colleague read his speech insisting that slavery be _____ in the western territories and demanding _____ be returned to owners as part of their right to “_____.” Based on _____ and the belief that the authority of the federal government was granted by the states, _____ led the call to leave the Union.
4. _____ of Massachusetts, who had opposed compromise in the past, now supported _____ and opposed _____ in the belief the federal government was _____. Webster viewed slavery as _____ but the breakup of the nation was worse and so was willing to compromise by allowed northerners be forced to return _____.

8.1.5 A Compromise Holds the Union Together: *How did Congress try to resolve the issue of slavery?*

1. 1850, _____ and President _____ died. New president _____ urged Henry Clay to seek compromise. Clay’s _____ was taken up by _____ of Illinois. It had _____ main parts. Summaries them in the table below.
- 2.

1.	2.	3.	4.	5.

3. The _____ of 1850 replaced an earlier law and so now required _____ citizen to help catch escaped slaves or else be fined or jailed themselves. Special _____ were set up that did not have a _____ and where the _____ was paid \$10 for returning a runaway and \$5 for setting then free.
4. Though the compromise worked for a while, many were not satisfied - antislavery northerners hated the _____ with many states passing _____ to make it harder to capture fugitives.

8.1.6 A Book Sways the North Against Slavery: *How did Uncle Tom’s Cabin affect attitudes toward slavery?*

1. 1852, _____ of New England published a novel titled _____. Telling the story of an enslaved man who is eventually whipped to death, it quickly became a _____ eventually selling over a million copies.
2. Southerners claimed the book did not give a _____ picture of slavery as Stowe had not see much.

Primary Sources: Harriet Beecher Stowe, *Uncle Tom’s Cabin*, p488

FURTHER READING: text can be found online and the book can still be found in print



← end AH 8.1

Lesson 2: Growing Tensions, p489-499

LITERACY SKILLS: identify cause and effect

8.2.1 Slavery in Kansas and Nebraska: *What were the goals and outcomes of the Kansas-Nebraska Act?*

1. While the _____ dealt mainly with lands from the Mexican Cession the policies of the _____ did not change for lands of the Louisiana Purchase.
2. 1854, Senator _____ introduced a bill to set up government in the northwest lands of the Louisiana Purchase, proposing it be divided into two large territories. Known as the _____ - _____, it had the issue of slavery decided by _____. Southerners expected slaveholders from _____ would move in with their slaves and _____ would become a slave state, With the support of newly elected President _____, the bill passed.
3. _____ arguments over slavery flared up again with northerners upset that the Kansas-Nebraska Act repealed the _____.

8.2.2 Violent Clashes in Kansas: *What were the goals and outcomes of the Kansas-Nebraska Act?*

1. Early arrivals to _____ were farmers interested in cheap _____. _____ brought settlers from New England. While _____ settlers moved in too, _____ from Missouri often crossed over to cause trouble.
2. 1855, during an election hundreds of _____ crossed to vote illegally for a _____ legislature. After refusing to accept laws passed by this group, _____ settlers set up their own government.
3. 1856, proslavery men raided the town of _____, KS, an antislavery stronghold. Abolitionist _____ and his five sons decided to retaliate in the name of God. Three days later, they attacked a settlement on _____, murdering people in the middle of the night.
4. Both sides engaged in _____ with surprise attacks and hit-and-run tactics. By 1856 the territory was nicknamed "_____."

8.2.3 Violence Over Slavery Breaks Out in the Senate: *What were the goals and outcomes of the Kansas-Nebraska Act?*

1. In the Senate, _____ of Massachusetts denounced slavery and attacked his critics, singling out _____ of South Carolina. Butler's nephew, Congressman _____ beat Sumner unconscious on the Senate floor.
2. While _____ felt Sumner got what he deserved, _____ felt the attack more evidence that slavery led to _____.

8.2.4 How Did the Dred Scott Case Affect the Nation: *How did the Dred Scott case impact the nation?*

1. 1857, the _____ ruled on the case of enslaved _____ who was from _____ but was taken into _____ and then _____ Territory. After returning to Missouri he filed a _____ for his freedom on the grounds that having lived in _____ he became a free man.
2. The case of _____ stated that as a slave Scott could not _____ because he was not a _____. The decision also clearly states enslaved persons were _____. The decision continued to state _____ did not have the authority to outlaw slavery in the territories - this made the _____ unconstitutional. The _____ began to divide on the issue of slavery.
3. Reaction was strong and many like _____ spoke out.

8.2.5 The Republican Party Forms: *Why was the Republican Party founded, and how did Abraham Lincoln emerge as its leader?*

1. Mid-1850s, people opposed to slavery look for a new _____. Free-Soilers, northern Democrats, and antislavery Whigs met in Michigan in 1854 and formed the _____. Their main goal was to keep slavery from _____.
2. 1856, Republicans put up _____ for president, Democrats supported _____, and former president Millard Fillmore ran as a _____. Buchanan won but the _____ made a strong showing in the popular vote.

8.2.6 How Did Abraham Lincoln Come to Lead the Republican Party?: *Why was the Republican Party founded, and how did Abraham Lincoln emerge as its leader?*

1. 1858, Republican _____ challenged Democrat _____ for his seat in the US _____. Born in _____, Lincoln's family moved west looking for better land. Lincoln owned a store before studying _____ then entering _____ serving 8 years in the state legislature and one term in _____.
2. 1858, opposed to the _____ - _____ Lincoln ran for US Senate. In his "_____ " speech he spoke out against the Dred Scott decision.
3. During the campaign for Senate, Lincoln challenged Douglas to a series of _____, with much focus on the question of _____. Douglas wanted to use _____ but claimed to personally dislike slavery. While Lincoln was not an abolitionist, but he did see slavery as _____.
4. Large crowds came to hear the debates and their speeches were printed in _____. Though _____ won the election, _____ became known throughout the country.

8.2.7 John Brown Fights Slavery: *Why was the Republican Party founded, and how did Abraham Lincoln emerge as its leader?*

1. 1859, radical abolitionist _____ this time led a raid on _____, VA in an attempt to capture the federal _____ to start an armed _____. Instead, he and ten raiders were captured by _____.
2. Most people thought Brown's plan was _____ but he sat quietly in court as he was found guilty of _____. While he have a moving defense of his actions, he did nothing as he was sentenced to _____.
3. Because of his dignity at trial, he was considered by many to be a _____. He became the subject of a popular song which later inspired _____ to write "_____." Southerners thought the reaction to John Brown's death _____.

Analysis Skill: Distinguish Relevant from Irrelevant Information, p500

PERSON REALIZE: identify evidence

1. Write the four steps to distinguish relevant from irrelevant information:

1	
2	
3	
4	

2. Watch the video on 21st Century Skills on Pearson Realize.

3. Using the information at the bottom of the Analysis Skill page, answer the questions in the Google Doc as assigned.



← end AH 8.2

Lesson 3: Division and the Outbreak of War, p501-511

LITERACY SKILLS: compare and contrast

8.3.1 Why Did Abraham Lincoln Win the Election of 1860?: *Why was there a Civil War? How did the 1860 election reflect sectional differences?*

1. The 1860 _____ National Convention took place in _____, IL - _____ won the nomination over _____, Senator from New York.
2. The 1860 _____ National Convention was held in _____, SC - a lack of unity caused a split that saw _____ nominated by northerners and _____ of Kentucky nominated by southerners. The _____ Party chose _____

_____ of Tennessee in an attempt at national unity. In the end, _____ won the election without appearing on the ballot in _____ southern states.

8.3.2 A Move Towards Civil War: *Why was there a Civil War? How did the 1860 election reflect sectional differences?*

1. Even before the election, _____'s governor wrote to other southern states to agree to leave the Union if _____ won. December 1860, Senator _____ (KY) put forth a deal to forever guarantee slavery _____ of the _____ and prohibit slavery _____ of the line. This _____ went unsupported as southerners believed an _____ was going to the White House.
2. December 20, 1860, _____ became the first to secede, followed by _____, _____, _____, _____, and _____ by the end of February 1861. These seven states form the _____ and chose _____ as president.
2. Did the _____ allow secession? Southerners used the _____ as evidence and also the belief in _____, viewing the Union as _____ that can make their own decisions. _____ disagreed viewing the nation as _____ powers between national and state governments.

8.3.3 The Outbreak of War: *Why was there a Civil War? Why did southern states secede from the Union following the election of 1860?*

1. March 4, 1861, Lincoln took the _____ after the formation of the Confederacy. His _____ did not recognize secession and pledge he would not _____ a war. Other themes included _____, liberty, _____, and government using the _____ to support his arguments. He stated willingness to enforce the _____ but only if free African Americans were protected.
2. _____'s inaugural address focused on the decision to _____. Davis's and Lincoln's ideas of _____ and _____ were very different. Davis emphasized government exists with the _____ and so needed to break away. To Lincoln, secession meant _____.
3. Davis already ordered Confederate forces seize _____ in the South. Lincoln could not let Confederates take over _____ property, but he could not send _____ to hold the land without starting war and losing remaining _____. By _____, Confederates controlled nearly all federal buildings in the south, save three off _____ and _____ in South Carolina guarding _____.
4. With _____ supplies running low, Lincoln notified the governor he would be shipping in food but no troops or weapons - _____ refused **any** shipments and on April 11, 1861 demanded the fort _____. Major _____ refused and _____ opened fire - they surrendered within 2 days. This marked the start of the _____ which would last until _____.

8.3.4 How Did Americans Take Sides?: *Why did southern states secede from the Union following the election of 1860?*

1. Southerners believed states had the right to leave, called the conflict the _____, and wanted to preserve their way of life, including _____. Believing the North caused the war, it was also known as the _____.
2. Fighting to _____, northerners did not have abolition as a goal and were also guided by _____.
3. April 1861, _____ slave states were still in the Union and had most of the southern _____, _____, and _____. Four eventually joined the Confederacy: _____, _____, _____, and _____. The remaining _____ stayed, _____, _____, and _____.

8.3.5 Strengths & Weaknesses of the North & South: *What were strengths & weaknesses of the North & South as the war began?*

1. The South was fighting a war for _____ similar to the American Revolution defending their _____ and _____. They knew the _____ better and were aided by friendly _____. Though the southern economy was _____, they grew _____

rather than food crops. They had few _____ and _____. Politically, the central _____ was not strong.

2. Fill in this table with the population statistics given:

	Total population	Enslaved population	Men of fighting age	% of men needed to fight
The North		[not give]		[not given]
The South				

3. The North had _____ to work in fields and factories, but the war was _____ because of its high casualties. It had _____ the industrial capacity as the South, able to make military supplies for the Union army. _____ were used to transport troops and supplies. The _____ produced food. It had a strong _____ and fleet of trade ships. _____ military academy was located in New York where they continued to train officers. Northern soldiers had to conquer a _____ and invade _____.

8.3.6 How Did Lincoln and Davis Lead Their People?: What were the strengths and weaknesses of the North and South as the war began?

1. Though many people thought _____ to be a stronger leader than _____, he did not _____ the presidency. He had attended _____ and served as an officer in the _____ - _____ and then _____ under Franklin Pierce. He did not let go of the _____ of planning and so spent much time arguing with advisors.
2. _____ had little experience in _____ or _____ but proved to be _____ and strong. He did gain _____ and his sense of _____ was appreciated.
3. Army officers like _____ of _____ had to decide to fight for their _____ or join _____ forces. After his state seceded, Lee became a commander of the _____. Eventually, _____ had trouble finding generals.

Analysis Skill: Assess Credibility of a Source, p512

PERSON REALIZE: analyze primary and secondary sources

1. Write the four steps to assess credibility of a source:

1	
2	
3	
4	

2. Watch the video on 21st Century Skills on Pearson Realize.

3. Using the information at the bottom of the Analysis Skill page, answer the questions in the Google Doc as assigned.



← end AH 8.3

Lesson 4: The Course of War, p513-519

LITERACY SKILLS: sequence

8.4.1 How Did the Strategies of the North and South Differ?: How was the Civil War conducted?

1. **FOR THE _____:** First, use _____ to blockade southern ports to hurt both imports and exports. In the _____, seize _____, VA, the capital, to end the war quickly. In the _____, seize control of the _____ to prevent Confederate use of the river and to split Arkansas, Texas, and Louisiana from the rest.

2. **FOR THE** _____: _____ until the north was tired of fighting, it was unpopular there, anyway. They needed _____ money and supplies and hoped they would be recognized as a _____ by Europe.

8.4.2 Early Battles: *How did the early battles of the war reflect broader patterns in the war?*

- _____ forces seemed reluctant to go on the offensive until ordered by Lincoln three months in. July 21, 1861, Union troops set out to attack a camp of Confederate Army southwest of _____, DC. Hundreds of spectators went to watch. Forces clashed at _____ Creek near the town of _____, VA. At first it looked like the _____ had won, until the Confederates rallied behind General _____ - earning him the nickname "_____." Union troops _____ and ran away, through the spectatores. The _____ showed both sides needed _____ and proved the Confederates could stand up to the Union.
- General _____ was appointed commander of the _____ army of the East, known as the _____. Though a superb organizer, he was overly _____, annoying Lincoln and the nation. March 1862, McClellan left DC and headed towards _____. General _____ launched counterattacks sending _____ towards _____, DC, preventing Lincoln form sending _____ reinforcements. The _____ failed as McClellan retreated.
- The Union _____ of southern ports could have been crippling because the South had few _____ and relied on imports. Fast ships known as _____ "were able to get through at first, but the blockade tightened. The South then tried _____ by modifying an abandoned Unionship, the USS *Merrimack*, which they renamed the _____. March 1862, the *Virginia* showed it would work and not long after it clashed with the Union ironclad, the _____ near the mouth of the _____. The _____'s use of ironclads made their navy hard to beat - the _____ stayed in place.
- September 1862, General _____ went _____ and marched his troops into _____, wanting a victory on _____ soil. After Lee's battle plans were found, General _____ still acted slowly until he finally attacked at _____ Creek near _____, MD on September 17 - this would become the single bloodiest day in American military history. _____ retreated and was not followed. While neither side won on the battlefield, the _____ was claimed by the _____, helping to boost morale. Because he failed to pursue the Confederates, _____ replaced McClellan as commander of the Army of the Potomac.

8.4.3 Victories in the East for Confederate Forces: *Which battles did the Confederacy win in the early years of the war?*

- December 1862, on his way to _____, Burnside confronted Confederate troops and after losing terribly at the _____ he was also replaced.
- May 1863, _____ crushed Union forces after a three day _____. During the battle, _____ was accidentally shot by his own troops and died a few days later.

8.4.5 Union Success in the West: *Which battles did the Union win in the early years of the war?*

- February 1862, General _____ captured _____ and _____ in Tennessee guarding tributaries of the Mississippi River. He then pushed to _____ on the Tennessee River where he surprised Confederate forces. April 6, 1862, with the aid of reinforcements, Grant won the _____ and was able to capture a _____ crossing at Corinth.
- June 1862, Union gunboats captured _____, LA and _____, TN gaining control of southern _____ and preventing the river from being used for supplies.

end AH 8.4 →



Lesson 5: Emancipation and Life in Wartime, p520-530

LITERACY SKILLS: summarize

8.5.1 Lincoln's Emancipation Proclamation: *How and why did the Civil War become a war to end slavery?*

1. Lincoln had to handle the _____ issue cautiously as the Union kept _____ slave states. Mid-1862, he realized he needed to include _____ enslaved African Americans in the goals of war.
2. Lincoln knew emancipation would _____ the Confederacy, especially if he limited it to territory controlled by the _____. - this would also satisfy northerners opposed to _____. Lincoln also thought slavery was _____ but would only act to end it without _____ the Union. He needed a _____ to announce his plan and that came with news of some success at _____ on September 22, 1862. The formal _____ came January 1, 1863. This freed enslaved people in _____-held territory but **not** in the _____ loyal slave states or in areas captured by the Union such as _____, _____, and parts of _____.
3. _____ African American actually gained their freedom, but the _____ changed the war's purpose to both _____ and _____. European nations would be _____ likely to come to the aid of the _____; the _____ saw it destroying property.

8.5.2 Why Did African Americans Fight for the Union?: *In what ways did African Americans contribute to the Union war effort?*

1. African Americans were first _____ from serving as soldiers in the _____ army but were allowed to serve in 1862. They were assigned to all-black units with _____ officers at first working as _____ and other non-combat roles such as building _____ and guarding _____ and were paid _____ that of white soldiers. After protests conditions changed and by 1863 African Americans were fighting in major battles and in 1865 were receiving _____ pay.
2. The _____ accepted African Americans from across the North, with _____ a big recruiter. July 18, 1863, the 54th led the attack on _____ where almost _____ the regiment was killed. Their courage helped earn _____ for African American soldiers. Sgt. William Carney was the first of 16 African Americans to receive the _____ in the Civil War.
3. African Americans in the South tried to help the _____ cause by slowing or stopping work. Thousands fled across Union lines to _____ with about _____ escaping to freedom by war's end.

8.5.3 The Horrors of War: *How and why did the Civil War become a war to end slavery?*

1. While most soldiers were under the age of _____, age restrictions changed as the war continued with the South drafting boys as young as _____ and as old as _____. Clothing was inadequate and many were without _____. Outdated military _____ led to high casualties.
2. _____-_____ and guns with _____ improved accuracy. Improved _____ hurled exploding shells. _____ were introduced. _____ were first used. For the first time soldiers dug _____ to escape guns and artillery. In most battles _____-_____ or more of the soldiers were killed or wounded.
3. Photographer _____ and his team recorded the war. [Hot air] _____ were used to give commanders information about the enemy. _____ were used for the first time.
4. Medical care was crude - surgeons routinely _____ injured limbs. Doctors did not know _____ caused infection as often minor wounds caused infection and _____, as did poor _____ conditions. _____ and _____ killed more men than guns and cannons.
5. Prisoners of war faced horrifying conditions in camps like _____ in Georgia.

8.5.4 Other Challenges in the North and South: *How and why did the Civil War become a war to end slavery?*

1. _____ were northerners who opposed the war. Other northerners supported the war but opposed _____'s leadership. As volunteers dwindled, Congress passed a _____ in 1863 requiring all able-bodied men ages _____ to _____ to serve if called. The draft could be avoided by paying \$_____ or hiring a substitute.

- Because the draft went into effect shortly after the _____ many felt forced to fight to end _____ and this led to riots in northern _____. July 1863 saw the worst riot in _____, lasting _____ days and killing at least _____ people. To avoid further riots and “disloyal practices,” Lincoln suspended _____ allowing nearly 14,000 people to be jailed to protect public safety.
- Jefferson Davis was unable to create a strong government as many refused to pay _____. The South also passed a _____ with those owning or supervising _____ or more were exempt.

8.5.5 War Devastates the Southern Economy: *How and why did the Civil War become a war to end slavery?*

- The Confederacy imposed an _____ and a _____ - _____ - _____ to raise money. The printing of paper money led to _____. The main source of income, _____, was damaged as the main importer of cotton, _____, found new sources in _____ and _____.
- The Union _____ caused a severe shortage in supplies. The Confederate government began building and running factories, offering _____ to worker producing war goods. _____ affected civilians causing many plantations to switch from cotton to raising _____ and _____.
- Many _____ were bombarded with homes and buildings destroyed. The _____ was also torn apart by battles or hungry armies.

8.5.6 How Did the War Affect the Northern Economy?: *How and why did the Civil War become a war to end slavery?*

- 1861, Congress established the first _____ with the _____ overseeing tax collection. The Union issued _____ and printed more _____, also leading to inflation in the North as it had in the South.
- As farmers went off to fight more _____ were needed to plant and harvest actually leading to increased _____. Demand for various manufactured goods helped northern _____. Some manufacturers made fortunes by _____.

8.5.7 Women Contribute to the War Effort: *What roles did women play in the war?*

- As men went to war, _____ took their jobs in industry and on farms while continuing to raise families on their own. A few women dressed as men and enlisted, more served as _____, and others served in army _____. They formed _____ to send or pay for supplies.
- On both sides women served as _____, eventually leading to nursing as an acceptable _____ for women. _____ and _____ were both nurses for the Union army. Barton later formed the _____.

Primary Sources: Abraham Lincoln, The Emancipation Proclamation, p531

FURTHER READING: this is one of the key documents in American history and most people misunderstand what it actually means - it is a political statement that is more symbolic than straight-forward

Analysis Skill: Recognize the Role of Chance, Error, and Oversight, p532

PERSON REALIZE: interpret sources

- Write the four steps to recognize the role of chance, error, and oversight:**

1	
2	
3	
4	

- Watch the video on 21st Century Skills on Pearson Realize.

- Using the information at the bottom of the Analysis Skill page, answer the questions in the Google Doc as assigned.

Lesson 6: The War's End, p533-543

LITERACY SKILLS: sequence

8.6.1 The Union Captures Vicksburg: *What was the significance of Union victories at Vicksburg and Gettysburg?*

1. Summer 1863, The Union controlled _____ and _____ controlling the ends of the Mississippi River but _____, MS was a crucial link between eastern and western _____ states. Early 1863, _____ failed to take Vicksburg from the west. After launching a surprise attack on _____, MS, Grant turned around and attacked Vicksburg from the east.
2. Grant laid _____ to Vicksburg for over _____ weeks. On _____, 1863 Confederates _____. On July 9, the Union captured _____, LA gaining control of the entire _____, splitting the Confederacy in _____ by cutting off _____, _____, and _____ from supplies of _____, _____, and other goods.

8.6.2 A Union Victory at Gettysburg: *What was the significance of Union victories at Vicksburg and Gettysburg?*

1. After victory at Chancellorsville, General _____ moved north into _____ hoping to surprise the Yankees and move in to capture _____, DC - but the _____ army followed. June 30, 1863 the Army of the Potomac, now controlled by General _____, clashed with Lee at the three-day _____.
2. Fill in this table to clarify what each army was doing on the three days of the battle - be brief:

	Day 1: July 1	Day 2: July 2	Day 3: July 3
CONFEDERATE			
UNION			

3. Union victories at _____ and _____ marked the _____ of the Civil War, though with the South's determination to fight the war would drag on _____ more years.

8.6.3 Lincoln Delivers the Gettysburg Address: *What was the significance of Union victories at Vicksburg and Gettysburg?*

1. November 19, 1863, at a ceremony to dedicate a _____ to the memory of the 50,000 dead or wounded, President Lincoln delivered the _____. In it, he stated this war was a _____ whether or not a _____ government could survive. He also reminded Americans the nation was founded on the belief "all men are _____."
2. Lincoln connected this phrase from the _____ to the idea of "an new birth of _____" implying equality for _____ was core purpose of the nation. Though short, this speech is considered a profound statement of _____.

8.6.4 The Union Advances into the South: *What was Grant's plan for ending the war?*

1. After victories at _____, _____, and other battles in the _____, in 1864 Lincoln appointed _____ at commander of all Union forces. Grant's plan to end the war was to destroy the South's _____ and ordered his generals to wage _____. This meant to destroy _____, _____, and anything else useful to the enemy, turning home field advantage into a liability. Even Confederate _____ would suffer hardships.

2. Fall 1864, Grant commanded General _____ into the _____ of Virginia to destroy farms and livestock, leaving nothing for _____'s troops or southern civilians.
3. Grant then ordered General _____ to capture _____, GA then march to _____, GA, destroying everything along the way. September 1864, Sherman captured _____, burning part of the city, then began his _____, tearing up _____ tracks, killing livestock, and destroying fields.

8.6.5 Contrasting Ideas of Liberty and Union: *What was Grant's plan for ending the war?*

1. 1864, Lincoln ran for _____ uncertain if he would win. General _____ ran as a Democrat and promised _____ with the Confederacy. With Sherman taking _____ and Sheridan winning in the _____, Lincoln gained support, clinching the election.
2. Lincoln looked forward to the coming peace "with _____ towards none and _____ for all," in his _____. Three of Lincoln's major speeches, the First Inaugural, the Gettysburg Address, and the Second Inaugural, all emphasised _____ - the never ending unity that needed to be maintained and that was violated by slavery.
3. Four years earlier, Confederate President _____ stated leaving the Union was "a _____, not a _____," whereas _____ stated the _____ requires unity. Lincoln then extended the idea of _____ in the Emancipation Proclamation and the Gettysburg Address while Davis continued to only call for the equality and liberty of southern _____.

8.6.6 How Did the War Come to an End?: *How did the Civil War change the United States?*

1. May 1864, Grant began the drive to take _____, pursuing Lee across eastern _____. 60,000 men were killed or wounded in May 1864 at the Battles of the _____, _____, and _____. Grant knew he could _____ his men and supplies while the South could _____. June 1864, Lee dug in at _____, VA and Grant began a _____ that would last _____ months. On _____, 1865, both Petersburg and _____ fell.
2. Lee withdrew to _____, VA where he was trapped by Union forces a week later. To spare his men, Lee surrendered on _____, _____. Grant offered _____ terms of surrender, even allowing the men and officers to return home and ordered his own cheering men to be _____.
3. Ceremonies continued to honor veterans for _____. Lincoln signed into law what would become the _____ - the highest honor in the American military, awarded to over 1,500 soldiers of the Civil War.

8.6.7 A New Chapter for the United States: *How did the Civil War change the United States?*

1. More than _____ Union and _____ Confederate soldiers died. It cost about _____ [in 1860 \$! See graphic].
2. As a major _____ in American History, Americans no longer referred to the nation as "_____ United States" but instead as "_____ United States." The idea of secession was _____ and the power of the federal government _____.
3. The war ended _____ with millions of Americans thinking about what is meant to be _____ and _____. A long and difficult struggle was ahead, but the US had emerged a stronger, _____ nation.

end AH 8.6 →



Union Commanders of the Army of the Potomac (left to right, in order)					
IRVIN McDOWELL			JOSEPH HOOKER		

DATE	EVENT	EAST or WEST	WINNER
April 11, 1861			
July 21, 1861			
February 1862			
March 1862			
March 1862			DRAW
April 6, 1862			
June 1862			
July 1862			
September 17, 1862			
September 22, 1862			
December 1862			
May 1863			
May-July 4, 1863			
July 1-3, 1863			
July 9, 1863			
July 1863	- -		
November 19, 1863			
May 1864	- - -		undecided/ undecided/ Confederate
Fall 1864			
September 1864			
Nov-Dec 1864			
June 1864-April 2, 1865			
April 2, 1865			
April 9, 1865			