

# The Artios Home Companion Series

## Unit 3: The Civil War, Part One – 1860s

### Teacher Overview

The United States was experiencing fast population growth and fascinating development in the areas of education, publishing, inventions, communication and travel. Before the growth and expansion, it was possible that slavery would have remained more of a local issue. However, with the increased speed of communication and the battle for power continuing between the Northern and Southern states, conflict became inevitable. Abraham Lincoln, elected as president during this time, was committed to the preservation of the Union. However, with the secession of the state of South Carolina, the attack on Fort Sumter, and the subsequent secession of additional states, civil war became a reality.



*Bombardment of Fort Sumter, Charleston Harbor: 12th & 13th of April, 1861*  
Published by Currier & Ives

### Reading and Assignments

In this unit, students will:

- Complete three lessons in which they will learn about **the growth of the Republic, Abraham Lincoln, and the Civil War**, journaling and answering discussion questions as they read.
  - Define vocabulary words.
  - Complete a biography notebook page on **Abraham Lincoln**.
- Choose two of the inventions made during this time and be prepared to share why these inventions were significant in the development of the United States. Choose one of the significant writers listed and be prepared to share with the class about his life, some of his best known work and his influence.
  - Visit [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources.

### Vocabulary

**Lesson 1:**  
immigration  
resinous

**Lesson 2:**  
besieged  
ramparts  
garrison  
unionist  
engrossed  
marque and  
reprisal

forbearance  
alloy  
espouse  
formidable

**Lesson 3:**  
belligerent  
quell  
repulse  
capitulation  
impetuous  
peremptory

## Leading Ideas

### **Honesty is a character quality to be desired.**

*The Lord detests differing weights, and dishonest scales do not please Him.*  
— Proverbs 20:23

### **The Bible provides the ethics upon which to judge people and nations.**

— Exodus 20:1-17

### **God is sovereign over the affairs of men.**

*From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.*  
— Acts 17:26

## Key People, Places, and Events

Oliver Wendell Holmes  
Nathaniel Hawthorne  
Henry Wadsworth Longfellow  
James Russell Lowell  
John Greenleaf Whittier  
Abraham Lincoln  
The Fall of Fort Sumter  
General Beauregard  
Major Robert Anderson  
General George B. McClelland  
Robert E. Lee

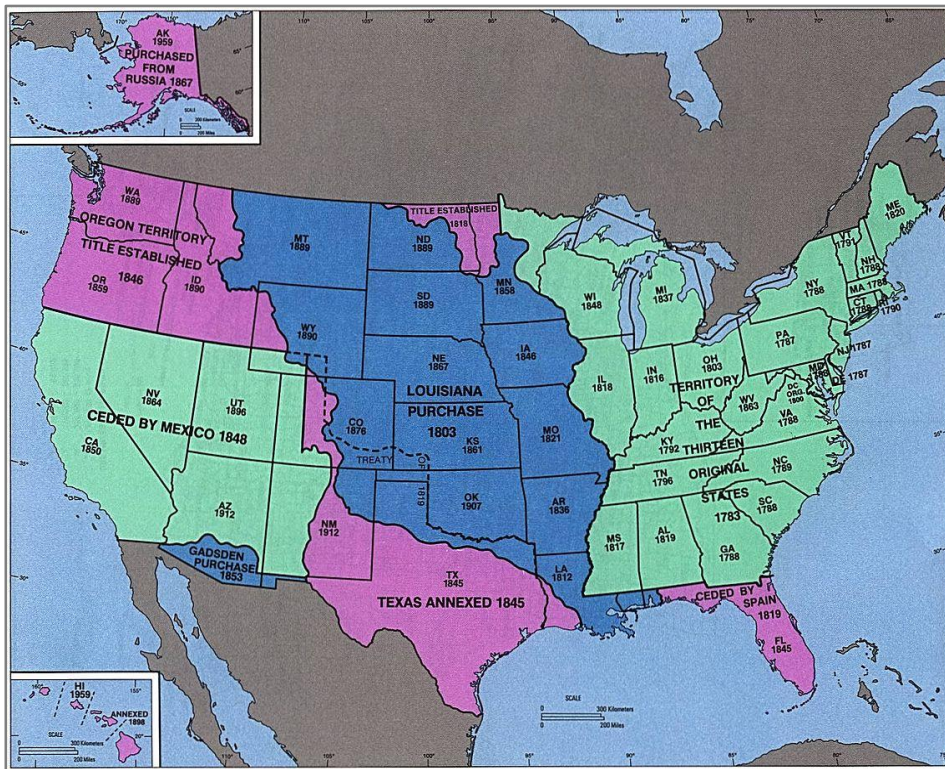
Joseph E. Johnston  
Albert Sidney Johnston  
Battle of Bull Run  
General Winfield Scott  
General George B. McClellan  
General Ulysses S. Grant  
General William T. Sherman  
Commodore David G. Farragut  
General Braxton Bragg  
*Merrimack*  
*Monitor*

Inventions of: steel plow, threshing machine, the reaper, vulcanized rubber, sewing machine, letter envelopes, steel and gold pen, use of kerosene and petroleum oil, matches, telegraph

# Lesson One

## History Overview and Assignments Growth of the Republic

Beginning about the time Jackson was president, the union began to grow and compete with the rights of the states. The various sections of the country were held together by compromises that had never really settled any of the issues dividing the country. Thus, an appeal was now made to the sword. The westward movement of people had brought about a practical application of the question of slavery or freedom to soil hitherto unoccupied – a questions not yet decided. Means of communication increased and made migration to the new lands so easy that the troublesome question could no longer be compromised or postponed.



A map of the growth of the United States

### Reading and Assignments

- Review the discussion questions and vocabulary, then read the article: *Growth of the Republic*.
- Narrate about today's reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- Define the vocabulary words in the context of the reading and put the word and its definition in the vocabulary section of your history notebook.
- Be sure to visit [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources.

## Vocabulary

immigration

resinous

## Key People, Places, and Events

Oliver Wendell Holmes  
James Russell Lowell

Nathaniel Hawthorne  
John Greenleaf Whittier

Henry Wadsworth Longfellow

Inventions of: steel plow, threshing machine, the reaper, vulcanized rubber, sewing machine, letter envelopes, steel and gold pen, use of kerosene and petroleum oil, matches, telegraph

## Discussion Questions

1. Name five challenges that the United States faced as a result of the increased growth of the population.
2. What was the total of growth between the years of 1840-1850, and what were the sources of the growth?
3. Why had most of the older states been surpassed by the newer ones in population?
4. Describe the changes that occurred in education between 1830 and 1860.
5. What was one of the important differences between the newspapers of Washington and Jackson's time and the newspapers of the 1850s and 1860s?
6. How was mail transported throughout the country?
7. Through what printed means were important writers such as Longfellow, Lowell, and Whittier developed?
8. Describe the significance of the growth of the canal system during this time.
9. Describe the significance of the growth of the railroad system during this time.
10. During this time which matters were left to the states to consider and decide, and which matters were left to the Union or Federal government?
11. How did this begin to divide the people?
12. Why did the South feel like it was being treated unfairly in the area of internal improvements?

*Adapted for High School from the book:*

### *History of the United States*

*by William M. Davidson*

### *Growth of the Republic*

*1830 - 1860*

#### **The Close of an Era**

The year 1860 marked the close of an era in national development which had begun about Jackson's time. The Union had grown until it could compete for its rights with the states. The various sections had been held

together by compromises which never did more than settle the dispute for the time being. An appeal was now to be made to the sword. The westward movement of the people had brought about a practical application of the question of slavery or



freedom to soil hitherto unoccupied—a question not yet decided. The increased of means of communication made migration to the new lands so easy that the troublesome question could no longer be compromised.

### **Territorial Growth**

In 1869 the expanding United States had rounded out the home territory it was to occupy permanently. Like a great band it stretched across the middle of the continent from ocean to ocean. Its commerce could find protection along five-sixths of the habitable coast on the Atlantic, around three-fourths of the Gulf shore proper on the south, and over a thousand miles on the Pacific coast. Not a resinous boundary dispute remained to cause anxiety about rights to the soil in the future. With the exceptions of a few places like the valley of the Red River of the North, the United States occupied the land as far north as was desirable owing to the cold, and as far south as the heat would allow practical development.

## **POPULATION**

### **Growth in Numbers**

So many things depend on the growth of population that it must be considered constantly in a young nation. Not only military and naval strength, but also the clearing of the forests, the amount of produce raised, and the extent of manufactures produced, are in direct ratio to the number of workers and the number who are to be fed and clothed. The unusual growth of population in the United States made possible her great development during this middle period. Where 3 people

dwelt in the United States when the Union really began, 12 were to be found in 1830, and 31 in 1860. In other words, the population had multiplied 10 times in 70 years. During the same time, the population of England had not doubled, and that of France had increased by only one-half.

The growth in numbers during this period was due even more largely to immigration than to the preceding years. Between 1820 and 1830, nearly 150,000 people came from the old world to live in the new. During the next ten years, nearly 600,000 came. Between 1840 and 1850, the number increased to gigantic proportions. Nearly 800,000 came from Ireland alone, largely because of the failure of the potato crop two years in succession. Almost 500,000 came from Germany, owing to the political troubles in that country. The total for the ten years was almost two million, or nearly one-tenth of the entire population of the United States. During the next ten years ending in 1860, the number reached 2.5 million. From Ireland again, followed by Germany, then England, then Canada, and then France. In the year 1860, out of every 100 people living in the United States, 13 had been born in a foreign country.

### **Distribution**

Although the number of people had increased tenfold, different parts of the Union had grown at different rates. People had rushed into the new states. At one point, Indiana increased 500 per cent in 10 years. New Hampshire, on the other hand, which had been growing at a rate of 10 people to every 100 in 1830, had fallen to 2 to 100 in 1860. Georgia had fallen in the same way from 51 to 16.

	1830	1840	1850	1860
Alabama	309,527	590,756	771,623	964,201
Arkansas	30,388	97,574	209,897	435,450
California			92,597	379,994
Connecticut	297,675	309,978	370,792	460,147
Delaware	76,748	78,085	91,532	112,216
Dist. of Columbia	39,834	43,712	51,687	75,080
Florida	34,730	54,477	87,445	140,424
Georgia	516,823	691,392	906,185	1,057,286
Illinois	157,445	476,183	851,470	1,711,951
Indiana	343,031	685,866	988,416	1,350,428
Iowa		43,112	192,214	674,913
Kentucky	687,917	779,828	982,405	1,155,684
Louisiana	215,739	352,411	517,762	708,002
Maine	399,455	501,793	583,169	628,279
Maryland	447,040	470,019	583,034	687,049
Massachusetts	610,408	737,699	994,514	1,231,066
Michigan	31,639	212,267	397,654	749,113
Minnesota			6,077	172,023
Mississippi	136,621	375,651	606,526	791,305
Missouri	140,455	383,702	682,044	1,182,012
New Hampshire	269,328	284,574	317,976	326,073
New Jersey	320,823	373,306	489,555	672,035
New York	1,918,608	2,428,921	3,097,394	3,880,735
North Carolina	737,987	753,419	869,039	992,622
Ohio	937,903	1,519,467	1,980,329	2,339,511
Oregon			13,294	52,465
Pennsylvania	1,348,233	1,724,033	2,311,786	2,906,215
Rhode Island	97,199	108,830	147,545	174,620
South Carolina	581,185	594,398	668,507	703,708
Tennessee	681,904	829,210	1,002,717	1,109,801
Texas			212,592	694,215
Vermont	280,652	291,942	314,120	315,698
Virginia	1,211,405	1,239,797	1,421,661	1,596,318
Wisconsin		30,945	305,391	775,881

Population by States

The uneven growth of different parts of the country in population is shown by the rank of the states. Virginia, which had the largest number in 1790, now ranked fifth, being surpassed by New York, Pennsylvania, Ohio, and Illinois. These four were the most populous states, yet two of them had not been founded by 1790. Indiana, the sixth in size, was also a new state. Massachusetts, which ranked as the fourth of the original states, had now fallen to the seventh place. Most of the old states had been surpassed by the newer ones created by the people in moving westward. Of the thirty-three states making up the Union in 1860, Oregon, the newest, had the least population; but Delaware, an original state, ranked next to the least.

The Northern states had gained, as a whole, more than had the Southern states.

In 1830 there were 7 million people north of the slavery and freedom line to five million south of it. In 1860 there were 19 million north to 12 million south of the line.

### Cities

The great modern problem, the enormous growth of the cities, was easily predicted in 1860. In 1830 there had been only 26 cities having over 8,000 inhabitants, and no one had more than a quarter of a million. In 1860 there were 141 cities with more than 8,000 people, and two had more than half a million. Out of every hundred people in 1830, only 6 lived in cities, but thirty years later 16 out of every 100 preferred the city to the country. Soon one-fifth of the entire population would be in the cities, having abandoned the farms and making the proper management of so

many people living together a difficult task. Gas was piped through the streets of the principal cities about 1830, and was much feared at first because of the danger of explosion. Street cars, shaped like stage coaches and hitched several together, were

put on the streets of New York about the same time. They were drawn on rails by horses. By 1860 there were over four hundred miles of street-car tracks in the leading cities.

1840	1850	1860
1. New York.....312,710	1. New York.....515,547	1. New York ...805,658
2. Baltimore .....102,313	2. Baltimore. ....169,054	2. Philadelphia 565,529
3. New Orleans...102,193	3. Boston .....136,881	3. Brooklyn ....266,661
4. Philadelphia ... 93,665	4. Philadelphia ..121,376	4. Baltimore ...212,418
5. Boston ..... 93,383	5. New Orleans...116,375	5. Boston.....177,840
6. Cincinnati..... 46,338	6. Cincinnati .....115,435	6. New Orleans 168,675
7. Brooklyn..... 36,233	7. Brooklyn ..... 96,838	7. Cincinnati .. 161,044
8. Albany ..... 33,721	8. St. Louis ..... 77,860	8. St. Louis .... 160,773
9. Charleston..... 29,261	9. Albany ..... 50,763	9. Chicago .....109,260
10. Washington... 23,364	10. Pittsburg ..... 46,601	10. Buffalo ..... 81,129

Relative sizes of ten leading cities

## EDUCATION

### Schools and Colleges

The middle period is marked by the adoption of the public school system, supported by public taxation, in each of the new states as they formed their governments. As the system improved, a “high school” was planned to supplement the course of study offered in the grades. The study of chemistry applied to soils opened the possibility of scientific farming, and “farmers’ high schools” were planned in many states. They were the forerunners of the present agricultural colleges. Many sectarian colleges were opened in the newer states.

### Newspapers and Mails

The newspapers of 1860 did not look like those of the present day. Those established in large cities had begun to assume their present aspect of great business enterprises. Where the newspapers of Washington or

Jackson’s time printed only the news occurring their immediate vicinity, it was now possible to describe events in all parts of the United States within twenty-four hours of their occurrence. The invention and spread of the electric telegraph made the difference. In 1799 it took the news of Washington’s death two weeks to reach the Boston newspapers; the inaugural address of Jefferson required only 9 days; the inaugural address of Jackson in 1832 needed only 3 days; the last address of Buchanan was printed in Boston the morning following its delivery at noon in Washington. What the telegraph was to the newspapers the railroads were to mails. Mail routes were established over railways as rapidly as they were extended into different parts of the country. Mails and newspapers meant the spread of intelligence and the growth of national pride and feeling.

### Literature

As the wealth and leisure of the people

increased, a higher condition of life was developed. Printing presses were multiplied and libraries greatly increased. Best of all, a home literature had been encouraged and several writers of merit had been found. As the sketches of Washington Irving gradually grew fewer in number, a new writer of almost equal charm, Oliver Wendell Holmes, appeared to take his place. The novelist James Fenimore Cooper was succeeded by another American novelist, Nathaniel Hawthorne. A group of poets had arisen in New England—Henry Wadsworth Longfellow, James Russell Lowell, and John Greenleaf Whittier. Another not less noted was William Cullen Bryant of New York. Two great historians, Prescott and Motley, were writing of foreign countries, and George Bancroft had issued the first volumes of his history of the United States.

These writers were developed largely by the excellent magazines which had replaced the trashy publications of the earlier time. The North American Review, Harper's Monthly, the Atlantic, and the American Journal of Science were the leaders in this new era of periodical literature.

## TRANSPORTATION

### **The Era of Canals**

Although the cost of construction was far greater for a canal than a wagon-road, the weight of goods which a horse could draw on the one was so much larger than the other that canals were laid out to connect all the important waterways. Between 1820 and 1850, nearly three thousand miles and canals were built, but chiefly in the states of New York, Pennsylvania, Ohio, Maryland, Illinois, Indiana, and Georgia. On these, vast quantities of coal, grain, timber, flour,

and iron were carried to market. Passenger boats drawn by fast horses carried travelers from city to city. "A cent and a half of mile, a mile and a half and an hour," was a famous saying which shows the rate of fare and speed.

Before 1860, the canals had reached the height of their usefulness and began to decline. Railroads were built in all directions. Canals could be built only where water could be obtained to fill them. Railroads could be built over mountains, but canals could not. Railroads could be used the entire year. Canals were closed by ice during a fourth of the year. No horse could draw a boat as rapidly as a locomotive could take a railway train. Yet the canals had filled a great purpose. They had first shown that the fertile western prairies could feed the eastern states by carrying produce to them.

### **The Increase of Railroads**

Slowly the railroads were extended, the locomotives and cars improved, and gradually they took the place of canals. They were built at first to connect navigable streams and lakes, but soon lines were constructed independent of the steamboats. The traveler in 1860 could ride on thirty thousand miles of railroad in the United States where he could have found only about thirty miles in Jackson's administration. The number of miles had increased a thousand times in thirty years. Several short lines connecting New York and Albany and that city with Buffalo were united forming the New York Central and Hudson River Railway. It linked together the vessels of the ocean and those of the Great Lakes. The Erie Railway was built to connect the ocean with Lake Erie at



Cleveland and to reach the Ohio canals. The Pennsylvania Railroad was constructed at great expense from Philadelphia across the Allegheny Mountains at Pittsburg. Farther south the Baltimore and Ohio Railway connected the ocean with the Ohio River. By 1860, extensions of these “trunk lines” had been pushed farther west.

One could reach the Mississippi by several lines of railroad, and at St. Joseph, Missouri, could reach the Missouri River. From this place, the mails were sent by “overland express” across the continent to California. The post-riders constituting the overland express flew swiftly on their little ponies across the plains and over mountains, having once made the entire distance in ten days for a wager. Each rider had his own portion of road to travel, receiving the mail at one end and passing it to the next rider at the other.

## NATIONAL UNION AND DISUNION

### National Feeling

Slowly the Union grew in dignity and importance. Statesmen began to prefer to serve in national rather than state offices. Matters relating to home affairs were left to the states, but those relating to all the people or to foreign countries were quietly given over to the Union. Every new state created by the Union out of territory governed by the Union helped turn those affections of the people away from the old states to the national government. The Union prospered and grew rich after Hamilton had given it a good financial system. But the states did not all thrive, and some of them even had to refuse to pay their debts. The people had begun to divide into two classes. Those who believed that the

states ought to retain all the powers not given to the national government were said to believe in “state rights.” Those that believed in allowing a strong national government were called “unionists.” If these differences of opinion had been scattered among the people of all parts of the Union, nothing serious might have resulted. Unfortunately they fell in exactly with disputes between the North and South over the influence each had in the national government.

### Sectional Feeling

Since the time when a territory could become a state depended largely on the number of people it contained, and since each state had two senators, the influence which any section of the United States could exert in the national government was dependent directly upon its population. In the same way, the more people a state has, the more members it can have in the House of Representatives. The increase of population was so much more rapid in the Northern than in the Southern section, as has already been described in this chapter, that it was impossible to maintain permanently a “balance of power” in the political strength of the two. The North could outvote the South at every point.

The South complained of the large sums of money spent by the national government in improving the rivers and harbors of the Northern states, and in building highways and canals through them. They thought this caused more people to reach that part of the country and to settle there. They also complained because much of this money came from protective tariffs levied by Congress and were therefore paid by both sections. The “internal improvement”

system, they said, brought laborers easily to the Northern factories where the tariffs sustained them.

On the other hand, the people of the North claimed that immigrants from Europe preferred to settle in the North because they did not wish to be obliged to compete with slave labor. The North also said that the slavery system created social classes which were objectionable to the immigrant laboring classes. Neither side looked sufficiently at the geography of the country which was responsible for the rivers, harbors, the connecting roads and the manufactories of the North. Neither did they consider the differences in climate, soil, and productions which made slavery profitable in one section and unprofitable in the other.

## INVENTIONS AND DISCOVERY

During this period, the inventive genius of America was constantly at work. Farm machinery had greatly improved. The steel plow of Jethro Wood, invented in 1814, had come into general use. The threshing machine now took the place of the flail; the moving machine of the scythe and the sickle; and the reaper, patented by Cyrus H. McCormick in 1834, replaced the old-fashioned cradle. Charles Goodyear's process of vulcanizing rubber, discovered in

1839, had built up a large business in the manufacture of rubber goods. Elias Howe's sewing machine, on which he secured a patent in 1846, had lessened the toil of thousands of sewing-women. Letter envelopes had come into general use. The steel and the gold pen had supplanted the "goose quill." The discovery and use of kerosene, or petroleum oil, had revolutionized the lighting of dwellings. Friction, or lucifer, matches had displaced all old-fashioned methods of "starting fires" or "striking a light." Manufacturing machinery of all kinds had been made more effective. Locomotives had been greatly improved and the speed on railroads increased. Indeed, greater comforts had come into the homes and abounded everywhere on account of the activity of the inventive genius of America. Morse's telegraph had already been followed by Cyrus W. Field's Atlantic cable, and messages had been transmitted from the new to the old world in 1858. Although the absolute success of the cable was not assured until eight years later; still the successful transmission of the message, "Europe and America are united by telegraph. Glory to God in the highest; on earth peace and good will towards men," eloquently told the triumph of the patient inventor, Cyrus W. Field.

## Lesson Two

# History Overview and Assignments Abraham Lincoln and the Civil War

Abraham Lincoln, the sixteenth president of the United States, was the greatest American statesman of the nineteenth century. Although from humble beginnings and a limited formal education, Lincoln led the Union through one of the darkest periods in American history.



Abraham Lincoln's home in Illinois

### Vocabulary

besieged  
ramparts  
garrison  
unionist  
engrossed  
marque and reprisal  
forbearance  
alloy  
espouse  
formidable

### Reading and Assignments

- Review the discussion questions and vocabulary, then read the article: *Abraham Lincoln and the Civil War*.
- Narrate about today's reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- Create a biography notebook page on Abraham Lincoln.
- Create a list of generals involved in the war and create a bullet point list under each one that includes the battles they were involved in and the results of those battles.
- Define the vocabulary words in the context of the reading and put the word and its definition in the vocabulary section of your history notebook.
- Be sure to visit [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources.

### Key People and Events

Abraham Lincoln  
The fall of Fort Sumter  
General Beauregard  
Major Robert Anderson  
General George B. McClelland

Robert E. Lee  
Joseph E. Johnston  
Albert Sidney Johnston  
Battle of Bull Run

## Discussion Questions

1. In what state was Lincoln born?
2. In what other two states did Lincoln live while growing up?
3. How much formal schooling did Lincoln receive?
4. How did Lincoln educate himself?
5. What books did Lincoln read?
6. How do you think the types of books you choose to read affects your life and character, both short term and long term?
7. What types of professions did Lincoln have?
8. Why did Lincoln's Cabinet prove to be so flexible as to support his views and opinions even when they disagreed?
9. What was the main issue that brought about the Civil War?
10. Did Lincoln initially intend to interfere with the institution of slavery where it already existed?
11. What did Lincoln feel honor bound to preserve?
12. Describe his position regarding the Union.
13. Describe the fall of Fort Sumter.
14. What is marquee and reprisal?
15. How did West Virginia form into a state?
16. How was Missouri saved to the Union?
17. Who was Robert E. Lee?
18. Who was defeated at the Battle of Bull Run, and what lesson did they learn from their defeat?

*Adapted for High School from the book:*

### ***History of the United States***

*by William M. Davidson*

### ***Abraham Lincoln and the Civil War***

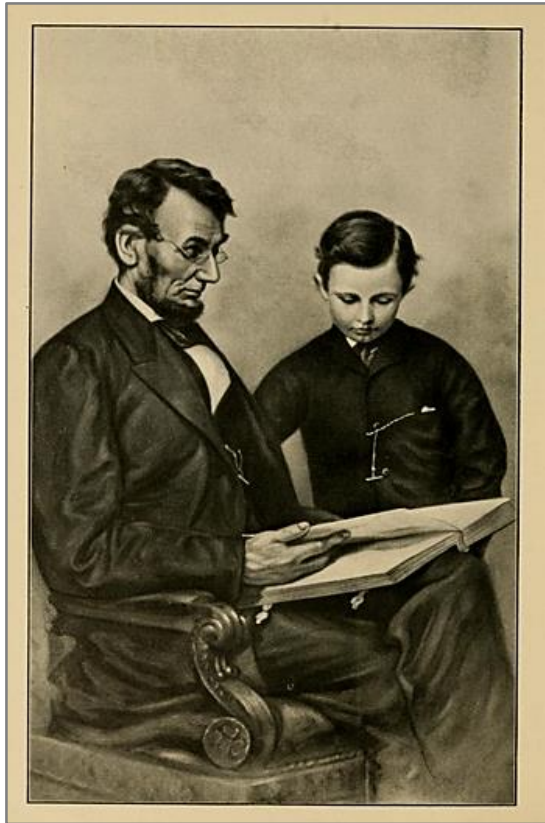
***Republican: 1861 – 1865***

Abraham Lincoln, the sixteenth president of the United States, was the greatest American statesman of the nineteenth century. He had come up from the humblest walks of life, his father having been a poor farmer in the pioneer settlements of Kentucky. When Lincoln was but seven years old, the Lincoln family moved to the state of Indiana, erected a log cabin, and began a failing struggle with poverty, hardship and toil, which was the constant lot of Abraham Lincoln in his early life. At the age of twenty-one, he moved with

his father's family to a farm in the prairie state of Illinois, where another log cabin was erected and the struggle familiar to his Indiana life was repeated. Up to the age of twenty-one, his entire education amounted to but twelve months of schooling, and yet during his youth and younger manhood he so applied himself to the acquiring of an education that he become one of the wisest statesmen of his time. His biographers dwell in detail on the untold hours he spent in studying geometry by the flickering light of a fireplace, and how through his study of



the Bible and Shakespeare he acquired such skill in the use of language as to cause many of his speeches to take rank with the finest specimens of English in our literature.



Lincoln and his son Thomas,  
known affectionately as "Tad"

Before coming to the presidency he was but little in public life. He had served as captain in the Black Hawk War, had been a member of the Illinois state legislature for several terms and had served a single term in Congress during the Mexican War. As a lawyer, he had risen to the head of his profession in his state. At the time of the organization of the Republican Party, he became one of its most prominent leaders. His debates with Douglas while contesting for the senatorship of Illinois revealed his keen insight into the science of government and brought him prominently before the country as one of the rising men of the nation. As a leader, he was a king among

men. On assuming the presidency, he called around him an able Cabinet, four members of which represented the Democratic Party and three the Republican, each man devoted to the preservation of the Union, but all representing different views as to how such preservation should be accomplished. Each man had a national reputation, and many predicted that Lincoln's inexperience would render him unable to conduct harmoniously the affairs of government with a Cabinet representing such diverse views. But such was his strength of character, his self-reliance and his self-confidence, and such were his powers of persuasion that the Cabinet members yielded to his will on every question where the great president found it necessary to dissent from their views.

His heart was as tender as a child's, and he loved the nature of children with such tenderness and affection that wherever he went he won their love. No more beautiful picture can be found than of the great president reading from his mother's Bible to his son Thomas, familiarly known as little Tad. His private grief at the death of his little son William in the White House still makes the reader pause in heartfelt sympathy and forget for the moment the clash of arms on the battlefields of the Civil War. No man more fully realized the peril of the Republic than did Lincoln. On bidding his friends and neighbors farewell at Springfield upon setting out for Washington to assume the reins of government, he said,

*"I now leave, not knowing when,  
or whether ever, I may return,  
with a task before me greater than  
that which rested upon  
Washington. Without the  
assistance of that Divine Being,*

*who ever attended him, I cannot succeed. With that assistance I cannot fail. Trusting in Him, who can go with me, and remain with you and be everywhere for good, let us confidently hope that all will yet be well.”*

### **Lincoln’s Policy**

On the trip from Springfield to Washington, the president made numerous speeches, many of which revealed the great anxiety he felt for the preservation of the Union. Although he was thoroughly opposed to slavery, he recognized that it could not be eradicated if the Union were dissolved. He also sought to avoid British intervention on the side of the South. Therefore, time after time he took occasion to say that the incoming administration had no intention of interfering with the institution of slavery in the states where it already existed, and he sought in every way to give notice to the Southern states that they would be protected in their constitutional rights the same as any other section of the Union.

He entered Washington on the evening of March 3, 1861, and the next day, at half past one o’clock, delivered an able inaugural address which clearly outlined his policy. He held that the Union of the states was perpetual; that the United States was one nation and not a federation of states; that no state could, upon its own motion, lawfully withdraw from the Union; that the acts of secession passed by South Carolina and the other seceding states were legally void; and that any state opposing the authority of the United States by acts of violence was in a state on insurrection. He served notice that

it was his purpose to execute the laws of the United States in every state of the Union, and that he would defend the Union at whatever cost. “In doing this,” he said, “there needs to be no bloodshed or violence; and there shall be none, unless it be forced upon the authority.” He declared it the intention of the government “to hold, occupy, and possess the property and places belonging to the government, and to collect the duties and imposts through the custom houses.”

“On the question of slavery,” he said, “one section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute . . . I have no purpose, directly or indirectly, to interfere with the institution of slavery in the states where it exists. I believe I have no lawful right to do so. I have no inclination to do so.” His closing words, memorable and touching, were to the South:

*“In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to ‘preserve, protect, and defend it.’*

*“I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave*

*to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.”*

In spite of Lincoln’s valiant efforts to avoid it, Civil War broke out the following month. The main issue that triggered it was the question of whether or not states had the right to secede from the Union.



Map of the Eastern U.S. during the Civil War

### **The First Blow Struck: The Fall of Fort Sumter – April 14, 1861**

The Confederate authorities at Charleston having summoned Fort Sumter to surrender, the governor of South Carolina was officially notified that the federal authorities would send reinforcement and provision to relieve the now besieged fortress, “peaceably if it could, forcibly if it must.” Hereupon, on April 11, General P.G.T. Beauregard, in command of the Confederate force at Charleston, summoned Major Robert Anderson to surrender.

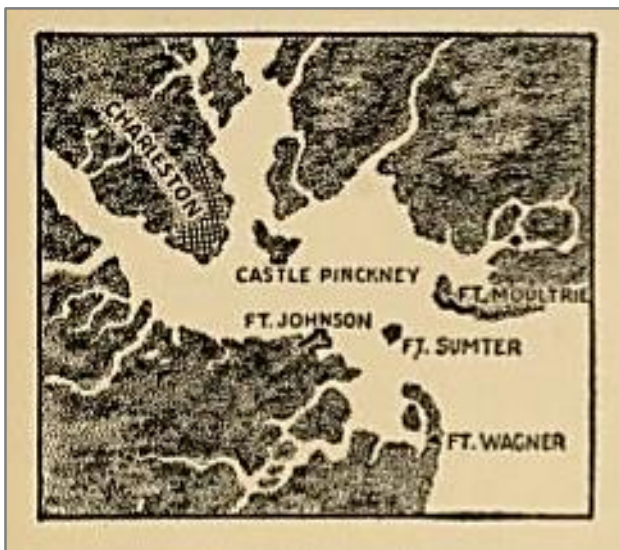
Anderson refused, and in the early dawn of the morning of April 12, 1861, the quiet of Charleston Bay was broken by the shrieking

of a mortar shell fired from a Confederate battery. In an instant fifty Confederate guns, from every available point of land around the bay, were playing upon the fort with mortar and shell—the South had defied the national authority, the great rebellion was begun! Though the little garrison could offer but feeble resistance, still for 36 hours the flag of the Union was kept floating above the ramparts until the last cartridge had been loaded into the guns and the last biscuit eaten. Reduced to these straits, Major Anderson, on Sunday, April 14, 1861, surrendered the now wrecked and ruined fortress and withdrew his garrison with all the honors of war.



## The Effect on the North and South of Sumter's Fall

The news of this event swept through the loyal states like wildfire. The whole North was instantly aroused. All political differences were swept aside—men were Republicans and Democrats no more—all were now Unionists. Now that the nation's flag had been fired upon and national authority defied and insulted, there was but one thought uppermost in the Northern mind: “the Union must and shall be preserved,” and rebellion suppressed.



Charleston Bay

On the day following the surrender, Lincoln issued a call for 75,000 volunteers, and the loyal states responded with such enthusiasm and promptness that troops began arriving in Washington on the very next day following the call. Within a very short space of time, 50,000 soldiers were encamped in and about the national capital. The whole North sprang to arms. All talk of compromise now ceased. Those who advocated peace at the sacrifice of the Union were reviled as “copperheads.”

The South, on its part, looked upon the fall of Sumter as a glorious victory, and

Charleston and the Confederacy went wild with joy. The Southerners believed that the North would not fight—that the Northern people were too much engrossed with the spirit of commercialism to risk a contest at arms with the South. Jefferson Davis issued a call for 38,000 Southern troops, which was answered with alacrity. Virginia, North Carolina, Arkansas, and Tennessee, whose people had at first refused to join the seceded states, now defied the authority of President Lincoln, passed acts of secession, and joined the Confederacy. Thus was the number of states in revolt increased to eleven, holding within their borders a population of nine million people, more than one-third of whom were slaves.

## Davis's Reprisals and Lincoln's Blockade

On the 17th of April, Jefferson Davis issued a proclamation granting letters of marque and reprisal (which authorized the attack and capture of enemy vessels) to all owners of private armed vessels, so they might prey upon the commerce of the United States. Two days later, President Lincoln proclaimed a blockade of all the Southern ports. All the resources of the North were brought to bear to make this blockade effectual. Within a few months, it was impossible for the Southern states to carry on their commerce or hold communication with the outside world, except through the agency of blockade runners. The Southern people could grow food in abundance, but they were not a manufacturing people, hence the South must look to Europe for supplies of arms and ammunition. And then, too, England and France had been the chief markets for the raw cotton product of the south. The



blockade meant that the South would now be deprived of this source of revenue. In 1860, the amount of cotton exported by the Southern states amounted in round numbers to \$200 million; in 1861 to \$42 million, and in 1862 to \$4 million. These decreasing figures eloquently show how complete and effectual was the blockade of the Southern ports.

### **The Border States**

On the secession of Virginia, North Carolina, Tennessee, and Arkansas, President Lincoln instantly recognized that the very life of the nation demanded that the remaining border slave states of Delaware, Maryland, Kentucky, and Missouri be saved to the Union cause. Delaware gave but little anxiety, but the struggle in each of the other three states was bitter in the extreme. When one of the Massachusetts regiments was hastening to Washington it was attacked by a mob in the streets of Baltimore, whereupon the soldiers were forced to defend themselves at the point of the bayonet. This riot was a most unfortunate circumstance, for it came at a time when the people of Maryland were ready to yield their support to the national government, though the opposing parties were quite evenly divided.

As a consequence, it required the greatest tact on the part of Lincoln in all his relations with the Maryland authorities to prevent Maryland from assuming a hostile attitude toward the government in Washington. Lincoln, however, by his patience and forbearance and his conciliatory tone, finally allayed the excitement. The Union sentiment revived, and this important border state was saved to the Union. Lincoln, by his wisdom, was

also enabled to strengthen the hands of the supporters of the Union in the border states of Kentucky and Missouri.

When Virginia seceded, the inhabitants of the western portion of the state, remaining loyal, imitated in a good cause her bad example and seceded from the Old Dominion. West Virginia at once organized a state government, and two years later (1863), was admitted to the Union as a separate state.

### **George B. McClellan and the Campaign in West Virginia**

The national government, recognizing the necessity of extending aid to the loyal West Virginians, appointed George B. McClellan of Cincinnati to command the troops in that vicinity. He crossed into the territory of the Old Dominion in the latter part of May, then surprised and routed a Confederate force at Philippi on the 3<sup>rd</sup> of June, which encouraged the West Virginians to call a convention of their own. The seceded government of Virginia now put forth extraordinary efforts to crush this opposition to her own authority. McClellan, however, at once began an aggressive campaign which ended in complete success in the decisive engagements of Rich Mountain and Corrick's Ford. So firmly were these forty counties bound to the Union as a result of this timely campaign that rebellion never again entered within their borders.

### **Missouri Saved to the Union**

Although Missouri in convention had declared against secession by a large majority, there were within her borders many who thought Missouri ought to espouse the cause of the South. Francis P.

Blair, a prominent citizen of St. Louis, led the Union Party. He, with Captain Nathaniel Lyon of the United States arsenal at St. Louis, had raised four regiments as a home guard. Lyon was put in command of these troops and determined to save Missouri to the Union. He sailed up the Missouri River with a Union force, captured Jefferson City, the capital, and put the governor and the state officers to flight. In July a loyal government was set up with a strong Union governor at its head. Lyon's force, however, had become greatly reduced in numbers. On August 10, against great odds, he gave battle to a formidable Confederate force in the now celebrated Battle of Wilson's Creek. After a gallant struggle, in which Lyon lost his life, the Union force was obliged to withdraw northward. The state, however, had been saved for the Union by Lyon's earlier victories.

It had become apparent to both sides that the struggle at arms would be for a longer time than at first anticipated. Many of the young men of the South had been educated in military academies. The military spirit in that section ran higher than in the North. They were accustomed to the use of firearms and to exploits in the open field. Some of the ablest generals in the regular army were Southerners, among whom were Robert E. Lee, Joseph E. Johnston, and Albert Sidney Johnston. When their states seceded, they resigned their commissions and cast their fortunes with the South. On the other hand, the military spirit of the North was feeble, and if an army was to be of service at all, it was felt by both General Scott, the lieutenant-general of the army, and President Lincoln, that much time and patience would be

required to drill, discipline, and properly equip the troops before aggressive action could be called forth. Lincoln, therefore, on the 3rd of May issued his second call for troops for three years, or the duration of the war. He asked for 42,000 volunteers, 23,000 men for the regular army, and for 18,000 men for service on the sea.

### **Washington Threatened**

While these preparations were being pushed forward, the Confederate armies were instructed that the intention of the Confederate government was to seize Arlington Heights, the estate of Robert E. Lee, across the river from Washington. This was an important point, and, if once secured, would enable the Secessionists to throw shells across the river into the city. Baltimore, too, was still giving some trouble, and it was important that a federal force be thrown into that city, of sufficient size to overawe the mob element. Lincoln acting with dispatch directed General Benjamin F. Butler to seize and fortify Federal Hill. This Butler did so suddenly and with such daring that Baltimore was safe in the hands of the Union army before the rebellious element in that city was aware. He next directed Colonel E.E. Ellsworth, in command of the famous New York Zouaves, to seize Alexandria. This was successfully accomplished.

While Ellsworth was taking Alexandria, the Union force moved across the Potomac and took possession of the entire range of hills reaching from Arlington Heights to Alexandria. Thus, with Baltimore in the hands of Butler and the Heights across the Potomac in possession of the Union force, a feeling of relief came over the national government.

## **Battle of Bull Run – July 21**

Immediately following the secession of Virginia, the Confederate seat of government was removed from Montgomery, Alabama, to Richmond, Virginia. The North began to grow impatient for some movement worthy of the federal forces and “On to Richmond!” had become the constant cry for both the army and the people. Following the Union victories in West Virginia, the Confederate forces under General Beauregard had been concentrated at Manassas Junction, a point on one of the Virginia railroads 27 miles west of Alexandria. General Joseph E. Johnston, with another large Confederate force, was within supporting distance of Beauregard.

In response to the demand for a forward movement, General Irwin McDowell broke camp at Alexandria, Virginia, on the 16<sup>th</sup> of July, 1861, with the intention of crushing Beauregard’s army at Manassas. On the morning of the 21<sup>st</sup> of July the army came upon the Confederate force strongly entrenched between Bull Run and Manassas. The two armies were about equal in strength. McDowell began the attack with such spirit that the Confederate forces were driven steadily from the field. After four hours of fighting, when the federal troops considered the battle as practically won, the unexpected arrival of General Johnston, with an army of fresh troops, suddenly

changed their promised victory into disastrous defeat.

## **The Effect of the Battle of Bull Run**

As the panic-stricken troops, on the day following the battle, came straggling into Washington in the face of a drizzling rain, they were received amidst a gloom which was felt, not only in Washington, but throughout the length and breadth of the loyal states as well. The South was elated and felt that foreign recognition would now surely come. The disappointment of the national government, though great, was not sufficient to make it lose sight of the fact that the defeat at Bull Run carried with it a lesson which the North must immediately learn, namely that the rebellion could not be suppressed in a day, nor could it ever be suppressed until the raw troops of the North had been drilled into well-disciplined and well-trained soldiers. Congress, the very day after the battle, voted to raise an army of 500,000 men, and made an appropriation of \$500 million for prosecuting the war to a successful issue. This meant war on a larger scale than the continent had ever before known, and gave notice to the South that the North was desperately in earnest. Within a surprisingly short space of time, 150,000 troops were occupying the tented camps on Arlington Heights and other prominent points about the city of Washington.

## Lesson Three

# History Overview and Assignments

## The Civil War

As the North began to realize that the South would not be so easily defeated, both sides involved in the war found themselves struggling for a strong plan and strong leadership for their armies and their cause. It would not be until Robert E. Lee took over the command of the Confederate forces and Ulysses S. Grant took over command of Union forces, that strong and decisive leadership was found for each army.



"The Monitor and Merrimack: The First Fight Between Ironclads",  
a chromolithograph of the Battle of Hampton Roads,  
produced by Louis Prang & Co., Boston

### Key People, Places, and Events

General Winfield Scott  
General George B. McClellan  
General Ulysses S. Grant  
General William T. Sherman  
Commodore David G. Farragut  
General Braxton Bragg  
*Merrimack*  
*Monitor*

### Reading and Assignments

- Review the discussion questions and vocabulary, then read the article: *The Civil War*.
- Narrate about today's reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- Continue adding to your list of generals involved in the war and create a bullet point list under each one that includes the battles they were involved in and the results of those battles.
- Define the vocabulary words in the context of the reading and put the word and its definition in the vocabulary section of your history notebook.
- Be sure to visit [www.ArtiosHCS.com](http://www.ArtiosHCS.com) for additional resources.

### Vocabulary

belligerent  
quell

repulse  
capitulation

impetuous  
peremptory



## Discussion Questions

1. Why did the South believe that foreign countries would aid them in their struggle?
2. Describe the status of the war at the end of 1861.
3. At the beginning of 1862, the government of Washington made an aggressive plan of action for the war. What four objectives did they set?
4. How did General Grant earn his nickname “Unconditional Surrender Grant?”
5. Why was control of the city of New Orleans so critical?
6. Who obtained control of New Orleans, and how did they do it?
7. What is an ironclad?
8. Describe the battle between the *Merrimack* and the *Monitor*.
9. Why do you think it is said that the *Monitor* saved the Union cause that day?
10. What task was General McClellan given at the end of today’s article?

*Adapted for High School from the book:*

### ***History of the United States***

by William M. Davidson

### ***The Struggle Continues***

#### **McClellan Succeeds Scott**

In October, General Winfield Scott, now grown feeble with age, resigned, and President Lincoln appointed General George B. McClellan to the command of all the armies of the United States. McClellan stood in high favor with the soldiers and with the people. He was a graduate of West Point, and had been recognized by the War Department for many years as an officer of unusual ability. On the earnest solicitation of President Lincoln, he had accepted the command of the forces which quelled the rebellion in the counties of western Virginia. Fresh from these victories, he now came to the head of an army of 200,000 men. He threw himself with energy into the business of organizing the splendidly drilled and disciplined troops comprising the army of the Potomac, the pride of the Union.

#### **Naval Operations**

In carrying out the plan of blockading the Southern ports as effectively as possible, several important naval expeditions were undertaken. In October an expedition under command of Commodore DuPont and General Thomas W. Sherman entered the harbor of Port Royal, South Carolina, and reduced the two Confederate forts at that point.

Other important points along the coast were taken, among them Hatteras Inlet, on the coast of North Carolina. Before the close of the year, the blockade against the Southern ports had been extended from Virginia to Texas and made as effective as possible considering the small navy which the Union government had at its command at the breaking out of the war. When the first shot was fired on Sumter, there were

but 42 vessels in commission constituting the United States Navy. By the end of 1861, 264 armed vessels had been put into service, and at the close of the war the total was little short of 700, carrying nearly 5000 guns and more than 50,000 sailors. The vigilant Northern sailors captured during the war 1500 prizes with an aggregated value of \$30 million. It is estimated that at the close of the war the South had \$300 million worth of cotton stored in warehouses waiting for shipment.

### **Foreign Relations**

England and France depended upon the South for the raw cotton to supply their numerous factories. The Southerners reasoned that these countries would come to their assistance as a matter of self-protection, and that foreign intervention would prove a strong factor in forcing the North to concede the independence of the Southern Confederacy. England had, however, long since placed herself squarely against the further spread of slavery, and her people, of all nations, would have been the last in the world to encourage the upbuilding of a government whose “cornerstone” was slavery.

Nevertheless, much sympathy for the South was manifested among certain classes in England. The English government itself was not altogether friendly to the United States, though the moral sentiment of the vast majority of the English people was against interference. While the English, the French, the Austrian, and other European governments recognized the South as a belligerent power, they could not be induced to recognize the independence of the Confederacy.

The English authorities, however,

permitted Confederate privateers, among them the famous cruiser, *Alabama*, to be built and fitted out in English dockyards to prey upon the commerce of the United States.

### **The Trent Affair**

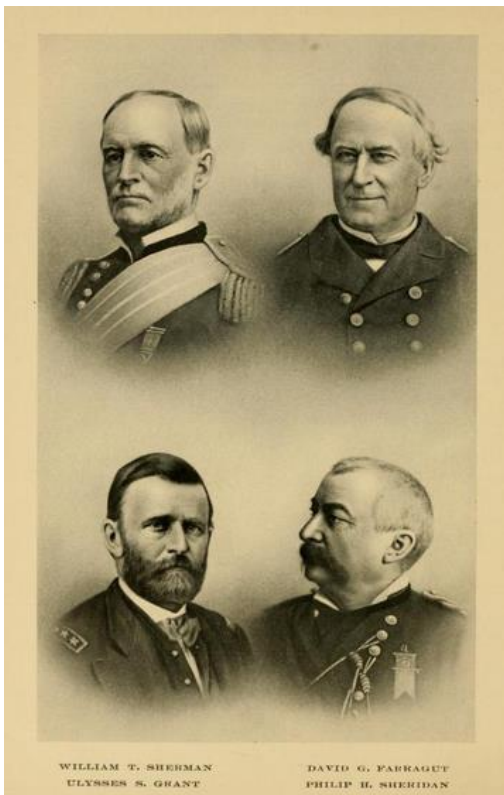
James M. Mason of Virginia had been appointed commissioner from the Southern Confederacy to the Court of England, and John Slidell of Louisiana to the Court of France. On November 8, Union Captain Charles Wilkes of the *USS San Jacinto* intercepted the *RMS Trent*, the British mail steamer on which they were going to England, and forcibly took from her as prisoners Mason and Slidell and their secretaries. England at once demanded the release of the envoys and an apology for such a breach of international law. The international rights for which England contended were such as the United States herself had previously insisted upon, therefore the president promptly disavowed the act, and the prisoners were given over to the British minister.

### **Situation at the Close of the Year**

At the close of the year 1861, both the Confederate and Union armies were well organized. The North had 640,000 men in the field, while the Confederates had 210,000 and had issued a call for 400,000 volunteers. Through Lincoln's policy, the slave states of Delaware, Maryland, Kentucky, and Missouri had been held in the Union, and West Virginia had been severed from the Old Dominion. The United States government had established a blockade of the Southern ports.

Although defeated in West Virginia, the armies of the South had been successful in

the first great battle of the war—Bull Run. The Confederate government securely held eastern Virginia, with its capital at Richmond, and had erected formidable defenses on the Mississippi River from Columbus, Kentucky, to Fort Jackson and Warren, below New Orleans. It had also established a line of defense from Columbus, Kentucky, eastward to the Cumberland Mountains. Along this line had been erected strong fortifications at Columbus, Fort Henry, Donelson, Bowling Green, Mill Springs, and Cumberland Gap.



Union commanders

### **Plan of Operation for 1862**

At the beginning of the year 1862, the government at Washington planned for a vigorous prosecution of the war. It was resolved (1) to make the blockade of the Southern ports more effective; (2) to capture the Confederate fortresses along the Mississippi River, open the river to navigation and cut the Confederacy in

twain; (3) to break the Confederate line of defenses from Cumberland Gap to the Mississippi, and to push a Union army southward through Kentucky and Tennessee to some point on the coast; (4) to capture Richmond and overthrow the Confederate government.

## IN THE WEST

### ***Missouri Held and Arkansas Reclaimed***

#### **Battle of Pea Ridge – March 7-8**

Early in 1862, General Earl Van Dorn was sent to take command of a Confederate force, operating in the corners of the three states, Missouri, Kansas, and Arkansas. General Samuel Curtis, with a Union force, crossed into Arkansas and fortified a strong position on Pea Ridge in the Ozark Mountains, where he was attacked by General Van Dorn, whose forces were beaten and put to rout. The South never again attempted organized warfare in Missouri, and later in the year the insurgents were again defeated near Pea Ridge, and Missouri was from that time on were fairly established in loyalty to the Union. The following year Arkansas was reclaimed, and President Lincoln asked that its representatives and senators be readmitted to Congress.

### ***Down the Mississippi Valley with Grant***

#### **The Union Victories at Fort Henry – Feb. 6,**

#### **and Fort Donelson – Feb. 16**

The task of beginning operations in the West fell upon General Ulysses S. Grant, in command of a division of the western army based in the district of Cairo, Illinois. He was to cooperate with a gun-boat fleet under

Commodore Andrew H. Foote, which was to ascend the Tennessee River and bombard Fort Henry. This the fleet promptly did, forcing the fort's surrender within two hours. Commodore Foote was directed to return to the Ohio River, make for Fort Donelson at once, and prepare for a combined attack. On the 12<sup>th</sup> of February, Grant's forces completely surrounded Donelson, which was held by 20,000 men under command of Generals Gideon J. Pillow, John B. Floyd and Simon B. Buckner.

The Confederate generals, in a council of war, decided to cut their way through Grant's line. Just before dawn on the morning of the 15<sup>th</sup>, 10,000 of the besieged force came pouring through the woods and fell upon the Union right, but they met a severe repulse. Hereupon General Buckner, at daybreak of the 16<sup>th</sup>, sent to Grant asking terms of capitulation. Grant's reply, "No terms except unconditional and immediate surrender can be accepted. I propose to move immediately upon your works," was cheered to the echo in the North, and "Unconditional Surrender" Grant became the hero of the western army. Fort Donelson surrendered, and General Buckner and 15,000 troops became prisoners of war.

### **Effect of These Victories**

The capture of Forts Henry and Donelson had broken the Confederate line of defenses, and they were compelled to fall back from Columbus on the Mississippi, and Bowling Green in central Kentucky. Thus the state of Kentucky was freed from Confederate forces, and the Mississippi was open as far south as Island Number Ten. General Buell now hastened, with a Union force, to occupy Nashville, Tennessee,

which was abandoned by the now alarmed Confederate general without even an attempt to hold it. The Confederates then fell back and concentrated their forces at Corinth in the northeast corner of Mississippi.

### **Battle of Shiloh or Pittsburg Landing – April 6-7**

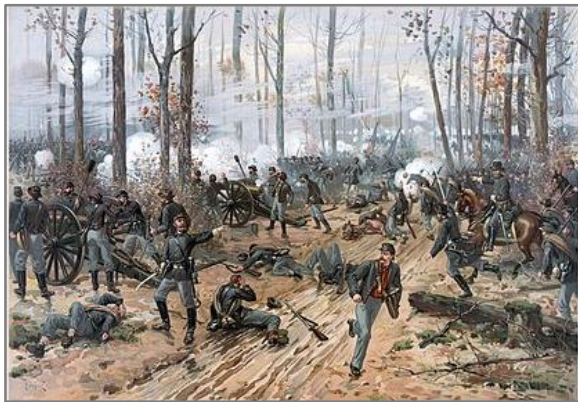
Corinth was situated at the crossing of two very important Southern railroads, one connecting Memphis with the East, the other leading south to the cotton states. After the capture of Fort Donelson, General Henry W. Halleck, at the head of the army of the West, ordered the army of Tennessee to ascend the Tennessee River, encamp at Pittsburg Landing, about twenty miles north of Corinth, and prepare for an attack upon that strategic point. General Grant assumed command of these forces and awaited the arrival of General Buell with the army of the Ohio before attacking the Confederate entrenchments. General Johnston decided to attack the federal forces before Buell's reinforcements could arrive.

Early on the morning of April 6, the Confederates rushed through the woods and drove the Union pickets within the lines. An old log meeting-house called Shiloh, some two or three miles from Pittsburg Landing, was the key to the Union position. General William T. Sherman commanded here and so inspired confidence in his raw recruits that they rendered service worthy of veterans. But the Union army fell steadily back before the dash and the impetuous charge of the Southern troops, who by noon were in possession of the Union camps. The loss of General Johnston, who had fallen on the



field of battle early in the afternoon, somewhat checked the Confederate advance, and before the day closed the attack had spent its force. Night came, and with it came Buell's reinforcements.

On the 7<sup>th</sup>, Grant's forces became the attacking party, and all day long the Confederates were driven steadily from the field until they beat a hasty retreat, falling back unpursued to their former position at Corinth.



*Battle of Shiloh, by Thure de Thulstrup*

### **Capture of New Madrid – March 14, and Island Number Ten – April 8: Opening the Upper Mississippi**

In the meantime, General John Pope had attacked New Madrid on the Mississippi River. The Confederate gunboats were soon disabled, and the garrison fled to Island Number Ten, a few miles south, leaving ammunition, guns, and tents behind. Island Number Ten was forced to surrender on April 8. The Mississippi was thus opened as far south as Fort Pillow, near Memphis.

### **Capture of Corinth – May 30**

After the battle at Pittsburg Landing, General Henry W. Halleck arrived from St. Louis and took command in the field. Grant advised an immediate attack upon Corinth before the shattered Southern forces would

have time to recover, but it was the 30<sup>th</sup> of April before General Halleck commenced his slow advance. On the 30<sup>th</sup> of May he entered the besieged city—Beauregard having evacuated on the night of May 29.



**Bombardment and capture of Island Number Ten  
on the Mississippi River, April 7, 1862**

General Halleck was soon called to Washington to assume the duties of general-in-chief of all the armies of the Republic, and Grant became department commander, with headquarters in Corinth.

### **Effects of Shiloh and Island Number Ten**

After the capture of Corinth, Fort Pillow on the Mississippi was abandoned by the Confederates, and the Union gunboats proceeded to Memphis. After a fierce contest, the national forces took possession of that city on June 6, thus opening the Mississippi as far south as this point and gaining control of the railroad connecting Memphis with Charleston, South Carolina. The only railroad connection which the western Confederate states now had with Richmond was by the single line of railroad running east from Vicksburg, Mississippi.

Thus by the middle of the year 1862 the state of Kentucky and all of western Tennessee had been practically cleared of the Confederate army.

## AT THE MOUTH OF THE MISSISSIPPI RIVER WITH FARRAGUT

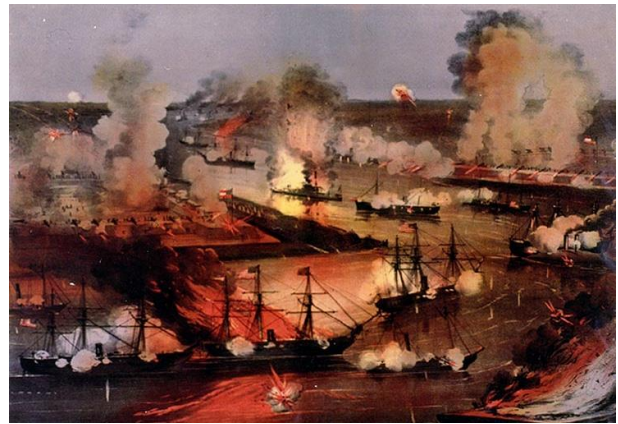
### **The Opening of the Lower Mississippi: Capture of New Orleans – April 18 to May 1**

On the west bank of the Mississippi River, comparatively free from attack by the federal forces, were three great states—Louisiana, Texas, and Arkansas—with their important tributaries to the Mississippi. These states could not only give their quota of soldiers to the Confederacy, but could furnish provisions of all kinds along with an abundance of cotton sufficient to meet the expenses of the South. New Orleans, the largest Southern city, had important workshops and facilities for manufacturing weapons of war and for building ironclad ships. Realizing the importance of securing New Orleans, the national government commissioned Commodore David G. Farragut early in 1862 to attack the forts at the mouth of the Mississippi and take New Orleans. For five days and nights an unremitting fire was kept up, which inflicted great damage.

This method of war, however, was too slow for Farragut, who now decided to run the batteries, and before dawn on the morning of the 24th accomplished such a brilliant feat in naval warfare as to rank him among the great leaders of the civil war, and give him his “passport to fame immortal.” The forts were soon silenced, and the entire Confederate fleet of fifteen vessels—two of them ironclad, one the iron ram *Manassas*—was either captured or destroyed, with the loss of but one ship from Farragut’s squadron of wooden vessels. Farragut arrived before New Orleans on the 25th of April and demanded the surrender of the

city. On the 29th of April, the flag of the Union was raised above the city hall, and on May 1 General Butler, who had accompanied Farragut with a military force, took formal possession of the city.

This capture of New Orleans was a severe blow to the South. It crushed the rebellion in Louisiana, separated Texas and Arkansas from the Confederacy, took from it one of the greatest grain and cattle countries within its limits, and gave to the Union government the lower Mississippi River as a base of operations.



New Orleans captured

## IN THE CENTER

Beauregard having resigned on account of ill health, General Braxton Bragg succeeded to his Confederate command and at once planned an invasion of Kentucky. General Buell at the time was advancing in the direction of Chattanooga, but marched so slowly that Bragg reached it first and hastened northward into Tennessee. Now began the race for Louisville, Buell entering just a few days in advance of Bragg. The Union commander soon turned south, and the hostile armies met at Perryville on October 8. After a stubborn conflict, Bragg retired under cover of night and retreated from Kentucky.

## **Battle of Murfreesboro –**

**Dec. 31 to Jan. 2**

General Bragg, after his retreat from Perryville, again moved northward and concentrated his forces at Murfreesboro. General William S. Rosecrans, who had succeeded Buell in command of the Union forces, advanced to attack Bragg. In the early dawn of December 31, the armies met. The Confederates, at first successful, were held in check by Sheridan's division until Rosecrans reformed his lines on a favorable rise of ground and stationed his artillery. On January 2, Bragg renewed the attack, but Rosecrans had been given time to make his position impregnable. Despairing of victory, Bragg retreated, leaving middle Tennessee free from Confederate forces.

### **IN THE EAST**

#### ***The Alarm at Hampton Roads – The Monitor and the Merrimack The Confederate Ironclad Merrimack Threatens to Raise the Blockade – March 8***

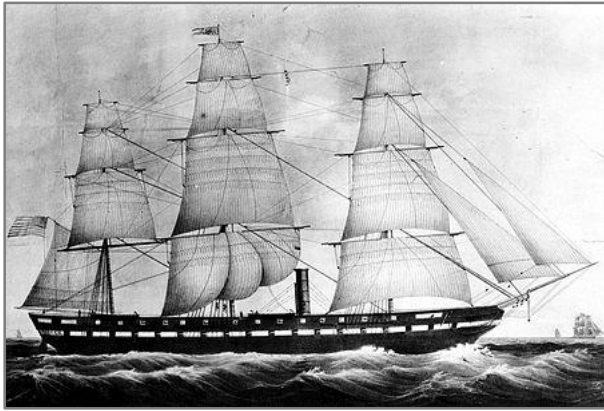
Shortly after the fall of Sumter, the United States government had ordered the destruction of the most important of all its navy yards, that at Norfolk, Virginia, rather than see it fall into the hands of the Confederacy. At that time a large number of vessels had been scuttled, among them the fine old frigate USS *Merrimack*. When Norfolk fell into the hands of the Secessionists, the *Merrimack* was raised, converted into an ironclad ram, and directed to raise the blockade in Hampton Roads at the mouth of the James River. On the 8th of March, the *Merrimack* encountered the *Cumberland*, which poured broadside after broadside into her

strange looking antagonist, but all to no purpose—her shot glanced from the *Merrimack's* sloping roof without inflicting the slightest damage. The *Merrimack* then rammed the *Cumberland* with her iron break, driving such a hole in her side that she soon sank, carrying down nearly all on board, her flag still flying at the mast and her guns bidding defiance at the water's edge. The *Merrimack* next destroyed the *Congress* and sought to engage the *Minnesota*, but that vessel having run aground in shallow water, the *Merrimack* steamed back to Norfolk, intending to return to complete her work on the morrow.

#### **The Battle Between the Ironclads – March 9**

On the 9th of March, the joyful news came over the wires that the *Merrimack* had been vanquished by the little *Monitor* and driven under cover at Norfolk. Immediately there went up the question, whence came the *Monitor*, a name heretofore unknown to the American Navy? This vessel, too, was an ironclad, the invention of John Ericsson, and had arrived from New York at Hampton Roads at midnight on the 8th of March and anchored beside the *Minnesota*. The *Merrimack*, returning to port, was about to open fire on the *Minnesota* when there suddenly shot out from under her prow Ericsson's *Monitor*, and the battle between the two ironclads began. For three hours the struggle continued, when the *Merrimack* gave up the contest and withdrew to Norfolk, leaving the "Yankee cheesebox," as the *Monitor* was called on account of her appearance, in undisputed possession of Hampton Roads. The *Monitor* had saved the Union cause. Upon no single event of the war did greater issues hang.





*USS Merrimack.* Engraving by L.H. Bradford & Co.,  
after a drawing by G.G. Pook

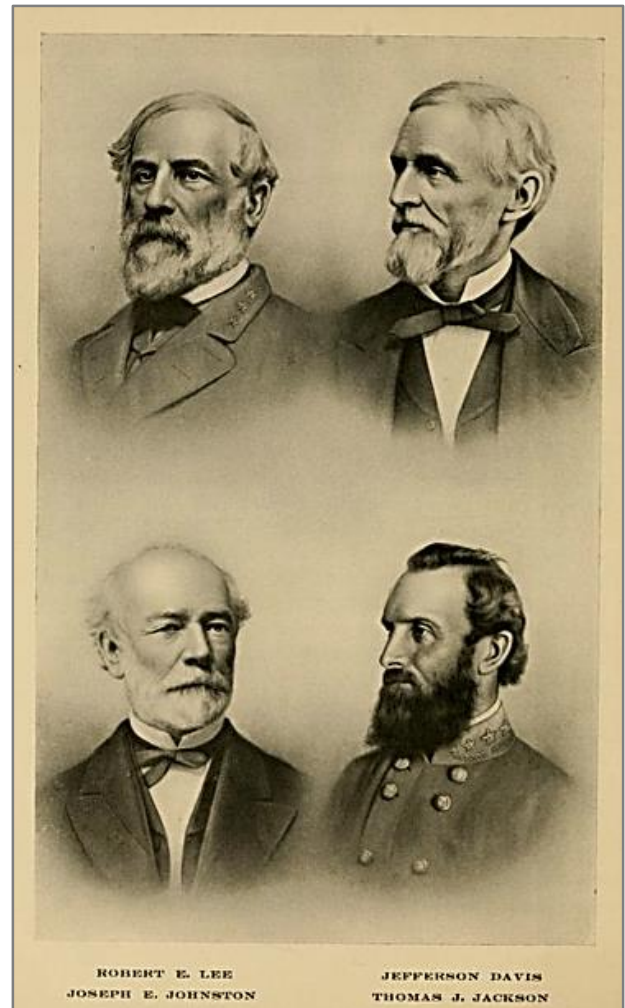
## ON TO RICHMOND

### McClellan's Peninsular Campaign

McClellan had taken command of the army of the Potomac immediately after the Bull Run disaster. His task was to crush the Confederate army of Virginia and overthrow the Confederate government at Richmond. This he was urged to accomplish at the earliest possible date. But, for some unaccountable reason, he remained inactive, occupying himself with brilliant reviews and giving no promise of forward movement. Autumn passed and winter came, and still "all is quiet on the Potomac." The whole North became impatient. "On to Richmond!" became the incessant cry of the public press, of the people, of Congress, and, indeed, of the splendid army itself. Patience at last reached its limit, and President Lincoln, early in January, 1862, issued a peremptory order for a forward movement. McClellan delayed two months longer, and the last of March had arrived before he began embarking his army on transports at Washington. He then passed down the Potomac River, landed at Fortress Monroe on April 2, 1862, and began the disastrous peninsular campaign.

The York and the James rivers run

nearly parallel from a point above Richmond to the points where two streams empty their waters into the Chesapeake Bay, at a distance of about twenty miles apart. The strip of land lying between these two streams is called the peninsula. McClellan's plan was to move up this peninsula, carry his supplies on boats up the York River, and take Richmond.



Confederate leaders

### Yorktown Taken – April 4: Battle of Williamsburg – May 5-6

McClellan at once appeared before Yorktown (on April 4), and wasted a month in a useless siege. When he finally decided to reduce its fortifications by bombardment, Yorktown was quietly evacuated. General



Joseph E. Hooker overtook the retreating Confederates at Williamsburg on May 5, and on the following day captured that point.

**Battle of Fair Oaks or Seven Pines –  
May 31 and June 1**

General Joseph E. Johnston, chief in command of the Confederate forces, perceiving McClellan's timidity, fell upon the Union advance encamped along the Williamsburg and Richmond railroad,

between Fair Oaks Station and Seven Pines, only six miles from Richmond. In the two days' bloody battle which ensued, the fighting was most desperate. In the engagement, General Johnston was wounded and carried from the field, and the Confederates finally gave up the contest, retiring to Richmond.

While the Union army won the battle, the Confederate army was not crushed, and it now came under the leadership of General Robert E. Lee.