Standards at a Glance
Students have learned that the Battle of Bull Run showed both sides that the war would not be easy to win. New students will read how each side tried to rethink its strategy in order to defeat its enemy.

Section Focus Question
How did each side in the war try to gain an advantage over the other?
Before you begin the lesson for the day, write the Section Focus Question on the chalkboard. (Lesson focus: McClellan tried to make his army bigger and stronger; Lee tried to invade the North to win support abroad and make his army bigger and stronger; Grant pushed to gain control over Confederate territory.)

Prepare to Read
Build Background Knowledge
Have students write a description of the differences between an offensive and defensive strategy. Suggest that they think about strategies in sports such as football, basketball, or tennis. Use the Think-Write-Pair-Share (TE, p. T39) strategy to structure this activity.

Set a Purpose
Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

Use the Numbered Heads strategy (TE, p. T39) to call on students to share one piece of information they want to know. The students will return to these worksheets later.

Answer
Checkpoint new rifles and cannons that were more accurate and had greater range than earlier ones, ironclad ships.

Main Idea
The use of new weapons forced commanders to rethink their tactics.

Standards: Preview
H-SS 8.10.3 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
H-SS 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

Prepare to Read
Reading Skill
Distinguish Events in Sequence
As you read this section, it is important to keep events in sequence. Ask yourself: Which event happened first? Next? Last? You might number events to help you organize their sequence. This will help you to understand the unfolding drama of the Civil War.

Vocabulary Builder
High-Use Words
ironclad, p. 393
merrimack, p. 393
George McClellan, p. 393
Ulysses S. Grant, p. 394

Background Knowledge
The Union’s crushing defeat at Bull Run made northerners realize that a long and difficult struggle lay ahead. In this section, you will learn how the bloody early years of the war caused many to worry that the North might not win.

New Technology in the War
New weapons made the Civil War more deadly than any previous war. Traditionally, generals had relied on an all-out charge of troops to overwhelm the enemy. But new rifles and cannons were far more accurate and had a greater range than the old muskets and artillery. They could also be loaded much faster. As a result, the attacking army could be bombarded long before it arrived at the defenders’ position.

Unfortunately, Civil War generals were slow to recognize the problem and change tactics. Thousands of soldiers on both sides were slaughtered by following orders to cross open fields against these deadly new weapons.

Both sides also made use of ironclads. These were warships covered with protective iron plates. Cannon fire bounced harmlessly off this armor. The most famous naval battle of the war occurred when two ironclads, the Union’s Monitor and the Confederate’s Merrimack, fought to a draw in March 1862. The use of ironclads marked the end of thousands of years of wooden warships. The Confederates used ironclads against the Union’s naval blockade. Ironclad Union gunboats played an important role in the North’s efforts to gain control of the Mississippi River.

Checkpoint
What new technologies were used in the Civil War?

Universal Access
English Language Learners
Gaining Comprehension Have students read the text of Early Years of the War as they listen to the Student Edition on audio CD. Monitor student answers to the Checkpoint question to make sure they understand.

Less Proficient Readers
Students can be provided with a copy of the CD to work independently at home or in the school Resource Center.

Special Needs
SE on Audio CD, Chapter 11, Section 2
The War in the East

After the Union’s defeat at Bull Run, Lincoln removed McDowell and put General George McClellan in command. The general was a good organizer, but he was very cautious. For seven months he trained his army but did not attack. “If General McClellan does not want to use the army,” a frustrated Lincoln complained, “I would like to borrow it for a time.”

In March 1862, McClellan was finally ready. He moved some 100,000 soldiers by boat along Chesapeake Bay to a peninsula south-east of Richmond. As McClellan advanced toward the Confederate capital, he discovered that his force was far superior to the 15,000 enemy soldiers blocking the way. However, McClellan still did not have as many soldiers as he wanted because Lincoln had ordered 37,000 soldiers to stay behind to guard Washington, D.C. The general slipped his advance and asked for more troops.

McClellan waited nearly a month before moving again. This delay gave the Confederates time to reinforce their small army of defenders. On May 31, 1862, the Confederates stopped McClellan’s advance near Richmond. In late June, McClellan had to retreat.

With Richmond no longer threatened, Lee decided to invade the North. He hoped that a victory on Union soil would help win support for the South in Europe and turn northern public opinion against the war. In early September he slipped his army into western Maryland.

Now McClellan had a stroke of luck. A Union officer found a paper showing Lee’s battle plan. McClellan thus learned that the Confederate army had divided into two parts.

Vocabulary Builder
superior (uh buh ree er) adj. of greater importance or value above the average in quality

Vocabulary Builder
reinforce (ree ihn rohch) v. to make stronger; to make more effective

History Background
Caution or Cowardice? After the Union’s initial disasters, volunteers flooded the capital. Politicians and journalists were unhappy with McClellan, who appeared to be doing little more than overseeing parades. Reporters used the phrase “all quiet along the Potomac” as derisive shorthand for McClellan’s reluctance to begin the fight.

Teach

New Technology in the War

The War in the East

Instruction
- Vocabulary Builder
  High-Use Words: Before teaching this lesson, preteach the High-Use Words superior and reinforce, using the strategy on TE p. 385.

Key Terms: Have students continue to fill in the See It—Remember It chart for the Key Terms in this chapter.

- Read New Technology in the War and The War in the East with students, using the Oral Cloze technique (TE, p. T36).

- Discuss the new technology and its effect on strategy. Ask: How did the new rifles and cannons force military leaders to change their tactics? (They could no longer order soldiers to charge against these weapons because the results were deadly.)

- Ask: Why did Lee want to invade the North? (After McClellan failed to take Richmond, Lee thought a victory on Union soil would gain European support for the South and turn northern public opinion against the war.) Have students complete the biography worksheet General Rob- ert E. Lee and ask them to explain why President Lincoln had hoped that Lee would lead the federal army.

- Interactive Reading and Notetaking Study Guide, Chapter 11, Section 2 (Adapted Version also available.)

- As students fill in the Notetaking Study Guide, circulate to make sure they understand each side’s advantages and the results of the battles. Provide assistance as needed.

- Answer
  Draw Conclusions It would be able to do a lot of damage to the older ship without being badly damaged itself.
The War in the West

H-SS.8.10.5, 8.10.6

**Instruction**
- Ask students to read The War in the West. Remind them to look for the sequence of events.
- Ask: How did Grant change the direction of the Union army? (His military campaigns in the West were successful and enabled the North to gain important advantages.) Why was Grant more effective than McClellan? (He was willing to take chances.)
- Discuss the Battle of Shiloh and its consequences. Ask: Why was control of the railroad junction at Corinth and the eventual control of the Mississippi River important to the Union army? (These were major transportation routes for moving troops and supplies.)

**Independent Practice**
Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 11, Section 2 (Adapted Version also available.)

**Monitor Progress**
- As students complete the Notetaking Study Guide, circulate to make sure they understand the events of the early years of the war.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they had expected to learn.

**Assess and Reteach**

**Assess Progress**
Have students complete Check Your Progress. Administer the Section Quiz.

**Teaching Resources**, Unit 5, Reading Readiness Guide, p. 48

**Universal Access**

**Gifted and Talented Research**
Have students research the kinds of equipment that Union and Confederate soldiers typically carried. Then, have students either draw a picture of a representative from each side and label the items they carried or write a description.

**Answers**
(a) Check to see that students find these places correctly. (b) Grant traveled from Fort Henry to Fort Donelson and then to Shiloh.

**Checkpoint**
It gave the Confederates time to reinforce their troops at Richmond and force the Union army to retreat. It prevented the Union army from further hurting Lee’s troops at Sharpsburg.

McClellan’s troops attacked the larger part of Lee’s army at Antietam Creek, near Sharpsburg, Maryland, on September 17, 1862. This was the bloodiest day of the Civil War. The Union army attacked again and again. It suffered about 12,000 casualties—the military term for persons killed, wounded, or missing in action. Lee lost nearly 14,000 men—almost one third of his army. He was forced to pull his battered army back into Virginia. To Lincoln’s dismay, McClellan did not press his advantage by pursuing Lee.

Neither side won a clear victory at the Battle of Antietam. But because Lee had ordered a retreat, the North claimed victory.

**The War in the West**

As McClellan moved cautiously, Union armies in the West went on the attack. General Ulysses S. Grant led the most successful of these armies. McClellan and Grant were very different. McClellan wore carefully fitted uniforms. Grant, once a poor store clerk, wore rumpled clothes. McClellan was cautious. Grant took chances.
Union forces made major advances in western land and naval battles in 1862, seizing control of most of the Mississippi River. In February 1862, Grant moved his army south from Kentucky. First, he captured Fort Henry on the Tennessee River. Then, he captured Fort Donelson on the Cumberland River.

Two water routes into the western Confederacy were now wide open. Grant’s army continued south along the Tennessee River toward Corinth, Mississippi, an important railroad center. Before Grant could advance on Corinth, Confederate General Albert Sidney Johnston attacked. On April 6, 1862, he surprised Grant’s troops at Shiloh Church. (For more on the Battle of Shiloh, see the Life at the Time feature in this chapter.) The Battle of Shiloh was costly yet important for both sides. The South suffered nearly 13,000 casualties and the North more than 13,000. However, the Union forced the Confederate army to withdraw from the railroad center. Union forces also gained control of western Tennessee and part of the Mississippi River.

Two weeks after the Battle of Shiloh, a Union fleet commanded by David Farragut entered the Mississippi River from the Gulf of Mexico. On April 26, Farragut captured New Orleans, Louisiana. By summer, nearly the entire river was in Union hands.

**Checkpoint**

What was the result of the Battle of Shiloh?

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**Looking Back and Ahead**

Northern and southern generals both tried to carry the war into enemy territory. At first, neither side gained a decisive advantage. In the next section, you will read how the Emancipation Proclamation changed the nature of the war.
The Battle of Shiloh

In April 1862, the Confederacy seized an opportunity to attack Union forces in the West. Two Union armies were attempting to join each other in southwestern Tennessee. Confederate troops were camped close by in Corinth, Mississippi. The Confederates attacked near Pittsburg Landing, Tennessee, on April 6, hoping to crush one Union force before the other could arrive.

A Sunken Road
The initial Confederate attack caught Union troops by surprise. They retreated a mile before establishing a defensive position along a sunken road. Troops crouched behind the road bank and fought off a dozen Confederate charges.
They positioned themselves along a sunken road to fight off the Confederates. Answers will vary but should highlight the natural cover used by the northern troops against Confederate rifle and cannon fire.
Prepare to Read

Build Background Knowledge

Ask students to recall what they learned about slavery in Chapter 10. Draw a concept web on the board and write “Slavery” in the center circle. Use the Give One, Get One (TE, p. T38) participation strategy to call on students to share their group’s perspectives. The students will return to these worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students in pairs or groups of four, then mark their worksheets under “Complete.”

Have students preview the headings in the section and predict whether slavery would end under Lincoln.

Set a Purpose

Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group’s perspectives. The students will return to these worksheets later.

Main Idea

Lincoln was slow to decide on emancipation but finally embraced it as a necessary war measure.

Vocabulary Builder

H-SS.8.10.3 Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

H-SS.8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

H-SS.8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Prepare to Read

Reading Skill

Explain How Events Are Related in Time

President Lincoln and others made many choices in fighting the war. They made these choices in the context of the events at the time. When reading about history, it is important to see how events in a period are related in time. Do events influence the attitudes and decisions of people going forward in time? Do they change people’s actions and freedoms?

Vocabulary Builder

High-Use Words

emancipate, p. 398

Key Terms and People

emancipation, p. 398

Horace Greeley, p. 398

Background Knowledge

The first two years of war had not been good for the North. However, the North’s victory at Antietam was a turning point. As you will now learn, that battle created the conditions that ended slavery and led to a Union victory.

Emancipating the Enslaved

Many abolitionists rejoiced when the war began. They urged Lincoln to end slavery and thus punish the South for starting the war.

Lincoln Changes His Mind

At first, the President resisted. He knew most northerners did not want to end slavery. “You . . . overestimate the number in the country who hold such views,” he told one abolitionist. He feared that any action to emancipate, or free, enslaved African Americans might make the border states secede.

Lincoln said his goal was to restore the Union, even if that meant letting slavery continue. He stated this very clearly in a letter to abolitionist newspaper publisher Horace Greeley.

“If I could save the Union without freeing any slave, I would do it, and if I could save it by freeing all the slaves, I would do it . . . What I do about slavery . . . I do because I believe it helps to save the Union.” —Abraham Lincoln, letter to Horace Greeley, August 1862

Universal Access

Advanced Readers

Predicting

Have students work in pairs. Have each select a major event from this chapter and assume either that it had not occurred or that it had a different outcome. (For example, what if Lincoln had not issued the Emancipation Proclamation?) Have each pair give a brief newscast in which they speculate how subsequent events in American history might have been different.

Gifted and Talented

Reading Skill

Explain How Events Are Related in Time

President Lincoln and others made many choices in fighting the war. They made these choices in the context of the events at the time. When reading about history, it is important to see how events in a period are related in time. Do events influence the attitudes and decisions of people going forward in time? Do they change people’s actions and freedoms?
Gradually, Lincoln began to change his mind. He realized how important slavery was to the South’s war effort. He told his Cabinet that he intended to issue an Emancipation Proclamation. But Cabinet members advised him to wait until after a success on the battlefield.

**A Famous Proclamation** On September 22, 1862, a few days after Lee’s retreat from Antietam, Lincoln met again with his Cabinet and issued a preliminary proclamation.

On January 1, 1863, Lincoln issued the final Emancipation Proclamation. This document had little immediate effect, however, because it freed enslaved people only in areas that were fighting the Union. Those were places where the Union had no power. The Proclamation did not apply to parts of the South already under Union control. Nor did it free anyone in the border states.

The Proclamation was both criticized and praised. Some abolitionists said it should be applied throughout the country. White southerners accused Lincoln of trying to cause a slave revolt. But many Union soldiers were enthusiastic. They welcomed anything that weakened the South. “This army will sustain the emancipation proclamation and enforce it with the bayonet,” an Indiana soldier said.

**Effects of the Proclamation** Even though the Proclamation freed few slaves at first, it had other important effects. Above all, it changed the Civil War into a struggle for freedom. This was no longer just a fight to save the nation. It was now also a fight to end slavery.

### Reading Primary Sources

**President Lincoln’s Proclamation**

> For the purpose of applying the same to parts of the United States then in rebellion, I declare that in 

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**Teach**

**Emancipating the Enslaved**

- **Key Terms** Have students continue to fill in the See It—Remember It chart for the Key Terms in this chapter.

- **To help students better understand the concept of emancipation, which is important to understanding this section, use the Concept Lesson Emancipation. Distribute copies of the Concept Organizer.**

- **Point out how Lincoln’s point of view about slavery changed. Ask:** How did Lincoln think ending slavery would weaken the South? (Slaves were a vital labor source in the South’s war effort; ending slavery would lessen the South’s fighting capabilities.)

- **Ask:** How did the focus of the war change? (It became a struggle for freedom.) How did the proclamation affect Britain’s view? (Although Britain might have favored an independent South, it would not support a government fighting to keep people enslaved.)

**Independent Practice**

Have students begin filling in the study guide for this section.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure they understand the effect of the Emancipation Proclamation. Provide assistance as needed.

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**History Background**

**The World Supports Freedom** The tide of the world’s opinion was clearly turning on the issue of slavery. After the Emancipation Proclamation was issued, English workers refused to build ships for the Confederacy and the czar of Russia sent warships to New York and San Francisco to show support for the Union.

**Answers**

**Reading Primary Sources** (a) Emancipation Proclamation, then the general’s announcement; (b) The President’s declaration applies in areas still fighting the Union. The general’s applies in the City of Winchester in the county of Frederick.
**African Americans Help the Union**

- **H-SS 8.10.4, 8.10.5, 8.10.7**

**Instruction**
- Have students read African Americans Help the Union. Remind students to look for how events are related in time.
- Ask: Why was a war about freedom more appealing to African Americans than a war to hold the country together? (African Americans wanted freedom; without it, the state of the nation probably made little difference to them.)
- Display the African Americans Join the War transparency and have students answer the questions on it.

**Color Transparencies, African Americans Join the War**
- Ask: In what other ways did African Americans help weaken the South’s war effort? (They provided information useful to Union armies; many refused to work on plantations while their owners were away.)

**Independent Practice**
- Have students complete the study guide for this section.

**Monitor Progress**
- As students fill in the Notetaking Study Guide, circulate to make sure individuals understand how African Americans contributed to the Union war effort.
- Tell students to complete the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**Answers**

**Apply Information** Possible answer: African American soldiers received less pay, faced extra risks if captured, and served in segregated units under white officers.

**Checkpoint** It changed the Civil War into a struggle for freedom, dashed any hopes that Britain would recognize the South’s independence, and united African Americans in the North in support of the war.

**Reading Skill** Many African Americans were not allowed to serve in the army until after the Emancipation Proclamation was issued.

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**African American Soldiers**

These are guards of the 107th Colored Infantry at Fort Corcoran in Washington, D.C.

**Critical Thinking: Apply Information** How did the conditions under which African Americans served in the Civil War differ from those under which white soldiers served?

**Main Idea**

African Americans fought for the Union and made other contributions to the war effort.

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**African Americans Help the Union**

When the Civil War began, African American volunteers were not permitted to join the Union army. Northern African Americans appealed for the chance to help fight for the nation. However, not until after the Emancipation Proclamation were many allowed to serve.

**Volunteering for Service** The Emancipation Proclamation encouraged African Americans to enlist. Ultimately, 189,000 African Americans served in the Union army or navy. More than half were former slaves who had escaped or been freed by the fighting. All faced extra risks. If captured, they were not treated as prisoners of war. Most were returned to slavery and some were killed.

Black and white sailors served together on warships. In the army, however, African American soldiers served in all-black regiments under white officers. They earned less pay than white soldiers.

Despite these disadvantages, African American regiments fought with pride and courage. “They make better soldiers in every respect than any troops I have ever had under my command,” a Union general said of an African American regiment from Kansas.

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**Universal Access**

**English Language Learners**

Comparing: Give students a page protector to put over the text. Have students reread the section “The Emancipation Proclamation and mark each sentence with a ♦ if they are uncertain or don’t understand the sentence, a * if they understand the sentence, or a ! (wow) if they find the information interesting or new. Review any sentences students have marked with a question mark. Pair students to compare the “wow” sentences. Then, have them write one sentence about the importance of the Emancipation Proclamation.
African American troops took part in about 40 major battles and hundreds of minor ones. The most famous was the attack on Fort Wagner in South Carolina by the 54th Massachusetts Infantry on July 18, 1863. The unit volunteered to lead the assault. As the soldiers charged, Confederate cannon fire rained down. Yet the 54th reached the top of the fort’s walls before being turned back in fierce hand-to-hand fighting. The regiment suffered terrible losses. Nearly half of its soldiers were casualties.

Thousands of African Americans supported the Union in noncombat roles. Free northern and emancipated southern African Americans often worked for Union armies as cooks, wagon drivers, and hospital aids.

Resisting Slavery In the South, many enslaved African Americans did what they could to hurt the Confederate war effort. Some provided military and other kinds of information to Union armies. Enslaved people had always quietly resisted slavery by deliberately working slowly or damaging equipment. But with many slaveholders off fighting the war, large numbers of slaves refused to work.

 **Checkpoint** How did African Americans help the Union cause?

Looking Back and Ahead The Emancipation Proclamation made the Civil War a fight to end slavery. After the war, the Thirteenth Amendment banned slavery throughout the nation. The next section tells how the war affected civilians on both sides.

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**Assess and Reteach**

**Assess Progress**

Have students complete Check Your Progress. Administer the Section Quiz.

**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

**Extend**

Have students create a timeline that includes the major events described in the section. Tell students to be sure to label the dates and provide a brief description of each event. Then have students choose two dates on the timeline and write a few sentences explaining how the events are related in time.

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**Obtain the answers in the Answer section.**
Prepare to Read

Build Background Knowledge

In this section, students will learn how the military draft affected Americans during the Civil War. Write the word “draft” on the board and discuss what students know about its meaning. Ask students to think about why a draft might be necessary during a war, and why some people might oppose a draft. Use Think-Write-Pair-Share (TE, p. T39) to engage students.

Set a Purpose

Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their groups’ perspectives. The students will return to these worksheets later.

Main Idea

On both sides, pursuit of the war was hampered by disagreements among the people.

Section Focus Question

How did the war affect people and politics in the North and the South?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: The war caused political divisions in both the North and the South while changing the lives of civilians and soldiers alike.)

Prepare to Read

Reading Skill

Explain How Events Are Related in Time

As soldiers were fighting the Civil War on the battlefield, Americans in both the North and the South were facing other wartime challenges. You will have a better understanding of the Civil War Era if you can relate events on the battlefield to events in civilian life.

Vocabulary Builder

High-Use Word

High-Use Word Builder - p. 405

Key Terms and People

Habeas corpus, p. 403

draft, p. 404

inflation, p. 405

Backround Knowledge

The Emancipation Proclamation ended the South’s hope for help from Britain and France. It also encouraged African Americans to fight for the Union. However, it also increased tensions in both the North and the South. In this section, you will learn about the changes and strains the Civil War caused in American life.

Divisions Over the War

The Civil War not only divided the nation. It also caused divisions within the North and the South. Not all northerners supported a war to end slavery or even to restore the Union. Not all white southerners supported a war to defend slavery or secession.

Division in the South

In the South, opposition to the war was strongest in Georgia and North Carolina. Barely half of Georgians supported secession. There were nearly 100 peace protests in North Carolina in 1863 alone. Yet only Virginia provided more troops to Confederate armies than did North Carolina. Generally, regions with large slaveholding plantations supported the war more strongly than poor backcountry regions, where there were fewer enslaved people.

Strong support for states’ rights created other divisions. For example, South Carolina’s governor objected to officers from other states leading South Carolina troops. And the governors of Georgia and North Carolina did not want the Confederate government to force men from their states to do military service.

Universal Access

English Language Learners

Define As they read, students may come across words or phrases that are unfamiliar or difficult for them to understand. Encourage students to keep a list of these words as they read. Check with them periodically to clarify the meaning of each word. When students have finished reading the section, ask them to create their own glossaries by writing a sentence or drawing a picture that helps to explain each new term. Have students share their glossaries with the class.
**History Background**

**The Bounty System**  Students will read about the draft on p. 404. During the Civil War, people found numerous ways to take advantage of the draft. A bounty system existed in which men were paid for joining the military voluntarily. Some, called bounty jumpers, enlisted, collected their bounty, deserted, and then reenlisted in another state. There were even bounty brokers, who recruited men to enlist, and then took a percentage of their pay.

**Divisions Over the War**

- **H-SS 8.10.2, 8.10.3, 8.10.5, 8.10.7**

**Instruction**

- **Vocabulary Builder**
  - **High-Use Words**
  - Before teaching this lesson, preteach the High-Use Words *levy* and *currency* using the strategy on TE p. 385.

- **Key Terms**
  - Have students continue to fill in the See It–Remember It chart.

- **Read Divisions Over the War with students**, using the Oral Cloze technique (TE, p. T36).

- **Ask**:
  - What caused supporters of states’ rights to oppose the war? (They objected to officers from other states commanding their troops; they also felt drafting men from their states violated states’ rights.)

- **Ask**:
  - Why did both Davis and Lincoln feel they had to suspend the right of habeas corpus? (Possible answer: Neither wanted dissenters to interfere with their war efforts.)

**Independent Practice**

- Have students begin filling in the study guide for this section.

- **Interactive Reading and Notetaking Study Guide, Chapter 11, Section 4** (Adapted Version also available.)

**Monitor Progress**

- As students fill in the Notetaking Study Guide, circulate to make sure they understand the divisions that existed in the North and the South. Provide assistance as needed.

**Answers**

- **Reading Skill**
  - Students’ answers should include information about disruptive efforts, calls for peace, and suspension of habeas corpus.

- **Checkpoint**
  - Not all northerners supported a war to preserve the Union or end slavery, and not all southerners favored a war to defend secession or support slavery.

- **Reading Political Cartoons**
  - (a)  Probably Republican; he probably is not against the war, because he shows the Copperheads threatening the Union, which is at war. (b)  Possible answer: They are dangerous and poisonous to the Union.
The Draft Laws
H-SS 8.10.5, 8.10.7

Instruction
■ Have students read The Draft Laws. As they read, remind them to look for support of the Main Idea.
■ Ask: Why did many men desert on a temporary basis? (They were farmers who went home, tended their fields, and then returned.)
■ Have students define the draft. (system of required military service) Ask: Why might factory workers and laborers riot? (Possible answers: They didn’t want to leave their jobs; they were angry that those who could afford to could avoid the draft.)

Independent Practice
Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 4 (Adapted Version also available.)

Monitor Progress
As students fill in the Notetaking Study Guide, circulate to make sure they understand why the draft was established and why it caused problems. Provide assistance as needed.

Answers
Detect Points of View Possible answer: They resented having to serve in the war. Because the war was centered around the issue of slavery, they saw African Americans as the cause of the war.

L3 Checkpoint Wealthy men could pay to avoid the draft while poor men could not afford to do so.

Main Idea
Both sides found it necessary to draft men into military service.

The Draft Laws
Desertion was a problem for both sides. Between 300,000 and 500,000 Union and Confederate soldiers left their units and went home. About half returned after their crops were planted or harvested. However, at times, from one third to one half of an army’s soldiers were away from their units without permission.

To meet the need for troops, each side established a draft, a system of required military service. The South, with its smaller population, was first to act. In April 1862, the Confederacy passed a law requiring white men between ages 18 and 35 to serve in the military for three years. Later, the age range expanded to cover men from 17 to 50. The North adopted a similar draft law in 1863, for men ages 20 to 45.

Exceptions existed, however. Wealthy people had many ways of escaping fighting. In the South, a man who held at least 20 enslaved people did not have to serve. Both sides allowed draftees to hire substitutes to serve in their place. Northerners could avoid the draft by paying the government $300. For many workers, however, this was about a year’s pay.

People on both sides complained that the draft made the war “a poor man’s fight.” Anger against the draft led to violent riots in the North in July 1863. The worst took place in New York City. Mobs of factory workers and laborers rioted for several days, destroying property and attacking African Americans and wealthy white men.

L3 Checkpoint Why was the Civil War sometimes called a poor man’s fight?

Universal Access
L3 Advanced Readers
Using Literature Have students read and complete the worksheet “Beat! Beat! Drums!” Then ask them to prepare a dramatic choral reading of the poem. Some students might explain the meaning of the underlined words before reading the poem aloud.

Gifted and Talented
L3 Teaching Resources, Unit 5, “Beat! Beat! Drums!” p. 54
The War and Economic Strains

Northern industries boomed as they turned out goods the Union needed in the war. Plenty of jobs were available. But the draft drained away workers so there was a constant shortage.

To pay the costs of fighting the war, Congress 

**tax** on the money people receive.

The war strained the finances of governments and individuals.

_**Main Idea**_

The war strained the finances of governments and individuals.

**Vocabulary Builder**

- *tax* (tax) n. a tax on the money people receive

**Vocabulary Builder**

- *impose* (im-uh-pose) v. to impose by law

Women in the Civil War

Women in both the North and the South contributed to the war in many ways. At least 400 women disguised themselves as men and joined the Union or Confederate armies. Others became spies behind enemy lines. Many women took over businesses, farms, and plantations while their fathers, brothers, and husbands served on the battlefields.

In both North and South, women ran farms and plantations. Some southern women worked in the fields to help meet the needs of the Confederacy. They continued to work despite fighting that destroyed their crops and killed their livestock.

Women also ran many northern farms. “I saw more women driving teams [of horses] on the road and saw more at work in the fields than men,” a traveler in Iowa reported in 1862.

_Anesthetics on the Battlefield_

In 1860, anesthetics such as chloroform and ether, which work by putting a patient to sleep, were a recent development. A laboratory in Brooklyn run by Dr. Edward Robinson Squibb supplied much of the anesthetics used during the war. Thousands of amputations were performed during the Civil War because musketballs battered limbs in such a way that they had to be removed within 24 hours or the patient would die.

However, the success rate of using chloroform was high; many soldiers survived the shock of surgery and lived. Helping the wounded were women nurses. They volunteered even though they faced the resentment of many male physicians.

_**Main Idea**_

The war opened many new opportunities for women, who contributed greatly to the war effort.

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Chapter 11

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

Progress Monitoring Transparencies, Chapter 11, Section 4

To further assess student understanding, use the Progress Monitoring Transparency.

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 4 (Adapted Version also available)

Extend

Ask students to think about the different roles filled by women during the Civil War, such as soldier, spy, and head of a business. Have students choose one role and compose a letter that a woman in that role might have written to a friend or loved one during the Civil War. Ask students to share their letters with the class.

Writing Rubric

Share this writing rubric with students.

Score 4

Does not contain logical ideas and is poorly organized

Score 3

Contains little supporting evidence and organization is unclear

Score 2

Presents developed, supported ideas and is logical

Score 1

Presents clearly organized, well-supported ideas and is logical

Answers

Checkpoint

They took on many roles that would not have been possible during peacetime.

Biography Quest

While in Switzerland she learned about the International Red Cross. Under its sponsorship, she went to France to help organize relief during the Franco-Prussian War.

Women on both sides did factory work. Some performed dangerous jobs, such as making ammunition. Others took government jobs. For example, the Confederate government employed dozens of women to sign and number Confederate currency.

The war created many new opportunities for women. Some women became teachers. About 30,000 northern women became nurses. Men had dominated these professions before the war. Barriers to women especially fell in the field of nursing. Elizabeth Blackwell, America’s first female physician, trained nurses for the Union army. Social reformer Dorothea Dix became the highest-ranking army nurse. Barton continued to lead enslaved people to freedom during the war, also served as a Union nurse. Clara Barton cared for wounded soldiers on the battlefield. Although nursing was not considered a “proper” job for respectable southern women, some volunteered anyway.

Checkpoint

How did the war affect women?

Looking Back and Ahead

Both sides suffered political and economic hardships during the war. Draft laws affected every family, while new jobs opened up for women. In the next section, you will read how the war finally ended in the defeat of the Confederacy.

Check Your Progress

1. (a) Some opposed the Emancipation Proclamation; some believed the South had a right to secede. Some southerners did not support secession; some felt the war infringed on states’ rights. (b) Those who could, paid to avoid the draft; poor men could not and were forced to fight.

2. (a) Women began to have more opportunities, because they took on many roles that had previously been performed by men. (b) Northern industries profited by providing goods necessary for the war. However, both the Union and Confederate governments began printing more paper money, leading to inflation.

3. Possible answer: The economies of both the North and South were declining. Students’ definitions should be based on those given in the text.

5. See rubric
The Tide Turns

After the Union victory at the 1862 Battle of Antietam, the war again began to go badly for the North. As before, the problem was poor leadership. When McClellan failed to pursue Lee’s beaten army, Lincoln replaced him with General Ambrose Burnside.

Confederate Victories

Burnside knew McClellan had been fired for being too cautious. So Burnside decided on a bold stroke. In December 1862, he marched his army of 75,000 men directly toward Richmond. Lee massed 120,000 men at Fredericksburg, Virginia, to block their path. Using traditional tactics, Burnside ordered charge after charge. The Union suffered nearly 13,000 casualties in the Battle of Fredericksburg, the Confederates nearly 5,000.

Lincoln next turned to General Joseph Hooker, nicknamed “Fighting Joe.” “May God have mercy on General Lee, for I will have none,” Hooker boasted as he marched the Union army toward Richmond. In May 1863, Hooker’s army was smashed at the Battle of Chancellorsville by a force that was half its size. But the victory was a costly one for the South.

Main Idea

After suffering some defeats, Union forces gained the upper hand by winning major battles at Gettysburg and Vicksburg.

Union General Joseph Hooker

Prepare to Read

Background Knowledge

By 1865, four years of Civil War had produced hundreds of thousands of deaths. In this section, you will learn how the Civil War finally came to an end.

The Tide Turns

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- **Union General Joseph Hooker**

Prepare to Read

- **Vocabulary Builder**
  - High-Use Words
    - Emancipation Proclamation, page 409
  - Key Terms and People
    - Emancipation Proclamation, page 410
  - Total war, page 410

**Standards at a Glance**

Students have read about the suffering, death, and destruction of the Civil War. Students will now learn how the war finally ended.

**Section Focus Question**

How did Lincoln and his generals turn the tide of the war?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: The Union gained the upper hand with victories at Gettysburg and Vicksburg. Lincoln’s election to a second term of office also helped turn the tide.)

**Build Background Knowledge**

In this section, students will learn about the major turning points in the Civil War. Ask students to think about what the phrase “turning point” means. Suggest that they think of times in their own lives when they reached a turning point. Use the Give One, Get One strategy (TE, p. T39) to foster discussion of this concept.

**Set a Purpose**

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.
- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their groups’ perspectives. The students will return to these worksheets later.

**History Background**

Importance of Gettysburg and Vicksburg

Gettysburg and Vicksburg proved to be crucial turning points. The Battle of Gettysburg was the last time Confederate troops tried to invade the North. Vicksburg surrendered on July 4, 1863, and the city did not officially celebrate Independence Day again until 1945, at the end of World War II.
The Battle of Gettysburg  These Confederate victories made Lee bolder. He was convinced that a major victory on Union soil would force northerners to end the war. In June 1863, Lee’s troops crossed Maryland and marched into Pennsylvania. The Union army, which was now commanded by General George Meade, pursued them.

On July 1, some Confederate soldiers approached the quiet town of Gettysburg. They were looking for shoes, which were in short supply in the South because of the Union blockade. Instead of shoes, the Confederates encountered part of Meade’s army. Shots were exchanged. More troops joined the fight on both sides. By evening, the southerners had pushed the Union forces back through Gettysburg.

The next day, more than 85,000 Union soldiers faced some 75,000 Confederates. The center of the Union army was on a hill called Cemetery Ridge. The center of the Confederate position was nearly a mile away, on Seminary Ridge. The fighting raged into the next day as Confederate troops attacked each end of the Union line.

On the afternoon of July 3, Lee ordered an all-out attack on the center of the Union line. General George E. Pickett led about 15,000 Confederates across nearly a mile of open field toward Cemetery Ridge. As they advanced, Union artillery shells and rifle fire rained down on them. Only a few hundred men reached the Union lines, and they were quickly driven back. About 7,500 Confederates were killed or wounded in what is known as Pickett’s Charge.

(a) Check to see that students locate each place correctly. (b) The South suffered more damage than the North because most of the battles took place in the South.

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In all, the Confederacy suffered more than 28,000 casualties during the three-day Battle of Gettysburg. Union losses exceeded 23,000. For a second time, Lee had lost nearly a third of his troops. “It’s all my fault,” he said as he rode among his surviving soldiers. “It is I who have lost this fight.”

The Fall of Vicksburg On July 4, 1863, as Lee’s shattered army began its retreat from Gettysburg, the South suffered another major blow far to the south and west. Vicksburg surrendered to General Grant. It had been one of the last cities on the Mississippi River to remain in Confederate hands. Unable to take Vicksburg by force, Grant had begun a siege of the city in May 1863. A siege is an attempt to capture a place by surrounding it with military forces and cutting it off until the people inside surrender.

Day after day, Union guns bombarded Vicksburg. Residents took shelter in cellars and in caves they dug in hillsides. They ate mules and rats to keep from starving. After six weeks, the 30,000 Confederate troops at Vicksburg finally gave up. A few days later, the last Confederate stronghold on the Mississippi River, Port Hudson, Louisiana, also gave up. The entire river was now under Union control.

These events, coupled with Lee’s defeat at Gettysburg, made July 1863 the major turning point of the Civil War. Now the Union had the upper hand.

The Gettysburg Address In November 1863, about 15,000 people gathered on the battlefield at Gettysburg to honor the soldiers who had died there. In what is now known as the Gettysburg Address, Lincoln looked ahead to a final Union victory. He said:

“We here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

—Abraham Lincoln, Gettysburg Address, November 19, 1863

Checkpoint Identify two events that marked turning points in the Civil War.

Closing In on the Confederacy In Ulysses S. Grant, President Lincoln found the kind of commander he had long sought. In 1864, the President gave him command of all Union forces. Grant decided that he must attack Richmond, no matter how large the Union losses.

Grant versus Lee Grant’s huge army hammered at the Confederates in a series of battles in northern Virginia in the spring of 1864. Grant was unable to break through Lee’s troops. But Grant did not retreat. Instead, he continued the attack.
Chapter 11 The Civil War

The Confederates

The interac-

Display the transparency The Final Battles and have students answer the questions.

Color Transparencies, The Final Battles

Independent Practice

Have students complete the study guide for this section.

Monitor Progress

As students complete the Notetaking Study Guide, circulate to make sure they understand how peace was achieved. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Answers

Reading Charts (a) because it would disrupt the balance of political power, giving slave states more votes in Congress (b) Total war destroyed the South’s economy and left thousands of Americans killed; Hundreds of thousands of Americans killed

Reading Skill Victory in Atlanta happened first. It helped Lincoln get reelected.

Checkpoint He burned Atlanta and left a path of destruction 60 miles wide and 300 miles long.

Peace at Last

H-SS 8.10.4, 8.10.6, 8.10.7

Instruction

Ask students to read Peace at Last together with you. Remind students to look for details that answer the Section Focus Question.

Discuss the behavior of Lee and Grant at Appomattox. Ask: How can you tell that both men were aware of the toll of the war? (Lee surrendered rather than subject his remaining troops to another defeat. Grant offered generous terms and reminded his men that the rebels were once again fellow countrymen.)

Display the transparency The Final Battles and have students answer the questions.

Color Transparencies, The Final Battles

Independe

nt Practice

Have students complete the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 5 (Adapted Version also available.)

Monitor Progress

As students complete the Notetaking Study Guide, circulate to make sure they understand how peace was achieved. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Tecumseh Sherman

After seven weeks of fighting, Grant had lost about 55,000 men; the Confederates had lost 35,000. Grant realized that his army could count on a steady stream of men and supplies. Lee, on the other hand, was running out of both.

The two armies clashed at Petersburg, an important railroad center south of Richmond. There, in June 1864, Grant began a siege, the tactic he had used at Vicksburg.

While Grant besieged Lee, another Union army under General William Tecumseh Sherman advanced toward Atlanta. Like Grant, Sherman was a tough soldier. He believed in total war—all-out attacks aimed at destroying an enemy’s army, its resources, and its people’s will to fight. Sherman later said:

“We are not only fighting hostile armies, but a hostile people, and must make young and old, rich and poor, feel the hard hand of war.”

—Gen. William T. Sherman, Memoirs, 1886

March to the Sea

The Confederates could not stop Sherman’s advance. The Union army marched into Atlanta on September 2, 1864. Atlanta’s capture gave President Lincoln’s reelection campaign a boost. In the months before the capture of Atlanta, many northerners had grown tired of the war. Support for Lincoln had been lagging. But after Atlanta’s fall, Lincoln won a huge election victory over General George McClellan, the Democrats’ candidate.

In November, Sherman ordered Atlanta burned. He then marched east toward the Atlantic Ocean. Along the way, Union troops set fire to buildings, seized crops and livestock, and pulled up railroad tracks. They left a path of destruction up to 60 miles wide. In February 1865, the army headed north across the Carolinas.

Peace at Last

In March 1865, Grant’s army still waited outside Petersburg. For months, Grant had been extending his battle lines east and west of Petersburg. Lee knew it was only a matter of time before Grant would capture the city.

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Lincoln, too, saw that the end of the war was near. In his Second Inaugural Address in March 1865, he asked Americans to forgive and forget. “With malice toward none; with charity for all; . . . let us strive together . . . to bind up the nation’s wounds,” said Lincoln.

**Surrender at Appomattox** On April 2, Grant’s troops finally broke through Confederate lines. By evening, Richmond was in Union hands. Lee’s army retreated to the town of Appomattox Court House. There, on April 9, 1865, his escape cut off, Lee surrendered.

Grant offered Lee generous surrender terms. The Confederates had only to give up their weapons and leave in peace. As Lee rode off, some Union troops started to celebrate the surrender. But Grant silenced them. “The war is over,” he said. “The rebels are our countrymen again.”

**The War’s Terrible Toll** The Civil War was the bloodiest conflict the United States has ever fought. About 260,000 Confederate soldiers gave their lives in the war. The number of Union dead exceeded 360,000, including 37,000 African Americans. Nearly a half million men were wounded. Many returned home disfigured for life. The war had two key results: it reunited the nation and put an end to slavery. However, a century would pass before African Americans would begin to experience the full meaning of freedom.

***Why did Lee finally decide to surrender?***

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**Looking Back and Ahead** With Lee’s surrender, the long and bitter war came to an end. In the next chapter, you will read how U.S. leaders tried to patch the Union together again.

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**Assess and Reteach**

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**Assess Progress**

Have students complete Check Your Progress. Administer the Section Quiz.

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**Teaching Resources, Unit 5, Section Quiz, p. 64**

To further assess student understanding, use the Progress Monitoring Transparency.

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**Progress Monitoring Transparency, Chapter 11, Section 5**

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**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

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**Interactive Reading and Notetaking Study Guide, Chapter 11, Section 5 (Adapted Version also available)**

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**Extend**

Explain that in the late 1860s, Memorial Day emerged as a day to honor soldiers who had died in the Civil War. Today, the holiday honors those whose lives were sacrificed in all American wars. Ask students to write a Memorial Day speech explaining why it is important to honor those who have given their lives in American wars. Students should read their speeches aloud to the class.

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**Writing Rubric** Share this writing rubric with students.

**Score 4**

Students’ paragraphs will vary, but should be developed, supported, and interesting ideas.

**Score 3**

Students’ paragraphs will vary, but should make accurate comparisons between the losses of American lives in the Civil War and in the other wars.

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**Checkpoint** He was surrounded with no escape; he had lost too many men in a long, bloody conflict and had little hope of reinforcements.

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**Chapter 11 Section 5 411**
Objective
Assessing the credibility of primary sources can help students draw sound conclusions about historical events and issues. By determining which sources and information are credible, students can provide greater insight into the motives and ideas of the people who created them.

Assess the Credibility of Primary Sources

Instruction
1. Write the steps to assess the credibility of primary sources on the board and ask the class to read the steps aloud.
2. Using the Numbered Heads strategy, have students suggest how they can know which information is reliable. (Possible answers: It comes from a writer, speaker, or book that is known to be accurate. The ideas or arguments are supported by facts.)
3. Practice the skill by following the steps on p. 412 as a class. Model each step to answer the questions about the primary source. 
   (a) Abraham Lincoln  (b) March 4, 1861  
   (c) The Union of the United States must not be broken.  
   (d) The main idea of the primary source is in support of the Union.
4. Ask students to complete the Apply the Skill activity. Then assign the Analysis Skill Worksheet. As students complete the worksheet, circulate to make sure individuals are applying the skill steps effectively. Provide assistance as needed.

Monitor Progress

A primary source is information about people or events presented by someone who lived through what is being described. Historians use primary sources to provide a firsthand account of an event or time period. However, primary sources can be biased. Analyze them carefully and decide if they are reliable.

Learn the Skill
Use these steps to assess the credibility of primary sources.
1. Identify the source. Who created the primary source? When was it created?
2. Identify the main idea. What is the most important idea of the primary source?
3. Identify the point of view. Often eyewitnesses to an event want to persuade people to share their feelings. Read carefully to determine the point of view of the primary source. Look for language that expresses strong feelings.
4. Evaluate how reliable the source is. Does the source tell or show you what really happened? Look for any inaccuracies or biased statements.

Practice the Skill
Answer the following questions about the primary source on this page.
1. Identify the source. (a) Who wrote the speech? (b) When was the speech delivered?
2. Identify the main idea. What is the most important idea in the speech?
3. Identify the point of view. (a) What is the speaker’s opinion of the political situation in the United States? (b) What words or phrases express his feelings?
4. Evaluate how reliable the source is. Do you think the speaker presents an accurate view of the situation he describes? Explain.

Apply the Skill
See the Review and Assessment at the end of this chapter.

On March 4, 1861, Abraham Lincoln delivered this speech at his first inauguration as President of the United States. On April 12, the Civil War began.

...it is seventy two years since the first inauguration of a President under our national Constitution. During that period fifteen different and greatly distinguished citizens have in succession administered the executive branch of the Government... I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union heretofore only menaced, is now formidable attempted. I now hold in contemplation of universal law and of the Constitution the Union of these States is perpetual... It follows from these views that no State upon its own mere motion can lawfully get out of the Union... Plainly the central idea of secession is the essence of anarchy. A majority held in restraint by constitutional checks and limitations is the only true sovereign of a free people... The rule of a minority, as a permanent arrangement, is wholly inadmissible so that, rejecting the majority principle, anarchy or despotism in some form is all that is left... 

Abraham Lincoln, March 4, 1861

Reteach
If students need more instruction, use the Social Studies Skills Tutor to reteach this skill.