

CHAPTER
11

GUIDED READING *The Civil War Begins*

Section 1

A. As you read about the outbreak of the Civil War, summarize the advantages held by each side at the time war was declared.

1. What advantages did the Union have?	2. What advantages did the Confederacy have?

B. Fill in the chart below with information about four early battles of the Civil War. (Two answers have already been provided.)

	Head of Union Forces	Head of Confederate Forces	Outcome of the Battle	Important Facts
1. Fort Sumter		Beauregard		
2. Bull Run				
3. Shiloh		Johnson and Beauregard		
4. Antietam				






C. On the back of this paper, briefly explain what the **Anaconda plan** was and who **David G. Farragut** was.

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GUIDED READING *The Politics of War*

Section 2

A. As you read about wartime politics, briefly note the causes or effects (depending on which is missing) of each situation.

Causes	Effects
1. Great Britain had little need for Southern cotton, since it possessed a large cotton inventory and had found new sources of raw cotton. The failure of the English wheat crop made Northern wheat an essential import. British popular opinion opposed slavery, especially after the Emancipation Proclamation. 	
2. 	Lincoln issues the Emancipation Proclamation.
3. 	Lincoln suspends the writ of habeas corpus in the state of Maryland.
4. 	Both the Union and Confederate governments pass draft laws.
5. A draft law was passed favoring and protecting the wealthy. Lower-class white workers were angered about having to fight a war to free slaves who, they believed, would then take over their jobs. Low wages, bad living conditions, and high unemployment among the lower class stirred up a mob mentality and racism. 	

B. On the back of this paper, briefly define the following:

- Copperhead conscription bounties**

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GUIDED READING *Life During Wartime*

Section 3

A. As you read, make notes in the boxes to describe the changes caused by the war.

How wartime affected . . .	
1. Southern slaves	2. Southern economy
3. Northern economy	4. Soldiers on both sides
5. African-American soldiers in the North	6. White women in the North and in the South
7. Taxation in the North	8. Health care

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

Fort Pillow Andersonville Clara Barton

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GUIDED READING *The North Takes Charge*

Section 4

As you read about why the Union won the war, make notes to answer the questions.

1863	Chancellorsville	→	1. What did the Confederacy win at Chancellorsville? What did it lose?
	Gettysburg	→	2. Why is Gettysburg considered a turning point in the war?
	Vicksburg and Port Hudson	→	3. What did the Union accomplish by capturing Vicksburg and Port Hudson?
	Gettysburg Address	→	4. What did the Gettysburg Address help Americans to realize?
1864	Grant appointed commander of all Union armies	→	5. What was Grant's overall strategy for defeating Lee's army? What tactics did he use?
	Sherman's march from Atlanta to the sea	→	6. What was Sherman's goal in his march to the sea? What tactics did he use to accomplish that goal?
	Lincoln reelected		
	Appomattox	→	7. What were the North's terms of surrender? Why were they so generous to the South?

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GUIDED READING *The Legacy of the War*

Section 5

A. As you read about the consequences of the Civil War, make notes to trace the effects of the war on different aspects of American Life.

Effects of the Civil War . . .
1. On political life
2. On the nation's economy
3. On soldiers and civilians
4. On military tactics and weaponry
5. On African Americans

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B. On the back of this paper, briefly identify each of the following:

Monitor and *Merrimac* Thirteenth Amendment John Wilkes Booth



Section 1

SKILLBUILDER PRACTICE *Following
Chronological Order*

How did the order of events and simultaneous actions shape the progress of the Civil War? The passage below describes a portion of the war in Virginia. Read the passage, then plot the dates and events on the time line at the bottom of the page. (See Skillbuilder Handbook, p. 1036.)

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

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

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

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

Spring of 1862
McClellan lands
in Virginia.

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

CHAPTER
11

GEOGRAPHY APPLICATION: REGION

Resources of the North and the South

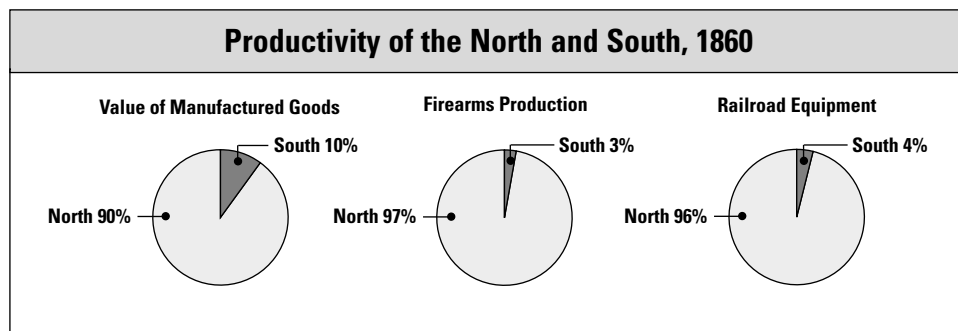
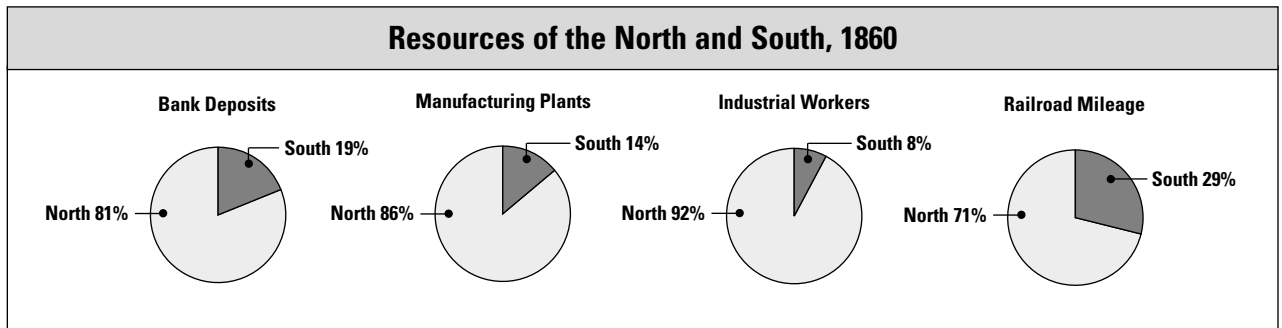
Section 1

Directions: Read the paragraphs below and study the pie graphs carefully. Then answer the questions that follow.

Wars are often waged behind the lines as much as on the battlefields. A nation's or a region's ability to produce materials can make a difference in winning or losing a war. The overall strength of warring factions be judged by including their resources, which include everything from the miles of railroad they have to the sizes of their populations. The latter was especially important during the era of the Civil War, when the North had 70 percent of the population of the United States—a great advantage.

Judgments about the resources of opposing forces can also be made by looking at their productivity—the level at which they make all types of goods, ranging from shoes and locomotives to artillery and food.

The pie graphs below show the share of certain resources and levels of productivity the North and South had at the outbreak of war.



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Interpreting Text and Visuals

1. What percent of the population of the United States during the Civil War lived in the North? in the South? _____

What is the approximate proportion of Southern population to Northern population?

2. Of what resource did the North have more than an 11-to-1 advantage over the South?

3. What would the overwhelming advantage in bank deposits seem to indicate for the North?

4. What is the advantage to the North in its substantial lead in railroad mileage? _____

5. Look at the pie graphs that deal with resources. Why is the North's 9-to-1 productivity lead in the value of manufactured goods no surprise?

6. The population of the South included slaves, which account for more than one-third of the South's total. How did including slaves in the South's population hide an even greater imbalance between North and South?

CHAPTER
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OUTLINE MAP *The States Choose Sides*

Section 1

A. Review textbook pages 304–305 and 312–315, paying particular attention to the Historical Spotlight about secession and the Civil War map. Then on the accompanying outline map label the states and color or shade each of the three areas identified in the key. (For a complete map of the states, see textbook pages 1062–1063.) Finally, label the Mississippi and Ohio rivers and draw the position of the Union blockade using the symbol shown in the key.

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

1. How many states made up the Confederacy? _____

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

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

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

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

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

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



Name _____

The States Choose Sides *continued*

CHAPTER
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Section 2

PRIMARY SOURCE **The Emancipation Proclamation**

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

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

“That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

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

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

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

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

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

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

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

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

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

Activity Options

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

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Section 2

PRIMARY SOURCE **Recruiting Poster**

As a result of the Emancipation Proclamation, free black men were allowed to enlist in the Union army. How did this recruiting poster motivate African-American men to fight in the Civil War?



The Granger Collection, New York.

Discussion Questions

1. The purpose of a recruiting poster is to enlist new soldiers. Discuss the different incentives that this poster offered to prospective soldiers during the Civil War. Which incentive do you think was most persuasive?
2. Discuss what you think of the design of this recruiting poster. How would you design a poster that would encourage freed men to fight?

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Section 3

PRIMARY SOURCE *from Mary Chesnut's Civil War*

Mary Chesnut (1823–1886), the wife of a high-ranking member of the Confederate government, kept a diary during the Civil War. As you read the following entries, think about Chesnut's descriptions of hardships that civilians in the South endured.

May 2, 1865. Camden [South Carolina]. From the roadside below Blackstock.

Since we left Chester—solitude. Nothing but tall blackened chimneys to show that any man has ever trod this road before us.

This is [General William T.] Sherman's track. It is hard not to curse him.

I wept incessantly at first. "The roses of these gardens are already hiding the ruins," said Mr. C. "Nature is a wonderful renovator." He tried to say something.

Then I shut my eyes and made a vow. If we are a crushed people, crushed by aught, I have vowed never to be a whimpering pining slave.

We heard loud explosions of gunpowder in the direction of Chester. Destroyers at it there.

Met William Walker. Mr. Preston left him in charge of a carload of his valuables. Mr. Preston was hardly out of sight before poor helpless William had to stand by and see the car plundered.

"My dear Missis, they have cleared me out—nothing left," moaned William the faithful.

We have nine armed couriers with us. Can they protect us? . . .

May 4, 1865. Bloomsbury. Home again. From Chester to Winnsboro we did not see one living thing—man, woman, or animal—except poor William trudging home after his sad disaster.

The blooming of the gardens had a funereal effect. Nature is so luxuriant here. She soon covers the ravages—of savages. Then the last frost occurred the seventh of March. So that accounts for the wonderful advance of vegetation. It seems providential to these starving people. In this climate, so much that is edible has been grown in two months.

At Winnsboro we stayed at Mr. Robinson's. There we left the wagon train. Only Mr. Brisbane, one of the general's couriers, came with us on escort duty. The Robinsons were very kind and hospitable, brimful of Yankee anecdotes. To my amazement the young people of Winnsboro had a May Day—amidst the smoking ruins. Irrepressible youth! . . .

May 7, 1865. . . . Mrs. Bartow drove with me to our house at Mulberry. On one side of the house every window was broken, every bell torn down, every piece of furniture destroyed, every door smashed in. The other side intact.

Maria Whitaker and her mother, who had been left in charge, explained this odd state of things.

"They were busy as beavers. They were working like regular carpenters, destroying everything, when the general came in. He said it was shame, and he stopped them. Said it was a sin to destroy a fine old house like that whose owner was over ninety years old. He would not have had it done for the world. It was wanton mischief." He told Maria soldiers at such times were so excited, so wild and unruly.

They carried off sacks of our books. Unfortunately there were a pile of empty sacks lying in the garret. Our books, our papers, our letters, were strewed along the Charleston road. Somebody said they found some of them as far away as Vance's Ferry.

This was [Brigadier General Edward E.] Potter's raid. Sherman only took our horses. Potter's raid, which was after Johnston's surrender, ruined us finally, burning our mills and gins and a hundred bales of cotton. Indeed nothing is left now but the bare land and *debts* made for the support of these hundreds of negroes during the war.

from C. Vann Woodward, ed., Mary Chesnut's Civil War (New Haven, Conn.: Yale University Press, 1981), 800–803.

Discussion Questions

1. What physical, economic, and psychological effects of the war did Mary Chesnut note in these diary entries?
2. Mary Chesnut's husband James, whom she refers to in her diary as Mr. C., said: "Nature is a wonderful renovator." What do you think he meant?
3. How would you describe Mary Chesnut's response to her plight toward the end of the war? Cite evidence from these diary entries for support.



Section 4

PRIMARY SOURCE

On the Burning of Columbia, South Carolina

Columbia, South Carolina, was devastated by fire on February 17, 1865.

Although the fire was attributed to General William T. Sherman and his Union troops, Sherman claimed that he was not responsible. Who or what does Sherman blame for Columbia's burning in this excerpt from his report on the Campaign of the Carolinas?

In anticipation of the occupation of the city, I had made written orders to General Howard touching the conduct of the troops. These were to destroy, absolutely, all arsenals and public property not needed for our own use, as well as all railroads, depots, and machinery useful in war to an enemy, but to spare all dwellings, colleges, schools, asylums, and harmless private property. I was the first to cross the pontoon bridge, and in company with General Howard rode into the city. The day was clear, but a perfect tempest of wind was raging. The brigade of Colonel Stone was already in the city, and was properly posted. Citizens and soldiers were on the streets, and general good order prevailed. General Wade Hampton, who commanded the Confederate rear-guard of cavalry, had, in anticipation of our capture of Columbia, ordered that all cotton, public and private, should be moved into the streets and fired, to prevent our making use of it. Bales were piled everywhere, the rope and bagging cut, and tufts of cotton were blown about in the wind, lodged in the trees and against houses, so as to resemble a snow storm. Some of these piles of cotton were burning, especially one in the very heart of the city, near the Court-house, but the fire was partially subdued by the labor of our soldiers. . . .

Before one single public building had been fired by order, the smoldering fires, set by Hampton's order, were rekindled by the wind, and communicated to the buildings around. About dark they began to spread, and got beyond the control of the brigade on duty within the city. The whole of Wood's division was brought in, but it was found impossible to check the flames, which, by midnight, had become unmanageable, and raged until about

four A.M., when the wind subsiding, they were got under control. I was up nearly all night, and saw Generals Howard, Logan, Woods, and others, laboring to save houses and protect families thus suddenly deprived of shelter, and of bedding and wearing apparel. I disclaim on the part of my army any agency in this fire, but on the contrary, claim that we saved what of Columbia remains unconsumed. And without hesitation, I charge General Wade Hampton with having burned his own city of Columbia, not with a malicious intent, or as the manifestations of a silly "Roman stoicism," but from folly and want of sense, in filling it with lint, cotton, and tinder. Our officers and men on duty worked well to extinguish the flames; but others not on duty, including the officers who had long been imprisoned there, rescued by us, may have assisted in spreading the fire after it had once begun, and may have indulged in unconcealed joy to see the ruin of the capital of South Carolina.

*from "Report of General Sherman on the Campaign of the Carolinas, April 4, 1865" in F. Moore, ed., *The Rebellion Record*, Vol. IX, 377.*

Discussion Questions

1. According to Sherman's report, who or what was responsible for the burning of Columbia, South Carolina?
2. According to this excerpt, what role did the Union army play after the fire in Columbia began on February 17, 1865?
3. Do you believe Sherman's account of the burning of Columbia? Why or why not? Cite evidence from your textbook to support your opinion.

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Section 5

LITERATURE SELECTION Poems by Walt Whitman

After his brother was wounded in the Civil War, the poet Walt Whitman visited the war front in Virginia. He settled in Washington, D. C., where he volunteered as a nurse in military hospitals. The following poems appeared in Drum-Taps, a section of the 1891 edition of Whitman's masterpiece, Leaves of Grass. The first three poems, which Whitman wrote at or near the battle front in Virginia, capture his vivid impressions of the Civil War. The last three poems express Whitman's grief after President Lincoln's assassination. What different emotions do these poems stir in you?

Cavalry Crossing a Ford

A line in long array where they wind betwixt green islands,
They take a serpentine course, their arms flash in the sun—hark to the
musical clank,
Behold the silvery river, in it the splashing horses loitering stop to drink,
Behold the brown-faced men, each group, each person a picture, the negligent
rest on the saddles,
Some emerge on the opposite bank, others are just entering the ford—while,
Scarlet and blue and snowy white,
The guidon flags flutter gayly in the wind.

Beat! Beat! Drums!

Beat! beat! drums!—blow! bugles! blow!
Through the windows—through doors—burst like a ruthless force,
Into the solemn church, and scatter the congregation,
Into the school where the scholar is studying;
Leave not the bridegroom quiet—no happiness must he have now with his bride,
Nor the peaceful farmer any peace, ploughing his field or gathering his grain,
So fierce you whirr and pound you drums—so shrill you bugles blow.

Beat! beat! drums!—blow! bugles! blow!
Over the traffic of cities—over the rumble of wheels in the streets;
Are beds prepared for sleepers at night in the houses? no sleepers must sleep in those beds,
No bargainers' bargains by day—no brokers or speculators—would they continue?
Would the talkers be talking? would the singer attempt to sing?
Would the lawyer rise in the court to state his case before the judge?
Then rattle quicker, heavier drums—you bugles wilder blow.

Beat! beat! drums!—blow! bugles! blow!
Make no parley—stop for no expostulation,
Mind not the timid—mind not the weeper or prayer,
Mind not the old man beseeching the young man,
Let not the child's voice be heard, nor the mother's entreaties,
Make even the trestles to shake the dead where they lie awaiting the hearses,
So strong you thump O terrible drums—so loud you bugles blow.

Bivouac on a Mountain Side

I see before me now a traveling army halting,
Below a fertile valley spread, with barns and the orchards of summer,
Behind, the terraced sides of a mountain, abrupt, in places rising high,
Broken, with rocks, with clinging cedars, with tall shapes dingily seen,
The numerous camp-fires scatter'd near and far, some away up on the mountain,
The shadowy forms of men and horses, looming, large-sized, flickering,
And over all the sky—the sky! far, far out of reach, studded, breaking out, the eternal stars.

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
 Here Captain! dear father!
 This arm beneath your head!
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
 Exult O shores, and ring O bells!
 But I with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

Hush'd Be the Camps To-day*(May 4, 1865)*

Hush'd be the camps to-day,
And soldiers let us drape our war-worn weapons,
And each with musing soul retire to celebrate,
Our dear commander's death.

No more for him life's stormy conflicts,
Nor victory, nor defeat—no more time's dark events,
Charging like ceaseless clouds across the sky.

But sing poet in our name,
Sing of the love we bore him—because you, dweller in camps, know it truly.

As they invault the coffin there,
Sing—as they close the doors of earth upon him—one verse,
For the heavy hearts of soldiers.

This Dust Was Once the Man

This dust was once the man,
Gentle, plain, just and resolute, under whose cautious hand,
Against the foulest crime in history known in any land or age,
Was saved the Union of these States.

Research Options

1. Find additional Civil War poems by Walt Whitman. Then plan and rehearse a dramatic reading of the poems. Present your reading to your class or to another class in your school.
2. Find and read some of Whitman's prose writings about the Civil War and Lincoln in *Specimen Days and Collect* (1882). Then share your reactions with a small group of classmates.
3. Find out more about war nurses like Walt Whitman who volunteered during the Civil War. For example, you might read accounts by Clara Barton, Louisa May Alcott (*Hospital Sketches*), or Hannah Ropes (*Civil War Nurse: The Diary and Letters of Hannah Ropes*). Prepare a brief oral report and present it to your classmates.



Section 1

AMERICAN LIVES David Glasgow Farragut

Lifetime Officer, Naval Hero

“As to being prepared for defeat, I certainly am not. Any man who is prepared for defeat would be half defeated before he commenced. I hope for success, shall do all in my power to secure it, and trust to God for the rest.”—David Glasgow Farragut, letter to his wife (1862)

David Glasgow Farragut fought in the War of 1812 as a midshipman, the lowliest of naval officers. He was only 11. In the 1860s, when he was in his sixties, he led fleets to win the most important naval battles in the Civil War.

Farragut (1801–1870) was born in Tennessee. His father’s parents were Spanish, his mother’s Scottish. After his mother died and his father joined the navy, Farragut was adopted by naval officer and family friend David Porter. In 1810, Porter won Farragut—not yet ten—appointment as a midshipman in the navy. With the naval academy at Annapolis not yet in existence, officers-to-be received their training aboard ship.

Farragut saw action with Porter in the War of 1812. When their ship defeated the British in battle, Farragut—only 12—was allowed to sail one of the captured ships to port. The next year, Porter’s ship was taken, but Farragut’s daring and coolness in battle impressed him.

For the next four-and-a-half decades, Farragut saw routine duty in the peacetime navy. He once watched a French fleet capture a Mexican fort. The memory proved useful later. Never having had a formal education, he used some of his time to take courses and study. He learned to speak French, Italian, Spanish, and Arabic. He was disappointed over missing combat duty in the Mexican War. During this time, he married but after a long illness—during which Farragut nursed her attentively—his wife died. Three years later, he married a woman from Virginia.

By 1860, Farragut was nearly 60. Though born in Tennessee and a resident of Norfolk, Virginia, his loyalties were with the Union. When Virginia voted to secede, he told friends that he disapproved. One responded that someone holding those views “could not live in Norfolk.” “Well, then,” Farragut replied, “I can live somewhere else.” He moved his family to New York and awaited orders. At first he was assigned only to office duty, though—his background made the government uneasy.

In late 1861, he got his chance. He was given the task of capturing New Orleans, an important port. His fleet of ships and gunboats had to pass two forts and a Confederate fleet to reach the city. In April 1862, his fleet attacked. The gunboats bombarded the forts for several days, but could not reduce them. Farragut then acted boldly. He ordered Union sailors to cut a narrow path through a blockade and led his ships—single file—past the forts. The Confederates opened fire with more than 100 guns. They attacked the Union ships with burning rafts. But the Union fleet forged ahead and captured the city.

Farragut’s forces continued upriver to take Baton Rouge and Natchez, but failed to subdue Vicksburg. In 1863 he captured Port Hudson just after the Confederate surrender at Vicksburg. These two victories gave the North complete control of the Mississippi River. The next year, Farragut won his final triumph. The South had one last stronghold on the Gulf: Mobile, Alabama. Farragut led another fleet, tied to a mast so he could watch the battle above the smoke from his ship’s guns. One ship was sunk by mines, or torpedoes, set deep in the channel. Farragut gave his famous command, “Damn the torpedoes! Full speed ahead.” The ships pressed on, and the city was taken. In honor of this victory, Farragut was named admiral—a rank created just for him. He remained in the navy until he died.

Questions

1. Why were navy officials suspicious of Farragut’s loyalty?
2. Why was control of the Mississippi River important to the North?
3. Choose an adjective to describe Farragut as a commander and explain why it is suitable.

CHAPTER
11

Section 3

AMERICAN LIVES **Clara Barton**
Independent, Strong-Willed Humanitarian

"By midnight there must have been three thousand helpless men lying in that hay. . . . All night we made compresses and slings—and bound up and wet wounds, when we could get water, fed what we could, [and] traveled miles in that dark over those poor helpless wretches."—Clara Barton, letter written after the Second Battle of Bull Run (1862)

Clara Barton helped thousands of soldiers on Civil War battlefields. She also founded an agency capable of helping millions of Americans survive disasters and wars. She did all this with great determination and independence.

The youngest of five children by ten years, Barton (1821–1912) was raised as an only child and developed a strong will. When a brother was injured in an accident, she spent two years nursing him back to health. She was very sensitive and shy, however, which concerned her mother. An advisor suggested “throwing responsibility on” young Clara by having her teach school. At age 17, then, Barton became a teacher.

She taught for ten years in her native Massachusetts before taking a post in a New Jersey public school. That state’s schools were not free at the time. Hoping to encourage more children to attend, she offered to give up her salary for three months if town officials would declare the school free. The action resulted in much higher attendance, forcing the town to build a new school. When some people objected that a woman could not run a school of that size, the town hired a male principal—and Barton quit.

She was working in Washington when the Civil War broke out. After the disaster at First Bull Run, Barton heard that the wounded were suffering terribly because doctors lacked supplies. She placed a call for help in the newspaper, collected the supplies that flooded in, and gave them to soldiers. She then quit her job to devote herself to relief work. Barton’s main role was not in nursing the wounded, but in securing and distributing supplies to them. She liked to be in charge and ran her own operation, never joining the Sanitary Commission or having an official position in the army. The army appreciated her efforts, though. Commanding generals gave her papers allowing safe passage anywhere. One field surgeon remembered her work after a battle: “I thought that night if heaven ever sent out a holy angel, she must be one.”

When the war ended, Barton led the effort to locate missing soldiers and gave lectures. In 1869, her health was poor and she went to Europe to rest. Soon war broke out between France and Prussia, and she was on the battlefield again. She returned to the United States with two new missions: to form an American section of the Red Cross and to win Senate approval of the Geneva Convention, an international treaty that allowed the Red Cross to help those wounded in battle.

Barton began her campaign in 1877. Working alone, she lobbied government officials and wrote pamphlets urging her cause. In 1881, she was made president of the National Society of the Red Cross. The next year, the Senate voted to approve the Geneva Conventions.

For more than two decades, Barton led the Red Cross. She was strong, keeping tight reins on the organization, which cost her some support. One of her decisions had lasting impact. The International Red Cross provided battlefield relief only. However, Barton led the American Red Cross to take action in times of natural disaster. True to her resolve, Barton—despite advanced age—led the Red Cross to respond to the killer flood in Johnstown, Pennsylvania, in 1889 and the Galveston, Texas, hurricane of 1900.

But Barton’s iron control of the organization and its finances drew criticism. She was forced to resign in 1904—at 83—and lived the rest of her life in retirement.

Questions

1. How would you describe Barton’s character?
2. “If I can’t be a soldier, I’ll help soldiers,” Barton once said. What opportunities did women have to work in the Civil War?
3. Was Barton’s decision to push the American Red Cross toward disaster relief a good or a bad idea? Explain.

CHAPTER
11

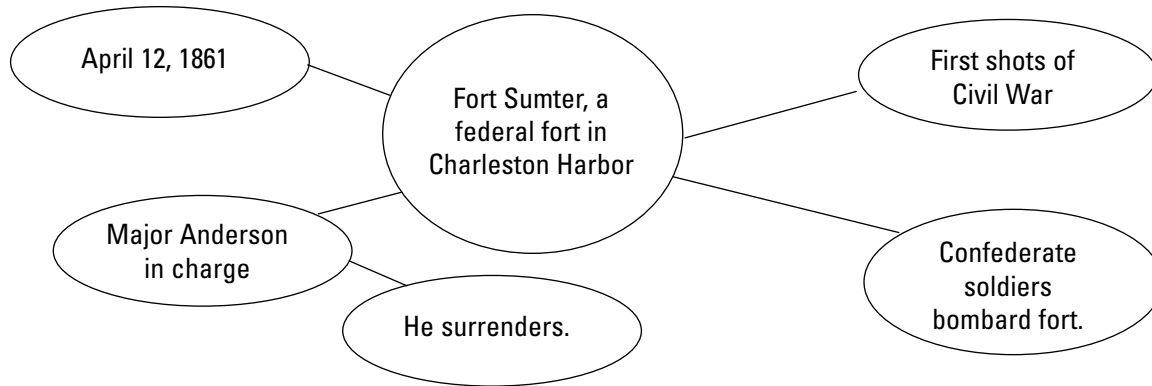
Project

LIVING HISTORY *Creating a Civil War Game*

BRAINSTORMING IDEAS Ask your teacher if you can work with a small group of classmates on this project. Here are some suggestions for coming up with ideas:

- Think about your favorite board games or video games and see whether you can adapt some of their features into your Civil War game.
- Look at the maps in Chapter 11 and in atlases for design ideas.
- Come up with the object of the game and determine how players advance toward that goal.
- Figure out a way to keep score or to determine who wins the game.
- Read the directions for other games to help you organize the rules for your game.
- Consider using game pieces that represent military leaders in the war.
- Think of a way to use military strategies in your game.

GATHERING YOUR MATERIAL Make a list of key people, places, dates, battles, and other events in the Civil War. Use flow charts or cluster diagrams to show how people, places, and events are related. (See sample cluster diagram below.) You might group together related people, places, and events as well as military strategies. Keep in mind the goal of your game: helping yourself and other players to keep track of people and events from the Civil War.



CREATING YOUR GAME If you are working in a group, make sure everyone does a fair share of work. Here are some suggestions:

- Plan your game on paper before you develop a game board and real pieces.
- Play your game in draft form. Decide how to make it better.
- Use rulers, straightedges, stencils, and a compass to plan your layout.
- Photocopy appropriate Civil War images to use on the board, on cards, and/or on the game pieces.
- Print all information neatly or type it on a word processor or typewriter.
- Be sure to identify all your game pieces.
- Don't forget to write clear instructions for playing your game.

IMPORTANT!

Don't forget to include these elements in your game:

- ✓ key geographical areas
- ✓ military strategies
- ✓ major figures
- ✓ important dates

REVISING YOUR GAME Try playing the game yourself or with your group. Fix any mistakes or clarify any confusions before you create the final version.



LIVING HISTORY *Standards for Evaluating a Civil War Game*

IDEAS AND CONTENT	Exceptional	Acceptable	Poor
1. Is capable of being played by others			
2. Shows an understanding of key geographical areas, military strategies, major figures, and important dates of the Civil War			
3. Includes clear, easy-to-follow directions			
INDIVIDUAL PERFORMANCE			
4. Shows clear, coherent organization of Civil War information			
5. Demonstrates care and judgment in design and layout			
6. Reflects consistent effort			

Comments _____

Overall Rating _____