

SHAPING America

LESSON 23: "HOME FRONTS"

Lesson Assignments

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

Antietam was the long-awaited victory that Lincoln needed to launch his Emancipation Proclamation. The abolitionists had been pressuring Lincoln to take action to set the slaves free as well as quell the rising possibility that European powers such as France and England would enter the war on the side of the South. Europeans saw little to distinguish between the North and South on the issue of slavery. After all, Lincoln had repeatedly stated that his key goal in fighting the war was to preserve the Union, not set slaves free. On the other hand, Lincoln would look like a man grasping at straws if he issued a statement freeing slaves when the fortunes of war for the North were a series of military disasters.

The Emancipation Proclamation of 1863 declared slaves forever free in those Confederate states still in rebellion. A skeptic might point out to Lincoln that he had no control over those Confederate states. Consequently, no slaves would be set free. There was also the issue of the Border States. None of their slaves were affected by the Proclamation. Some critics said the Emancipation Proclamation was strong on proclamation and weak on emancipation. Yet many southern slaves did learn of the Proclamation and ran away to join the Union forces. The Proclamation clearly foreshadowed the doom of slavery. The fundamental nature of the war was changed because it effectively removed any chance of a negotiated peace settlement that did not include the ending of slavery. Lincoln's announcement was greeted with



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a wide variety of views. Aristocrats in England noted it only applied to rebel slave owners, while the working class of England felt it spelled the ultimate doom of slavery. Some northern abolitionists felt Lincoln had not gone far enough, and other Northerners said they had not volunteered to fight a war to free the slaves. Whatever the reaction there was no doubt that the North now had a much stronger moral cause.

Initially both the North and South were flooded with volunteers who were eager to share in the glory of a war that they both thought would end soon. But, as the war dragged on both sides were forced to pass conscription laws. The draft was especially unpopular in Democratic strongholds in the North such as New York City, where a frightful riot broke out in 1863. The conscription laws for both the North and South were grossly unfair to the poor, and armies suffered from high rates of desertion and fraud.

The gods of war had a voracious appetite for men and money. The economic stresses of the war, however, struck the agrarian South much more than the rapidly developing industrial North. Both sides, however, had to turn to various forms of taxes to feed the war machine. The North had relied on tariff duties, but soon found the need for new sources of revenue and instituted the nation's first income tax as well as increasing excise taxes on various products. The South, on the other hand, saw its source of revenue from tariff duties dry up due to the Union blockade and turned to levying taxes on agricultural products. That source was woefully inadequate and unpopular, so the Confederate government turned to issuing bonds and the printing press. Runaway inflation soon occurred as the southern presses printed day and night. The North also printed up large numbers of greenbacks and sold bonds. The value of the paper money printed and the bonds issued for both countries depended on the fortunes of war. Foreign countries were reluctant to buy northern or southern bonds if it appeared either side was about to lose the war.

The northern economy, sheltered by protective tariffs and facing little threat of invasion, underwent a dramatic change as factories flourished during the wartime economy and agricultural production soared. The war was ushering in mass production on a scale few could have predicted. The southern economy, on the other hand, was languishing due to the Union blockade and serving as the battleground during most the war. The southern economy revolved around cotton and slaves, neither conducive to providing the industrialization necessary to support a war effort nor produce food in the quantities needed. Congress also authorized the National Banking System, which initiated a move towards a uniform currency and allowed banks that joined the national banking system to buy government bonds, and then use those bonds to back the issuance of sound paper money.



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One of the most serious problems faced by the South was their Confederate form of government with its emphasis on states' rights. It was extremely difficult for Jefferson Davis, president of the Confederacy, to force individual states to agree to any actions taken by the central government whether it be taxes or conscription. Lincoln, however, enjoyed expanding executive powers and the benefits of having a much more centralized federal government that had been in place for over half a century.



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. Assess the significance of the Emancipation Proclamation.
2. Analyze the role played by African Americans during the Civil War.
3. Compare and contrast life on the home front for the civilian populations living in the North and South during the Civil War.



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 1: John Hope Franklin's Comments on The Emancipation Proclamation

- 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>
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>
The Library of Congress Questions for Analyzing Primary Sources:

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<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
HarpWeek. The Presidential Elections: 1860-1884.
<http://elections.harpweek.com/>
Fifty-fourth Massachusetts Infantry:
http://extlab1.entnem.ufl.edu/olustee/54th_MS_inf.html
A Gallant Rush for Glory:
http://www.thehistorynet.com/AmericanHistory/articles/2000/1000_cover.htm
The American Civil War. Colored Troops:
<http://homepages.dsu.edu/jankej/civilwar/colored.htm>
National Archives and Records Administration.
Exhibit: 54th Mass. Casualty List:
<http://www.nara.gov/exhall/originals/54thmass.html>
National Archives and Records Administration. The Fight for Equal Rights:
Black Soldiers in the Civil War. Teaching with Documents:
<http://www.nara.gov/education/teaching/usct/home.html>
National Archives and Records Administration Online Exhibit Hall. The
Emancipation Proclamation:
<http://www.nara.gov/exhall/featured-document/eman/emanproc.html>
National Archives and Records Administration. The
Emancipation Proclamation an Act of Justice. J.H. Franklin:
<http://www.nara.gov/publications/prologue/franklin.html>



- b. Do an analysis of John Hope Franklin's "The Emancipation Proclamation An Act of Justice" and use the National Archives Written Document Analysis Worksheet as a guide for your analysis.

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Activity 2: Analysis of a Photograph of the Fifty-fourth Massachusetts Infantry

- 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>
 - 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>
 - The Library of Congress Questions for Analyzing Primary Sources:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
 - HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
 - HarpWeek. The Presidential Elections: 1860-1884.
<http://elections.harpweek.com/>
 - Fifty-fourth Massachusetts Infantry:
http://extlab1.entnem.ufl.edu/olustee/54th_MS_inf.html
 - A Gallant Rush for Glory:
http://www.thehistorynet.com/AmericanHistory/articles/2000/1000_cover.htm
 - The American Civil War. Colored Troops:
<http://homepages.dsu.edu/jankej/civilwar/colored.htm>
 - National Archives and Records Administration. Exhibit: 54th Mass. Casualty List:
<http://www.nara.gov/exhall/originals/54thmass.html>
 - National Archives and Records Administration. The Fight for Equal Rights: Black Soldiers in the Civil War. Teaching with Documents:
<http://www.nara.gov/education/teaching/usct/home.html>
- b. Write an analytical essay of the picture of the Fifty-fourth Massachusetts Infantry's assault on the Confederate positions at Battery Wagner located at <http://extlab1.entnem.ufl.edu/olustee/pics/btrywgnr.jpg> using the National Archives Photograph Analysis Worksheet at a guide for your analysis.

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Activity 3: Northern Recruitment Poster for Black Soldiers

- 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>
 - 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>
 - The Library of Congress Questions for Analyzing Primary Sources:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>
 - HarpWeek. A Sampler of Civil War Literature:
<http://www.civilwarliterature.com/>
 - HarpWeek. The Presidential Elections: 1860-1884.
<http://elections.harpweek.com/>
 - Fifty-fourth Massachusetts Infantry:
http://extlab1.entnem.ufl.edu/olustee/54th_MS_inf.html
 - A Gallant Rush for Glory:
http://www.thehistorynet.com/AmericanHistory/articles/2000/1000_cover.htm
 - The American Civil War. Colored Troops:
<http://homepages.dsu.edu/jankej/civilwar/colored.htm>
 - National Archives and Records Administration. Exhibit: 54th Mass. Casualty List: <http://www.nara.gov/exhall/originals/54thmass.html>
 - National Archives and Records Administration. The Fight for Equal Rights: Black Soldiers in the Civil War. Teaching with Documents:
<http://www.nara.gov/education/teaching/usct/home.html>
- b. Analyze the Northern recruitment poster that seeks Black Soldiers to join the Union army located at <http://www.nara.gov/education/teaching/usct/broadsid.gif> and use the National Records Poster Analysis Worksheet as a guide for your analysis.



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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.

1. The Emancipation Proclamation had the effect of:
 - A. Reducing desertions from the Union army.
 - B. Strengthening the moral cause and diplomatic position of the Union.
 - C. Increasing popular support for the Republicans in the 1864 election.
 - D. Quieting public opposition to Lincoln's war policies.
2. All of the following occurred as a result of the Emancipation Proclamation except:
 - A. Mounting opposition in the North to an "abolition war."
 - B. Sharp increases in the Union desertions.
 - C. Heavy congressional defeats for Lincoln's administration.
 - D. The disappearance of European working-class support for the Union.
3. African Americans who fought for the Union army in the Civil War:
 - A. Saw little actual combat.
 - B. Served mainly as supply personnel.
 - C. Served bravely and suffered extremely heavy casualties.
 - D. Accounted for less than one percent of total Union enlistments.
4. The problems that Abraham Lincoln experienced as president were less inhibiting on his actions than those experienced by Jefferson Davis partly because the North:
 - A. Had a long-established and fully recognized government.
 - B. Had strong political support from Britain and France.
 - C. Held firm to states' rights principles.
 - D. Was united in the cause of abolitionism.
5. During the Civil War, the Union:
 - A. Launched a new national banking system.
 - B. Lowered tariff rates.
 - C. Imposed a ten percent levy on farm products.
 - D. Experienced runaway inflation.

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Essay questions:

1. Analyze the reasons Lincoln issued the Emancipation Proclamation and the results.
2. Compare and contrast the effects of the Civil War on the home fronts of the North and South.



Answers 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. D: 1
3. C: 2
4. A: 3
5. A: 3

