

SHAPING America



LESSON 22: "AND THE WAR CAME"

LESSON ASSIGNMENT

You are encouraged to be very attentive while viewing the video program. Review the video objectives and be prepared to record possible answers, in abbreviated form as you view the video. The topics and time periods may differ somewhat from the chapters of the textbook your school system is using. Each video program chronicles a wide array of events and personalities during a specific time period of American history prior to 1877. Keep in mind that one of the overarching goals of each lesson is to help you understand how past historical events and actions by historical personalities did not occur in a vacuum, and that they are inextricably interwoven in your society today.

Activities:

Your teacher may assign one or more activities for each lesson. Refer to your course syllabus for details.

OVERVIEW

Abraham Lincoln took the oath of office on March 4, 1861 after slipping into the nation's capital partially disguised to thwart any attempts at assassination. He did not become the president of the United States, but rather of the disunited states as South Carolina had led six other states in secession. Lincoln refused to recognize that any state could secede from the Union and made it clear there would be no conflict unless the South initiated it. The South obliged him when they attacked Fort Sumter after Lincoln indicated he was going to send food provisions, not weapons or ammunition, to the beleaguered federal troops. It was only fitting that the first shots of the war be fired in Charleston Harbor, as South Carolina was the center of the hotbed of the secession movement.

The South made a tactical error in firing the first shots on Fort Sumter. The North rallied around "Old Glory" and volunteered in droves in answer to Lincoln's call for troops. Likewise, the southern call for troops was met with enthusiasm and Virginia, Arkansas, and Tennessee, all of which had earlier voted down secession, joined the newly formed Confederacy. North Carolina joined them, and the seven states became eleven. Richmond, Virginia, replaced Montgomery, Alabama, as the Confederate capital and Jefferson Davis assumed the presidency of the Confederate States of America.

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Fortunately for the North, the Border states of Missouri, Kentucky, Maryland, Delaware, and later West Virginia stayed loyal to the Union even though numerous slaves resided in the those areas. The Border States contained a majority of the southern white population and almost doubled the manufacturing capacity of the South. The strategic prize of the Ohio River flowed along the northern border of Kentucky and West Virginia, and two of its navigable tributaries, the Cumberland and Tennessee Rivers, penetrated deep into the heart of Dixie. It was no wonder Lincoln reportedly said, he hoped to have God on his side, but he had to have Kentucky. Much of Lincoln's strategy concerning the war was governed by how his decisions might be interpreted by the Border States. His made it very clear initially that the North's war aim was not to free the slaves, as an antislavery declaration would no doubt have driven the Border States into the Confederacy. His primary objective was to save the Union at all costs.

When the war broke out, the South seemed to have major advantages. It did not have to defeat the North, but merely fight a defensive war on terrain they were very familiar with as well as having the added incentive of defending their homes and families. The hope was that the northern civilian population would grow weary with a long drawn out war and force the political and military leaders to let the southern states leave the Union. The South had the most talented military leaders, including the brilliant Robert E. Lee.

The North, on the other hand, had a larger population, great superiority in industrial strength, and access to the nation's breadbasket, overwhelming naval superiority, and a well-seasoned government. The very nature of the confederate form of government posed all types of problems for the south, which insisted on state sovereignty. The nightmare of the problems associated with the original Articles of Confederation came back to haunt the Confederate Government.

The first major battle occurred at Bull Run (Manassas Junction) in the summer of 1861, and Confederate like Stonewall Jackson soon sent the northern army, and the civilian spectators who had brought their picnic lunches to witness the great spectacle, scurrying back to Washington. Confederate leaders such as Jackson and Lee seemed far superior to the Union generals of McClellan, Burnside, Pope, and Meade. But the fortunes of war began to change in 1863, and the tenacity and aggressiveness of General Grant proved more than a match for Lee and his dwindling Confederate forces. President Lincoln had finally found a general who would fight and accept the massive casualties that Lee and his generals could not sustain with their outnumbered forces.



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General Grant enjoyed military successes in Tennessee in early 1862 with his capture of Fort Henry and Fort Donelson on the Tennessee and Cumberland Rivers. It was at these battles that he earned the nickname of “unconditional surrender” Grant. His attempt to follow up his victories in Tennessee by capturing the junction of the main Confederate north south and east-west railroads in the Mississippi Valley was thwarted at Shiloh in April of 1862 in one of the bloodiest conflict of the war. The Confederate showing at Shiloh confirmed that there would be no quick end to the war in the West.

Heartened by the victory at the Second Battle of Bull Run in August of 1862, Lee planned a daring thrust into Maryland in the hopes of striking a blow that would not only encourage foreign intervention by France and/or England, but also win over the wavering Border States. Lee’s hopes were dashed at Antietam in September of 1862 when General McClellan stopped Lee’s advance in a battle that was militarily a draw. Antietam was probably one of the most decisive battles in world history.

VIDEO OBJECTIVES

The following objectives are designed to assist the viewer in identifying the most significant aspects of the video segment of this lesson. You should take succinct notes while viewing the video.

1. Hypothesize on the significance of the strategy employed by Lincoln at Fort Sumter.
2. Compare and contrast the strengths and weaknesses of the Confederate and Union sides.
3. Analyze what motivated northerners and southerners to engage in a civil war.
4. Assess the significance of the following military engagements: First Battle of Bull Run, Battle of Fredericksburg, Battles of Fort Donelson and Fort Henry, Shiloh, and Antietam.
5. Compare and contrast the military leadership of Grant and Lee.

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WEB ACTIVITIES

These activities are assigned at the discretion of your teacher. They are offered as suggestions to help you learn more about the material presented in this lesson.

Activity Number 1: Analysis of a *Harper's Weekly* Article on Antietam

- a. Access and review the following web sites:
The American Civil War Homepage:
<http://sunsite.utk.edu/civil-war/warweb.html>
Dakota State U. The American Civil War:
<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>
American Political Prints, 1766-1876:
<http://loc.harpweek.com/default.asp>
Documents for the Study of American History:
http://www.ukans.edu/carrie/docs/amdocs_index.html
National Archives and Records Administration Document Analysis Worksheets:
<http://www.nara.gov/education/teaching/analysis/analysis.html>
HarpWeek. Free Features:
<http://www.harpweek.com/07Features/features.asp>
HarpWeek. 1860 Medium Cartoons.
"The Union Must and Shall Be Preserved":
<http://elections.harpweek.com/1Cart.../cartoon-1860-Medium.asp?UniqueID=1&Year=186>
HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
A Sampler of Civil War Literature. Brady illustrations on Antietam:
<http://www.civilwarliterature.com/2Battles/OnTheAntietam/OnTheAntietam.htm>
A Sampler of Civil War Literature. Article on Antietam from Harper's Weekly.
<http://www.civilwarliterature.com/2Battles/OnTheAntietam/OnTheAntietamText.htm>
The Library of Congress Questions for Analyzing Primary Sources:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
- b. Use the Library of Congress Questions for Analyzing Primary Sources as a guide for analyzing the *Harper's Weekly* January 3, 1863 article on Antietam.



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Activity Number 2: Evaluation of Mathew Brady illustrations of the Battle of Antietam

- a. Access and review the following web sites:
 - The American Civil War Homepage:
<http://sunsite.utk.edu/civil-war/warweb.html>
 - Dakota State U. The American Civil War:
<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>
 - American Political Prints, 1766-1876:
<http://loc.harperweek.com/default.asp>
 - Documents for the Study of American History:
http://www.ukans.edu/carrie/docs/amdocs_index.html
 - National Archives and Records Administration Document Analysis Worksheets:
<http://www.nara.gov/education/teaching/analysis/analysis.html>
 - HarpWeek. Free Features:
<http://www.harperweek.com/07Features/features.asp>
 - HarpWeek. 1860 Medium Cartoons. "The Union Must and Shall Be Preserved":
<http://elections.harperweek.com/1Cart.../cartoon-1860-Medium.asp?UniqueID=1&Year=186>
 - HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
 - A Sampler of Civil War Literature. *Harper's Weekly*.
Brady illustrations of Antietam:
<http://www.civilwarliterature.com/2Battles/OnTheAntietam/OnTheAntietam.htm>
 - A Sampler of Civil War Literature. Article on Antietam from *Harper's Weekly*.
<http://www.civilwarliterature.com/2Battles/OnTheAntietam/OnTheAntietamText.htm>
 - The Library of Congress Questions for Analyzing Primary Sources:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
- b. Select one or more of Mathew Brady illustrations of the Battle of Antietam from *Harper's Weekly* and do an analysis using the National Archives Photograph Analysis Worksheet as a guide.

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PRACTICE TEST

After watching the video and reviewing the objectives, you should be able to complete the following Practice Test. Access the Answer Key to score your answers after you have completed the Practice Test.

Multiple Choice:

Select the single best answer. It will be indicated if more than one answer is required.

- Confederate batteries fired on Fort Sumter when it was learned that:
 - Lincoln had ordered the fort reinforced with federal troops.
 - Lincoln had ordered supplies sent to the fort.
 - The fort's commander was planning to evacuate his troops secretly from the fort.
 - Lincoln had called for seventy-five thousand militia troops to form a voluntary Union army.
- Lincoln's declaration that the North sought to preserve the Union with or without slavery:
 - Came as a disappointment to most Northerners and demoralized the Union.
 - Revealed the influence of the Border States on his policies.
 - Caused some seceded states to rejoin the Union.
 - Contradicted the campaign promises of the Republican Party.
- To realize its independence, the Confederacy had to:
 - Invade the Union.
 - Win a decisive military victory on its own soil.
 - Fight the invading Union army to a draw.
 - Attract more talented military commanders.
- The Southern cause was weakened by:
 - The concept of states' rights on which the Confederacy was founded.
 - A president, Jefferson Davis, who catered to public opinion and did not work hard at his job.
 - The failure of the Southern people to commit to the ideal of Southern independence.
 - A lack of sound military leadership.



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5. The Union's defeat in the Battle of Bull Run in 1861 was better than a victory because:
 - A. Ulysses S. Grant took command of the army immediately after the setback.
 - B. The defeat caused Northerners to face up to the reality of a long, difficult war.
 - C. "Stonewall" Jackson was killed.
 - D. All of the above.

6. The Battle of Antietam was particularly crucial because it:
 - A. Inflated an already dangerous overconfidence among Southerners.
 - B. Probably prevented intervention by Britain and France on behalf of the Confederacy.
 - C. Delayed Lincoln's plan to announce the Emancipation Proclamation.
 - D. Ensured the reelection of President Lincoln.

Essay Questions:

1. Compare and contrast the strengths and weaknesses of the Southerner and Northerner armies.
2. Hypothesize which two battles fought through 1862 were the most significant and defend your choices.
3. Compare and contrast the military leadership of Grant and Lee.

Answer to the Practice Test:

The correct answer is indicated first, followed by the objective (s) that correlate with the test question.

1. B: 1
2. B: 3
3. C: 2
4. A: 2
5. B: 4

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TEACHER'S NOTES

