Section Focus Question
Why did each side in the Civil War think the war would be won easily?

Prepare to Read
Build Background Knowledge
Make two columns on the board and title them “North” and “South.” Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what they will learn about the North and the South. Write their answers in the appropriate column on the board. Use the Numbered Heads participation strategy (TE, p. T38) to elicit responses.

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

Read each Teaching Resources, Unit 5, Reading Readiness Guide, p. 47
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
As the war began and states chose sides, loyalties in the four border states were divided.

The Call to Arms

Prepare to Read
Reading Skill
Understand Sequence of Events The Civil War began as a result of a complex sequence of events. As that war proceeded in its early days, events continued at a furious pace. To form a full understanding of this phase of the war, pause regularly to summarize the sequence of events. Use your own words to recount the important events in the correct order.

Vocabulary Builder
High-Use Words
distress, p. 388
resource, p. 388
Key Terms and People
border state, p. 387
neutral, p. 387
martial law, p. 387
blockade, p. 389

Background Knowledge In the previous chapter, you learned how tensions over slavery troubled the nation throughout the 1850s. Southern slaveholders became committed to protecting the system on which they depended. In this section, you will learn how this determination led to the Civil War.

Taking Sides in the War
Two days after Fort Sumter’s surrender, President Lincoln declared that a rebellion existed in the South. To put it down, he asked the nation’s governors to raise 75,000 troops. Across the North, young men eagerly volunteered. Support was so widespread that the governors of Ohio, Indiana, and several other states begged to send more troops than the President had requested.

More States Secede Not all states were so enthusiastic, however. In Tennessee, the governor said that his state “will not furnish a single man” to fight against “our southern brothers.” The governors of Kentucky and Missouri made similar replies to Lincoln’s request. Maryland and Delaware did not respond at all. The President’s call for troops led more southern states to secede.

On April 17, Virginia left the Union. In May, Arkansas, Tennessee, and North Carolina also joined the Confederacy. However, the western counties of Virginia, where there was little support for slavery, refused to secede. In 1863, these 50 counties were admitted to the Union as the state of West Virginia.
The Border States Loyalities remained divided in the border states—slave states that did not secede. Delaware had few enslaved people, and its support of the Union was strong. However, many people in Kentucky, Missouri, and Maryland favored the South. Kentucky and Missouri were important in controlling the Ohio and Mississippi rivers. And unless the Union could hold Maryland, Washington would be surrounded by the Confederacy.

At first, Kentucky declared itself neutral, or not favoring either side. Union generals wanted to occupy Kentucky, but Lincoln refused. He feared that such a move would push the state to secede. His strategy was wise. When Confederate forces invaded it in September 1861, Kentucky decided to support the North.

By contrast, the President acted forcefully to hold Missouri and Maryland. When Missouri’s government sided with the South, Union supporters set up their own state government. Fighting broke out within the state. Finally, Lincoln sent troops, and the state stayed in the Union throughout the war.

In Maryland, southern sympathizers destroyed railroad and telegraph lines. So Lincoln placed eastern Maryland under martial law. Rights are suspended. So Lincoln placed eastern Maryland under martial law. Rights are suspended. Maryland officials and others suspected of disloyalty were jailed without trials.

**Checkpoint** How did the border states line up in the war?

The Bo...
North Against South

H-SS 8.10.2, 8.10.6, 8.10.7

Instruction

- Have students read North Against South. Remind students to look for the sequence of events.
- Have students create a table listing the southern military advantages and the North’s advantages. (Southern advantages: fighting on their own territory, could count on local people for help; had the most experienced military officers. Northern advantages: more factories, railroad track, and farmland; larger population; more resources.)
- Ask: Why would the greater number of factories and factory workers be an advantage to the North? (Possible answer: More goods and war materials could be produced.) Ask: What disadvantages might the North have had in invading the South? (Possible answer: They had to move troops, materials, and other supplies over long distances and unfamiliar geography.)

Independent Practice

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

Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the advantages of each side. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

Reading Graphs

(a) Factory production
(b) The North was able to field, feed, and equip larger armies because it had a larger population, more factories, and more railroads to move troops and supplies. (c) There were more experienced military officers and a larger army to equip and provide railroad transportation.

Checkpoint The South had more experienced military officers and would be fighting on its own land among its own people. The North had more factories, farmland, railroad tracks, and a larger population, so it could better feed and equip its army.

Main Idea

Each side had its advantages and disadvantages, and each side was sure it would win.

Vocabulary Builder

1. distinct (adj.) adj. clear or different, different in quality

Primary Sources

See Robert E. Lee, Letter to His Sister, in the Reference Section at the back of this textbook.

Vocabulary Builder

resource (res’urs) n. supply of something to meet a particular need

North Against South

As the armies prepared, people on both sides were confident. A Union soldier declared that he was “willing . . . to lay down all my joys in this life to help maintain this government.” Southerners compared themselves to Americans of 1776. A New Orleans poet wrote of Confederates: “Yes call them rebels! ‘tis the name/Their patriot fathers bore.”

Southern Advantages

Although outnumbered, the South had some distinct military advantages. To win, northern armies had to invade and conquer the South. Confederates would be fighting on their own territory, with help from the local people.

In addition, most of the nation’s experienced military officers were southerners. The Confederacy’s three top generals—Albert Johnston, Joseph Johnston, and Robert E. Lee—all had resigned from the U.S. Army to fight for the South.

Northern Advantages

The United States had about 130,000 factories. Of those, 110,000 were in the North. The North had twice as much railroad track and almost twice as much farmland.

The North also had a population advantage. Some two thirds of the nation’s people lived in states that remained in the Union, and in the South more than a third of the people were enslaved. With more resources, the North was able to field, feed, and equip larger armies.
The Two Sides Plan Strategy

Main Idea

While the North wanted to isolate the South and invade it, the South hoped to get help from Europe.

Americans Against Americans

On both sides, men rushed to be part of the fight. “I had never dreamed that New England . . . could be fired with so warlike a spirit,” wrote Mary Ashton Livermore in Boston. In South Carolina, Mary Chesnut said, men rushed to enlist in the army for “fear the war will be over before they get a sight of the fun.”

This war between Americans broke families apart, setting brother against brother, father against son. Kentucky senator John Crittenden had two sons in the war fighting on different sides. Four brothers of Mary Lincoln, the President’s wife, fought for the Confederacy.

Main Idea

The war often divided families as it drew most adult males on both sides into the military.

History Background

A Moment’s Hesitation

Uniforms were a cause of much confusion during the Battle of Bull Run. For two hours, the Union soldiers had steadily pushed the Confederates back toward and up the slopes of Henry House Hill (named for the home of Judith Henry, a bedridden widow). Two Union artillery batteries were blasting gaps in the Confederate lines when a blue-clad regiment emerged from the woods. Thinking the regiment was the infantry support it had requested, Union soldiers stopped firing. The regiment, which turned out to be Confederate, leveled muskets, fired, and wiped out the Union guns. From that point on in the battle, the tide shifted to the Confederates.

The Two Sides Plan Strategy

Americans Against Americans

Instruction

- Read The Two Sides Plan Strategy and Americans Against Americans together. Read the Main Ideas aloud and ask students to write down supporting details for each one as they read.
- Discuss the strategy plan of each side. Ask: Why was it important to the North to take Richmond? (It was the Confederate capital so taking it could cripple the South’s government. It was also very close to Washington, D.C., the nation’s capital.)
- Review the term “Civil War.” Explain that the word civil refers to citizens and their relations to one another and a state or government. Ask: Why was this war called a Civil War? (It was a war in which citizens fought against one another.)

Independent Practice

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

Monitor Progress

Answers

- Checkpoint The North hoped to block southern seaports, to gain control of the Mississippi River to control transportation and cut the South in two, and to capture Richmond. The South’s plan was simpler—they planned to defend their territory until the northerners tired of fighting.
- Draw Conclusions Possible answer: Some may have grown up quickly and acquired new skills; many may have become scared, tired, and disillusioned.
First Battle of Bull Run
A Soldier’s Life
H-SS 8.10.2, 8.10.6, 8.10.7

Instruction
■ Read First Battle of Bull Run and A Soldier’s Life with students. Remind them to look for sequence of events.
■ Ask: Why did citizens ride out to see the armies meet at Manassas? (They expected a quick Union victory.) How did the inexperience of both armies show during the battle? (The northerners lost their initial advantage and had to flee; the southerners couldn’t follow up and chase them because they were too tired.)
■ Show students the History Interactive transparency Bull Run and discuss the effect this battle had on both sides.

Color Transparencies, Bull Run
■ Discuss the conditions of camps and prisons. Ask: Why were the poor conditions in prisons and camps a disadvantage to both sides? (Soldiers were too weak with illness and hunger to fight; morale would suffer.)

Independent Practice
Have students complete the study guide for this section.
Interactive Reading and Notetaking Study Guide, Chapter 11, Section 1 (Adapted Version also available.)

Monitor Progress
■ As students complete the Notetaking Study Guide, circulate to make sure they understand the importance of Bull Run and the harsh conditions soldiers faced.
■ Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
Teaching Resources, Unit 5, Reading Readiness Guide, p. 47

Answers
Draw Conclusions: Both sides were aware of their advantages and felt their cause was right. Neither side appreciated the advantages of the other sufficiently, nor did they accurately estimate their own weaknesses.

First Battle of Bull Run
Before the First Battle of Bull Run, both sides expected an easy victory. But they were wrong. Here, Union soldiers have panicked and are fleeing the Bull Run battlefield. Bull Run was an early sign that the war would be long and costly.

Critical Thinking: Draw Conclusions: What reasons did each side have to think it would win an easy victory? Why were both sides’ expectations unreasonable?

Main Idea
Expectations of a quick victory were dashed at Bull Run in July 1861.

The soldiers came from many backgrounds. Nearly half of the North’s troops were farmers. One fourth were immigrants. Three fourths of the South’s 1 million white males between ages 18 and 45 served in the army. Two thirds of the 3.5 million northern males of the same age fought for the Union. Some soldiers were as young as 14.

Checkpoint Who were the soldiers in this war?

First Battle of Bull Run
Union General Irvin McDowell wanted time to turn his soldiers into an effective fighting force. But by July 1861, northern newspapers were demanding the capture of Richmond and a quick end to the war.

McDowell’s 30,000 men left Washington and marched southwest into Virginia. About the same number of Confederates waited at Manassas, a railroad center about 25 miles away. Hundreds of people rode out from Washington to see the battle, expecting an easy Union victory.

The armies clashed along Bull Run, a river just north of Manassas, on July 21. At first, the Union army pushed forward. But a southern commander rallied his men to hold firm. “Look, there is Jackson like a stone wall,” he shouted. From then on, the general, Thomas Jackson, was known as “Stonewall” Jackson.

Slowly the battle turned in favor of the Confederates. The poorly trained Union troops began to panic. Soldiers and sightseers fled back to Washington. The Confederates were too exhausted to pursue them.

Checkpoint What was the result of the First Battle of Bull Run?
A Soldier’s Life

Most soldiers spent three-fourths of their time in camp, not fighting. Training took up to 10 hours a day. When not training, soldiers stood guard, wrote home, and gathered firewood. A meal might be simply a dry, cracker-like product called hardtack.

Harsh Conditions Camp conditions were often miserable, especially when wet weather created muddy roads and fields. The lack of clean water was a major health threat. Outbreaks of smallpox, typhoid fever, and other diseases swept through the ranks. It was not unusual for half the men in a regiment to be too sick to fight.

Prisoners of War Both sides built prison camps for captured soldiers. Overcrowded prison camps became deathtraps. Nearly 10 percent of soldiers who died in the war perished in prison camps.

1. (a) How far were prison camps from Civil War battlefields?
   (b) What did prisoners experience in prison camps?

2. (a) What were the worst conditions of any prison camp?
   (b) How did overcrowding contribute to the deaths of prisoners?

3. (a) What were the causes of the high death rates in prison camps?
   (b) What were the consequences of these death rates?

4. (a) What role did Union and Confederate military authorities play in the treatment of prisoners?
   (b) How did the treatment of prisoners affect the war effort?

5. (a) What were the implications of prison camps for the Confederacy?
   (b) How did prison camps influence the Union’s efforts to win the war?

Reading Skill
3. Understand Sequence of Events Choose a state that worried about supporting the North or the South. Summarize the sequence of events that led this state to a final decision.

Vocabulary Builder
Complete each of the following sentences so that the second part explains the first and shows your understanding of the key term.
1. Union leaders planned a blockade.
   If ________, soldiers placed Maryland under martial law; ________.

Writing
6. Create an outline that covers the information presented in this section, copying the form below.

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
To help students expand their understanding of the significance of the Battle of Bull Run, have them complete the online History Interactive activity. Provide students with the Web Code below.

Section 1: The Call to Arms

Main Idea
Rats, mold, disease, and overcrowded prison camps took a heavy toll on both sides.

Assess Progress

Writing Rubric Share this writing rubric with students.

Score 4
0. Does not address assigned topic and is completely correct.
Score 3
1. Addressed assigned topic and is well organized.
2. Addressed assigned topic and is clearly organized.
3. Addressed assigned topic and is poorly organized.

Score 2
4. Addressed some appropriate details.
5. Addressed some appropriate details.
6. Outlines may vary, but students should generally use the headings as guides for the main topics and details.

Answer

5. Possible answer: The military ran it and citizens’ rights were suspended.

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