

Chapter 9

The Civil War

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The Coming of War

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Setting the Scene

“It is well that war is so terrible, else we should grow too fond of it.”
(General Robert E. Lee to General James Longstreet)

Teacher Note

To introduce the chapter, bring in a rope and assign members of the class to each end. Reminding them that the activity is not intended to hurt anyone, have them pull on either end in a tug-of-war. After a few groups have tried it, remind them that the Civil War was very similar to the activity. People within the same family, neighbors, etc., were tugging against each other and believing their side was the right side.

CHAPTER

9



CHAPTER

PREVIEW

PEOPLE: Mary Boykin Chesnut, Robert Anderson, Jefferson Davis, Abraham Lincoln, Alexander H. Stephens, P. G. T. Beauregard, William Tecumseh Sherman, Robert Smalls, Wade Hampton III, Francis Wilkinson Pickens

PLACES: Fort Sumter, St. Helena Island, James Island, Morris Island

TERMS: border states, Confederate States of America, total war, blockade, freedmen, casualties, conscripted, ironclad, emancipation, Emancipation Proclamation, hoarding, speculation, inflation, siege, forage

Mary Boykin Chesnut was the daughter of a governor and wife of James Chesnut, who later became a general in the Confederate army. On the night of April 11–12, 1861, Mary was in a hotel in Charleston, and James was trying to convince the Union’s Major Robert Anderson at Fort Sumter to surrender the fort to the Confederates. If the fort was not surrendered by 4:00 a.m., it would be attacked by cannon from the shore batteries. When 4:00 a.m. passed and no cannons fired, Mary thought Major Anderson must have surrendered. Perhaps the United States government was not going to force South Carolina to fight for her independence.

But at 4:30 a.m. the cannons boomed and continued booming. Mary then followed everyone else’s example and ran to the rooftop in her nightgown and shawl to watch the fantastic fireworks. She was frantic about her husband and concerned for her state and its people. She was fearful of what the politicians had done to her comfortable, if sometimes dull, life.

Her life was to be dull no more. Like the main character in a good novel, she seemed to be in the center of action over the next four years. She had been in Montgomery, Alabama, in February when the Confederate States of America was formed and its constitution written. She was in Charleston for the opening shots of the war. She was in Richmond, Virginia, the Confederate capital, during much of the war. With James serving as special

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State Standards

Key Concept Compromises and Conflict

Standard 3 Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

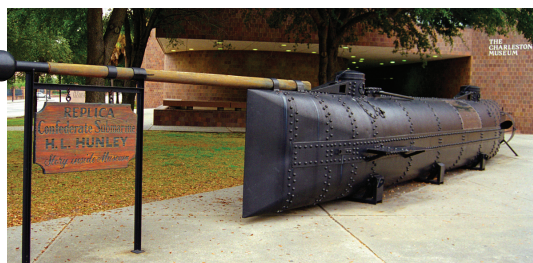


adviser to President Jefferson Davis, she knew all the major players. Near the end of the war, she and James returned to South Carolina as this state became the central stage. As she herself said, “It was a way I had, always to stumble on the real show.”

She not only observed the “real show” as a participant, more importantly, she wrote about it. She kept a lengthy diary during the four years of the war. Afterwards, she spent years revising and adding and finally leaving to her readers a comprehensive firsthand account of the inner workings of the Confederate leadership. She was an acute observer and provided marvelous insights into the main characters of the great American drama—the Civil War.



Opposite page, above: *The Angel of Marye's Heights* depicts South Carolina's Sergeant Richard Kirkland aiding Union soldiers at the Battle of Fredericksburg. **Above:** Mary Chesnut lived in this cottage (top) in Columbia late in the war. **Left:** A replica of the *Hunley* sits in front of the Charleston Museum.



Teacher Note

Advanced students may want to read *A Diary from Dixie*, electronic edition, by Mary Chesnut. It can be found on the Internet, or you may wish to read entries aloud to the class. After reading four or five entries, students can draw an illustration that shows how Mrs. Chesnut was feeling about the war, write a poem or haiku depicting her outlook, or even compose music that shows her point of view.

Teacher Note

The website www.socialstudiesforkids.com/subjects/civilwar.htm is a good site for explaining a complicated time in our nation's history. In addition to assisting with text information, it also has a number of links to other sites.

Another complete site is “Civil War Potpourri” (<http://civilwarhome.com/potpourr.htm>). It is written alphabetically but is a good site for finding unusual information.

FYI

If you had attended school in the South during the 1940s or 1950s, your textbook might have called this historic period the “War between the States” rather than the “Civil War.” Can you think of the reason for this?

Note: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

Notes

War Stories

During the very early days of the war, battles were looked upon as spectator sports. People would gather on hillsides overlooking battlefields and have a picnic lunch while they watched the battle unfold.

Fashions

Women's fashions would change a great deal when Ebenezer Butterick invented the first paper dress patterns sold in the United States. Before that time, women had to take apart worn-out dresses to make patterns for new ones.

Sports

The sport of croquet was brought from England and became a hit, and boxing continued to be enjoyed even during the war years. In 1863, Joe Coburn won the American Boxing Championship after a sixty-three-round event. Roller skating was also introduced during this time.



SIGNS of the TIMES

EXPANSION OF THE U.S.

Three new states joined the Union during the Civil War: Kansas in 1861, West Virginia in 1863, and Nevada in 1864.

POPULATION

The state population grew only slightly from 1860 to 1870. That small increase was among blacks, while the number of whites actually decreased a bit. In 1860, there were fewer than 10,000 free blacks in South Carolina. By 1870, all 416,000 were free.

NATIONALISM IN EUROPE

While the American nation was splitting apart, two countries in Europe were consolidating their many cities, principalities, and little kingdoms into new powerful nations. Italy emerged by 1870 as a new nation-state. During the 1860s, all the German-speaking states in central Europe began submitting to the Kingdom of Prussia, leading to the creation of the new nation of Germany.

TECHNOLOGY

In 1861, Elisha Otis patented an elevator powered by a steam engine.

In the same year, telegraph wires connected New York with San Francisco. Instant communication across the continent was possible for the first time.

The Civil War stimulated innovation in the tools of war, including ironclad warships; primitive submarines; and the Gatling gun, a several-barreled machine gun that could fire over 200 bullets per minute.

ART

Famous American artist Winslow Homer made drawings of Civil War scenes for *Harper's Weekly*, dealing more with views of everyday camp life than scenes of battle. Photographer Mathew Brady invested his savings to make a photographic record of the Civil War. He and his crew produced a lasting record of Civil War battlefields.

LITERATURE

Henry Timrod, a young romantic Charleston poet, was hailed by a national magazine as a "true poetical genius" after publication of his only collection of poems in 1860. He opposed secession, but became a strong supporter of the southern cause. He was unofficially the "Poet Laureate of the Confederacy."

Notes

FIGURE 13

Timeline: 1860 to 1865



<p>1860 Democratic National Convention in Charleston broke up Secession of South Carolina</p>	<p>1861 Citadel cadets fired on U.S. ship trying to resupply Fort Sumter Confederate troops began bombarding Fort Sumter Union forces captured Beaufort area</p>	<p>1862 Robert Smalls turned Confederate ship, the <i>Planter</i>, over to Union navy First black South Carolina regiment organized</p>	<p>1863 Harriet Tubman became first woman to lead U.S. troops on a raid U.S. troops began shelling Charleston from Morris Island</p>	<p>1864 Confederate submarine <i>Hunley</i> sank the USS <i>Housatonic</i>; the <i>Hunley</i> also sank</p>	<p>1865 Columbia and Charleston fell to U.S. troops Jefferson Davis held final meeting of his council of war in Abbeville</p>
<p>1860</p>	<p>1861</p>	<p>1862</p>	<p>1863</p>	<p>1864</p>	<p>1865</p>
<p>1849 Democratic Party split, North and South Lincoln elected president</p>	<p>1861 Confederate States of America established</p>	<p>1862 Battle of Antietam</p>	<p>1863 Lincoln declared all slaves within rebel-controlled areas to be free Key Union victories at Gettysburg and Vicksburg</p>	<p>1864 Sherman captured Savannah, Georgia</p>	<p>1865 Congress created the Freedmen's Bureau Lee surrendered the main Confederate army at Appomattox Court House Lincoln shot; died the next day</p>

MUSIC

Songs of the period included "Battle Hymn of the Republic," "Dixieland (Dixie)," "The Bonnie Blue Flag," "The Battle Cry of Freedom," "Marching through Georgia," and "Tenting on the Old Campground."

FOOD

Meat, flour, sugar, salt, and coffee were scarce during the war. South Carolinians had to use their wits to provide substitutes. For coffee, they used chicory roots and slightly burned sweet potato peels.

Snapshots of History

Skim through the chapter and see what each of the small pictures above the timeline signifies. Write a newspaper headline announcing each of the events pictured.

The Sequence of Events

This chapter covers many important events that happened within less than six years. On separate index cards, write ten events on this timeline that you think are most important. Put the date in small print on the back of the card. Exchange your set of cards with a classmate and see if he or she can place your cards in order. You do the same with your classmate's set of cards.

Teacher Note

The music associated with the Civil War is still very recognizable today. As students arrive for class each day, go to "YouTube Civil War Songs" and have students listen to the songs. (It would be good if they could read the words to the songs while they listen.) Have them guess which side adopted each song. Finally, have them either draw or discuss the spirit of each song. What overall message did the music give?

Notes

Section 1

The Coming of War

INTRODUCE

Outline

- A. The Election of 1860
- B. Secession
- C. Forming the Confederate States of America
- D. The Fighting Starts
- E. The Border States

Materials

Textbook, pages 264-269

Student Workbook

95 Vocabulary Matching

96 The Presidential Election of 1860

97 The South Carolina Act of Secession

Teacher Tech Website

Lesson Plan

Visual Aids

9 The Union and the Confederacy

20 Causes of the American Civil War

Guided Reading, 9-1

Source Documents

Secession Declaration

S.C. Constitution of 1861

mystatehistory.com

Online Textbook

In Other Words

intertwined—woven together

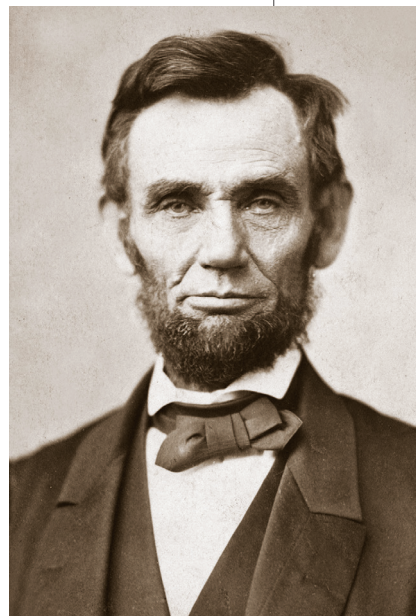
SECTION 1

The Coming of War

Below: Abraham Lincoln of Illinois had served only a single term in Congress, and had run twice unsuccessfully for the U.S. Senate, when he won the Republican nomination for president in 1860. **Opposite page, above:** Lincoln's opponents in 1860 were northern Democrat Stephen A. Douglas (left), southern Democrat John C. Breckinridge (center), and John Bell of the Constitutional Union Party (right).

AS YOU READ, LOOK FOR

- events leading up to the dramatic election of 1860;
- how Abraham Lincoln's election led to the secession of Deep South states and the formation of the Confederate States of America;
- the failure of efforts to compromise;
- the incident that started the Civil War;
- the fate of the border states;
- terms: **border states**, **Confederate States of America**.



The story of South Carolina and the story of the United States are always intertwined; but in the coming of the Civil War, the two stories are the *same* story. The Civil War began here. The state's political leaders were the ones who made the decisions to secede and resist federal authority—decisions that pushed the entire nation into the internal struggle of civil war.

The Election of 1860

The election of 1860 had the most immediate and drastic consequences of any in our history. It is perhaps fitting that the drama of the election began in Charleston. The national Democratic Party held its convention there in April 1860 to nominate a presidential candidate. After ten days of power struggle, primarily over the issue of slavery, the Charleston convention could not produce a candidate. The convention adjourned to try again several weeks later in Baltimore. There the convention split into two. The northern Democrats nominated Stephen A. Douglas of Illinois; the southern Democrats nominated John C. Breckinridge of Kentucky. The Democratic Party was one of the last great nation-

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State Standards

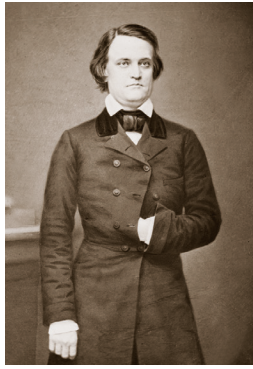
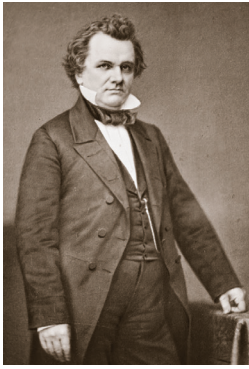
State Standard 3 (T260)

The student will:

8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.

8.3.CE Examine consequences of the major Civil War military strategies.

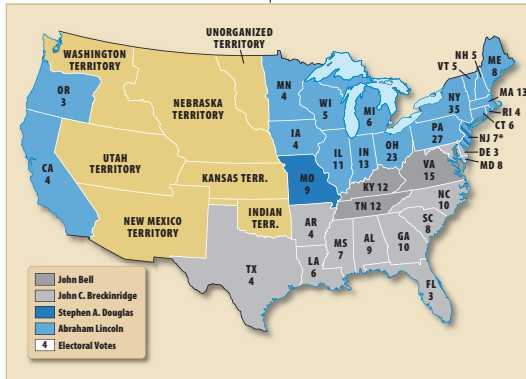
8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.



wide organizations helping hold the nation together. Its split, north from south, like the earlier split of religious denominations over the issue of slavery, was bad news for the cause of national unity.

The Republican Party, organized only six years earlier, had an excellent opportunity to win the election with its major competitor split apart. Its convention avoided candidates who were too outspoken against slavery. The delegates nominated a moderate on the issue, Abraham Lincoln of Illinois.

The party's position on slavery was to prevent its spread into the western territories. The Republicans also adopted some positions popular in the North: promoting tariffs and internal improvements, including federal aid for privately owned railroads. Another party arose in the **border states** (the slave states between the Deep South and the northern states) to try to hold the Union together. The Constitutional Union Party nominated John Bell of Tennessee and tried to promote compromise between strongly held northern and southern views. Abraham Lincoln and the Republican Party campaigned only in northern states. Breckinridge ran only in the South. Only Douglas tried to run a national campaign. Breckinridge won the entire Lower South. Lincoln won all the northern states, which had enough electoral votes to give him the victory. White South Carolinians were alarmed and up in arms. The fire-eaters, who had urged secession for decades, now easily took control of the state.



MAP 33

The Presidential Election of 1860

Map Skill: Which states did John Bell win?

Visuals Help

Using both your textbook and the Internet, make a chart for each of the political parties naming their leaders, party platforms (principles), and the results of their convention. How might things have changed if another man had been on the Republican ticket? Teacher Note: Let students know that the Republican and Democratic parties during this period were not the same parties as today.

Children Can Make a Difference

What comes to mind when you picture Abraham Lincoln's face? Did you say his beard? That was one thing everyone recognized about the 6'4" gaunt-looking man. And his looks are due to an eleven-year-old girl from Westfield, New York, named Grace Bedell. She thought the man campaigning for president looked too "homely," so she wrote and told him so.

Find her letter and record it in your notebook. What happened as a result of the letter? Describe or draw their meeting as Lincoln made a trip from Illinois to Washington for the 1860 inauguration. What does this tell us about the character of Abraham Lincoln? Think of at least three positive "character" words.

Notes

Answer to Map 33 Skill

Tennessee, Kentucky, and Virginia

Your Thoughts

Did the actions of the colonists prior to and during the American Revolution have an influence on South Carolinians who felt secession was just another tactic they could use? And did they think that, after a short period of fighting, everything would be all right again and southern states could return to antebellum days? What do you think they thought?

See It for Yourself

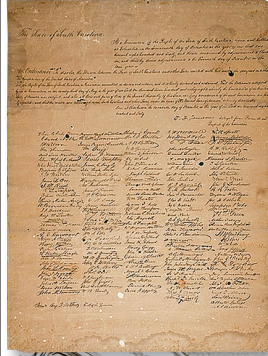
Read the Ordinance of Secession and see for yourself what it said. The last paragraph describes the acts that South Carolina has full power to perform as a “separate and independent State.” What are they? (to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do)

Think About It

What do you think the people of South Carolina (both whites and free blacks) were thinking when the southern states formally seceded? What about slaves? Once they heard the news, what might slaves have been thinking?

HAVE YOU SEEN...

the original Ordinance of Secession? It is housed in the South Carolina Archives and History Center in Columbia. The director of the Archives calls it “the most important document owned by South Carolina.”

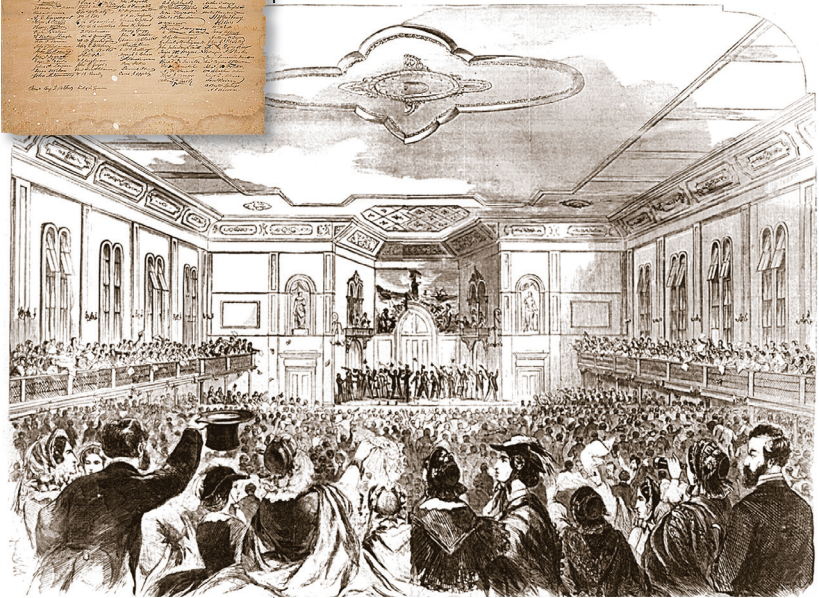


Secession

Abraham Lincoln argued that a democracy involves majority rule. A minority cannot secede in order to escape the decisions of a majority. Immediately after Lincoln's election, South Carolina's leaders took action to do exactly that. The legislature called a convention in December 1860 to consider secession. The convention met first in Columbia but, because of rumors of smallpox in the city, continued its deliberations in Charleston, where support for secession was even stronger.

The delegates voted unanimously (169-0) on December 20 for secession. In their “Declaration of the Causes of Secession,” the convention made clear that the threat to slavery and the southern way of life represented by the election of Lincoln was the immediate reason for declaring independence from the United States. They stated:

A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery... he has declared that that “Government cannot endure permanently half slave, half free,” and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.



Notes

The Declaration invoked the doctrine of states' rights as a means of protecting states from actions of the federal government. The most extreme states' rights interpretation is the belief that a state has the constitutional right to leave the Union if the state's interests are threatened.

Forming the Confederate States of America

By February 1861, six other states had followed South Carolina out of the Union: Florida, Georgia, Alabama, Mississippi, Louisiana, and Texas. The seven created the **Confederate States of America** with its capital at first in Montgomery, Alabama. The Confederate constitution was similar to that of the United States, but with a greater specific emphasis on states' rights. Jefferson Davis of Mississippi was elected president and Alexander H. Stephens of Georgia was elected vice president. Stephens asserted that the new government was based on "the great truth that the Negro is not equal to the white man—that slavery—subordination to the superior race—is his natural condition."

Extensive efforts at compromise in early 1861 ended in failure. Those arguing the case for Lincoln and the Republican majority in Congress promised that slavery would be protected where it already existed. However, they could not accept the possibility of allowing slavery to be extended to other states and territories. Those arguing the case for the seceded states would not back down without assurances that slavery would be protected by the federal government and allowed to expand into new states and territories. These two arguments could not be reconciled. So the political struggle moved toward a fight as Abraham Lincoln was inaugurated president on March 4, 1861.

The Fighting Starts

When the states seceded, they swiftly took control of most federal property and forts within their borders. But a few were harder to reach, such as Fort Sumter on an island in Charleston harbor. The fort became a symbol of national authority that Lincoln was determined to maintain, but the fort was running out of supplies. In January 1861, Carolinians had fired on a supply ship, the *Star of the West*, and forced it away. When Lincoln became president, he announced he would send essential supplies for the survival of the men, but not weapons. He was careful not to appear the aggressor. If fighting broke out, it must be started by the Carolinians.

South Carolina, having declared itself independent of the United States, could not tolerate this symbol of national authority at the gateway to its



Top: Jefferson Davis of Mississippi was elected president of the Confederacy. **Above:** Alexander H. Stephens of Georgia became vice president. **Opposite page, below:** In November 1860, white South Carolinians met in Charleston to call for a secession convention.

Dig a Little Deeper

Research "Lincoln's First Inaugural Address." Was it his plan to abolish slavery in the southern states? (No, he only wanted to keep it from spreading.)

Research and Report

Find out more about the backgrounds of Jefferson Davis and Alexander H. Stephens. Then complete a Venn diagram comparing and contrasting the two men.

Notes

FYI

Charlestonians stood on their top balconies watching and cheering while the shelling of Fort Sumter was going on.

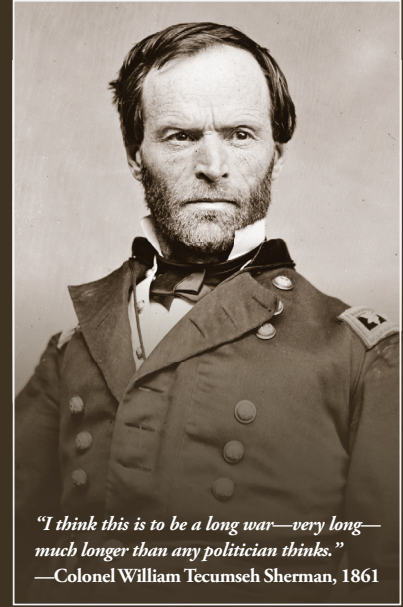
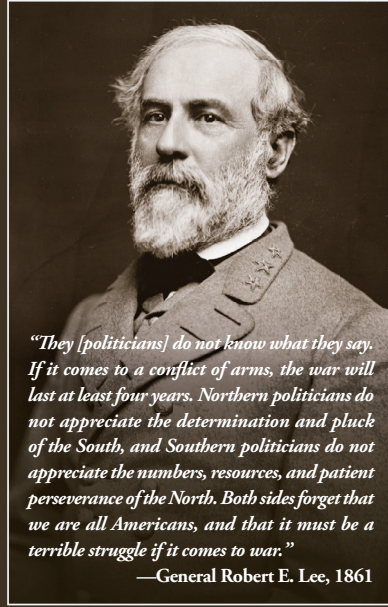
Research and Illustrate

After researching the firing on Fort Sumter, draw or describe what the action was like based on your research.

FYI

Probably one of the most shocking events after Fort Sumter was Robert E. Lee's switch from the U.S. army, which was now considered the Union army, where he had served as an officer, to the Confederate army. He wrote the following note to his sister. "With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the Army, and save in defense of my native State, with the sincere hope that my poor services may never be needed, I hope I may never be called on to draw my sword..." (Lee in a letter to his sister, April 20, 1861)

Two professional soldiers, one southern, one northern, had realistic views of what civil war would mean.



Above left: Robert E. Lee was to become general-in-chief of Confederate armies before war's end. The war was to last four years almost to the day. **Above right:** In 1864 and 1865, General William T. Sherman was to help bring the war to a close with his march through Georgia and South Carolina. **Opposite page, above:** The shelling of Fort Sumter, and thus the Civil War, began at 4:30 a.m. on April 12, 1861.

major port. The Confederate government was only two months old now, but it had mustered an army of six thousand men in Charleston, commanded by General P. G. T. Beauregard. The general demanded the fort's surrender before the new supplies arrived. Major Robert Anderson, commander of the fort, refused. The Confederates began bombardment of the fort with their cannons and mortars on the morning of April 12, 1861. The Civil War was on!

The garrison of the fort endured nearly two days of shelling before surrendering. Miraculously, the bombardment of more than four thousand shells caused no deaths. While some South Carolinians were worried about what they had started, most seemed certain that their cause was just, their arms were strong, and their will was unbreakable. For several months, eager volunteers from South Carolina and other southern states poured into the ranks of the new Confederate army. Few could foresee the tragic drama that would take four years to play out. Maybe one Charleston lawyer who opposed secession did see it coming. James L. Petigru said, "They've gone

What Do You Think?

Today, throughout the country, Civil War reenactors gather and live through battles again including camp life, songs, foods, etc. What is your opinion? Is this a positive thing, or should we just forget about the war and move on?

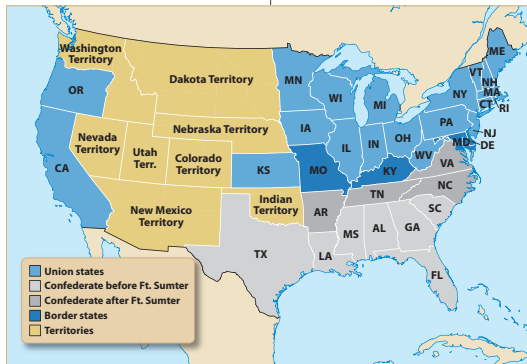
Notes



mad. South Carolina is too small to be a republic and too large to be a lunatic asylum.”

The Border States

Lincoln's vigorous response to the attack on Fort Sumter was to call for 75,000 volunteers to put down the rebellion. This caused four of the border states (Virginia, Tennessee, Arkansas, and North Carolina) to join the Confederacy. Lincoln sent troops into the four remaining border states (Maryland, Delaware, Kentucky, and Missouri), and they stayed in the Union. Now the Confederacy was complete with eleven states and a new capital at Richmond, Virginia. Both Confederate and United States (Union) governments were prepared for war.



MAP 34
The Union and Confederacy before and after Fort Sumter
 Map Skill: Which four states were soon added to the original seven Confederate states?

DO YOU REMEMBER?

1. Define in sentence form: border states, Confederate States of America.
2. Who were the four presidential candidates in 1860, and what were their party affiliations?
3. Which border states remained in the Union, and which joined the Confederacy?

In Other Words

mustered—enrolled formally (in the army), assembled

bombardment—attack, especially with artillery

What Did It Mean?

Why do you think the statement “They’ve gone mad....” was said? Explain.

Answer to Map 34 Skill

Arkansas, Tennessee, North Carolina, and Virginia

ASSESS

Answers to “Do You Remember?”

1. **Border states** were the slave states between the Deep South states and the northern states. The **Confederate States of America** was the government formed by the (eventually eleven) seceded states, with its capital first in Montgomery, Alabama, and later in Richmond, Virginia.
2. The candidates were Stephen A. Douglas of Illinois (northern Democratic Party), John C. Breckinridge of Kentucky (southern Democratic Party), Abraham Lincoln of Illinois (Republican Party), and John Bell of Tennessee (Constitutional Union Party).
3. Maryland, Delaware, Kentucky, and Missouri remained in the Union; Arkansas, Tennessee, North Carolina, and Virginia joined the Confederacy.

Your Opinion

Suppose the four southern border states had not joined the Confederacy. Could this have changed South Carolina’s willingness to continue its path to war? Why or why not?

Reviewing the Causes

Until this day, even after 150 years, there continues to be disagreement as to what caused the Civil War. Using at least three Internet sites, research the top five or six causes and briefly explain them.

Section 2

The Early Fighting

INTRODUCE

Outline

- A. The Early War in South Carolina
- B. The Broader War
- C. South Carolina's Fighting Men
- D. The Union Advantage
- E. The *Hunley*
- F. No Foreign Assistance
- G. The Emancipation Proclamation

Materials

Textbook, pages 270-277

Student Workbook

98 *The Emancipation Proclamation*

99 *The Underground Railroad*

Teacher Tech Website

Lesson Plan

Guided Reading, 9-2

Source Documents

Emancipation Proclamation

mystatehistory.com

Online Textbook

What Do You Think?

We can probably safely assume that neither side could have predicted this total war and its 600,000 deaths. Had they known that, do you think South Carolina would have seceded?

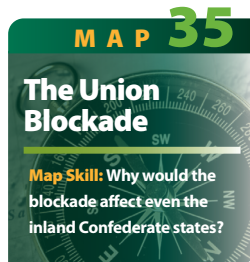
Answer to Map 35 Skill

They would not be able to receive supplies that would normally come into the major ports and then be transferred by river or overland to them.



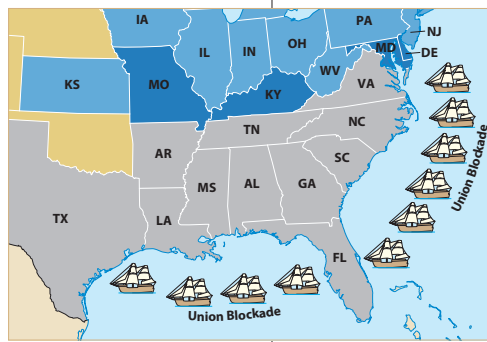
AS YOU READ, LOOK FOR

- the effect of the Union naval blockade on the South;
- the unusual fate of slaves left behind on the Sea Islands;
- the importance of controlling Charleston harbor;
- the broader strategy of war and the relative advantages for each side;
- the effect of the Emancipation Proclamation;
- terms: **total war**, **blockade**, **freedmen**, **casualties**, **conscripted**, **ironclad**, **emancipation**, **Emancipation Proclamation**.



The Union Blockade

Map Skill: Why would the blockade affect even the inland Confederate states?



The best possibility for the South to triumph and become independent was to win several early battles and kill the will of the Union to resist their secession. The Confederacy won several early battles, but southern leaders had underestimated the political will and determination of northern leaders. As the war wore on, it became the first modern total war. A **total war** involves all the people and resources of a society. It is a test, not just of military strength, but of economic, social, and political systems as well.

The Early War in South Carolina

South Carolina was the target of early Union efforts to roll back the rebellion. In November 1861, federal troops landed at Port Royal and proceeded to capture the Beaufort area and several of the Sea Islands. The Union navy used the area as a base of operations for its **blockade** (the use of naval forces to stop shipping) of the east coast of the Confederacy for the remainder of the war. This was an important victory for the Union cause and a thorn in the side of the South. The blockade consisted of hundreds

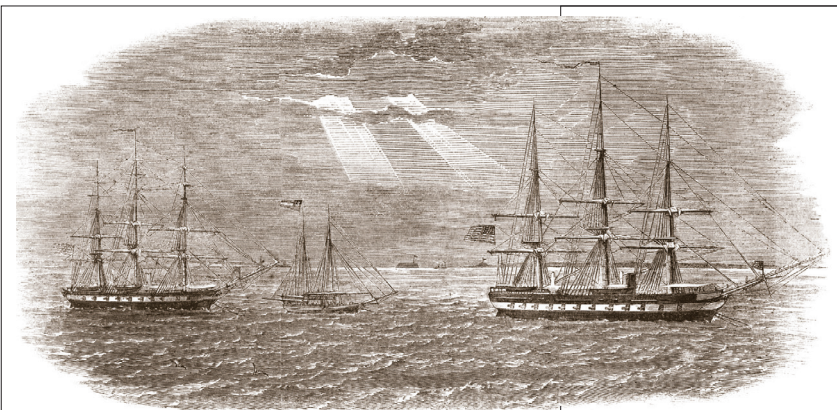
State Standards

State Standard 3 (T260)

The student will:

8.3.CE Examine consequences of the major Civil War military strategies.

8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.



of ships patrolling the coast, trying to prevent shipment of goods in and out of the Confederate states.

As Union troops moved into Port Royal and the Sea Islands, the planters moved out. About ten thousand slaves were left behind. They were declared “contraband of war” and were, in effect, free. The United States government, along with northern missionaries and philanthropists, began the “Port Royal Experiment” to deal with the people’s needs. They hired the former slaves to work the abandoned plantations and eventually sold some pieces of the plantations to the workers at favorable prices. The northerners built and ran schools for the freedmen (the name given to former slaves), who were eager to learn. Some of these schools, including the Penn School on St. Helena Island, lasted for nearly a century. Many of the black men were recruited to

Above: One of the most effective Union strategies during the Civil War was the naval blockade of southern ports. In this engraving, two Union ships have captured the Charleston blockade runner Arthur Middleton. **Below:** Many Sea Island plantations, like that of General Thomas Drayton on Hilton Head, were occupied by Union troops for most of the war. Some land was sold to the slaves.

DID YOU KNOW?

Mitchelville on Hilton Head Island was a community composed of freedmen to whom Union troops sold parcels of land confiscated from fleeing slaveholders. The people of Mitchelville were self-governing and made education compulsory.



Section 2: The Early Fighting 271

Blockade

Either through a drawing or written description, describe how a blockade would have worked. Do we still use that tactic today?

Think About It

Due to the blockades, what items would southerners at home have trouble getting? (toys, farm machinery, coffee, tea, clothing, hats, soap, sugar, flour, spices, fruits, etc.)

Dig a Little Deeper

On the Internet, find how many black soldiers served and how many died (both of battle wounds and of other causes). Teacher Note: 186,000 black soldiers joined the Union army: 93,000 were from Confederate states, 40,000 from border slave states, and 53,000 from border free states. During the war, 40,000 black soldiers died—30,000 of disease or infections.

What Did He Mean?

“Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship.” (Frederick Douglass) After reading the passage, describe what Douglass meant.

Check It Out

Google “Evolution of Mitchelville” and use your skills and talents to portray this community. You can cook, write, draw, sew, coordinate a dance, etc., to share the history of this community with others. This would also be a good project for cooperative groups with similar skills and talents to work together and make a presentation.

Notes

On the Map

Locate and label Port Royal on a South Carolina map. Why was it so essential to the South?

Find More

The 1st South Carolina Volunteers (Colored) was organized in August 1862 and trained at the John Joyner Smith plantation in Port Royal. It was the first African American regiment in the U.S. Army. Research this group of volunteers and describe their contributions to the war effort.

Geography Review

There are sixty-four islands surrounding Beaufort. These Sea Islands, such as St. Helena and Hilton Head, were the best preservers of the Gullah language and culture because they were isolated from the mainland. There were no bridges to the islands until well into the twentieth century.

Research the Gullah communities and make a chart showing their history. Be sure to include their foods, language, ceremonies, education, talents, and their role in South Carolina culture today.

Take a Look

Robert Smalls bought the home of his former owner with his prize money. He and his descendants occupied the house at 511 Prince Street, Beaufort, for the next nine decades.

Google “The Robert Smalls House” and describe it in writing or make an illustration of the exterior. If you were to visit, what would you most like to see?



Above: Robert Smalls's courageous act transformed him from a slave to a Union naval commander.

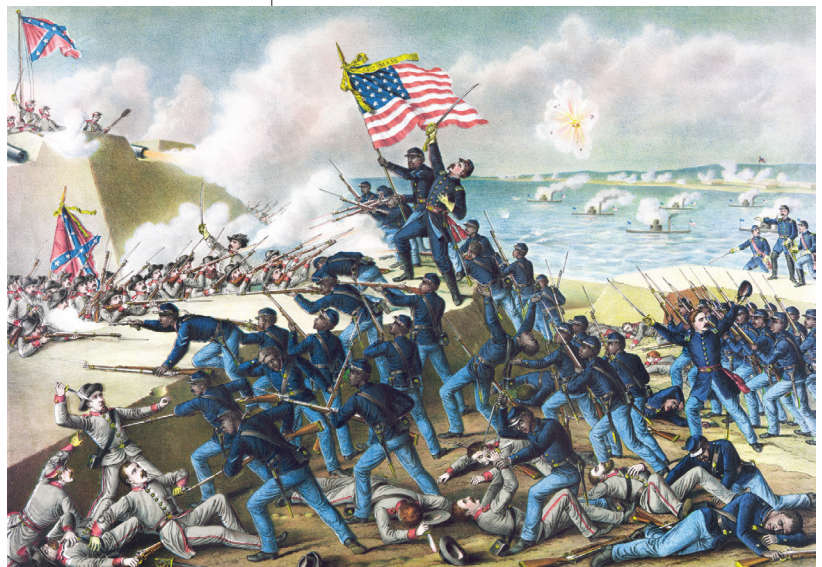
Below: Black soldiers proved their staying power in the unsuccessful attack on Battery Wagner.

serve in the Union army. Altogether, over five thousand black soldiers from South Carolina served in the Union army.

Most of South Carolina escaped the military conflict until near the end of the war. However, there were a few actions in the coastal areas. In June 1862, federal troops tried to establish a position on Charleston harbor from which they could bombard the city. They were turned back with heavy losses in the Battle of Secessionville on James Island by a much smaller Confederate force.

One of the most daring and adventurous actions on the South Carolina coast was the *heist* (theft) of a Confederate ship, the *Planter*, from Charleston harbor in May 1862 by a slave, Robert Smalls. Smalls's master had hired him out as a pilot, so he knew the harbor well. When the white officers were off the ship, Smalls, his family, and the slave crew took over the ship and sailed it out of the harbor. In the open ocean, he turned the ship over to the Union navy. The Congress granted the crew prize money, and Smalls was commissioned a Union officer and became commander of the *Planter*—the first black man to serve in this capacity. After the war, Smalls served in the South Carolina legislature and the U.S. Congress.

In July 1863, Union forces tried to capture Battery Wagner on Morris Island, which dominated the entrance to Charleston harbor. Among the leaders of the Union assault was a black regiment, the 54th Massachusetts



Notes



Left: For almost nineteen months, citizens in the southern part of Charleston were subjected to almost continuous shelling by the Union artillery on Morris Island.

Volunteer Infantry Regiment. They were driven back with great losses, but their fighting skill and bravery demonstrated to unbelieving southern whites that black soldiers really could fight. (Their heroism was celebrated in the film *Glory* in 1989.) Unable to take the battery by sudden attack, Union troops bombarded the fort for fifty days. Finally, the Confederates were forced to withdraw.

For the remainder of the war, Union troops controlled the entrance to the harbor from Morris Island. This put an end to the thriving blockade-running business in Charleston. (That business shifted to Wilmington, North Carolina.) It also enabled the big Union guns to lob shells into Fort Sumter and into the city. Any part of Charleston south of Calhoun Street was subject to bombardment. Most city activities had to move north of Calhoun until the city surrendered near the end of the war.

The Broader War

The military strategy of the Confederacy was simply to use their army to defend the South against Union efforts to prevent secession. Fighting on their home turf gave the South the advantage of shorter supply lines, familiar territory, and the psychological benefit of defending the homeland. The disadvantage was that the Confederacy suffered all the physical destruction of the war.

The overall military strategy of the Union was (1) to capture the Confederate capital, Richmond, Virginia; (2) to cut the Confederacy in two by taking the Mississippi River valley, thus isolating Arkansas, Louisiana, and Texas; and (3) to blockade the coastline to prevent supplies from pouring into the South. Most of the action on the South Carolina coast related to the blockade. The efforts to capture Richmond resulted in many battles and skirmishes in northern Virginia. Some of these battles involved more soldiers and more **casualties** (people killed, wounded, captured, and

DID YOU KNOW?

Harriet Tubman (below), the famous black abolitionist who conducted numerous slaves to freedom in the “Underground Railroad” before the war, became a scout and spy for the Union army. In June 1863, she led a raid by federal troops into Confederate territory, along the Combahee River, and damaged rebel supply lines. She also rescued about 750 slaves, many of whom became Union soldiers. She was the first woman to lead a U.S. Army unit in any combat mission.



Before Your Text Reading

Research the 54th Massachusetts Volunteer Infantry Regiment on the Internet. (They still have a website.) Complete the 5W's and H chart. Teacher Note: If the film *Glory* is available for rental, and with principal and parent permission, you might want to show the film first. Send students to the “Civil War Trust” and search “Fort Wagner.” They can compare and contrast the movie with the information they find there about the 54th Regiment.

Her Story

Clara Barton was a nurse who tended sick and wounded Union soldiers on Morris Island in July 1863. After the war, Barton founded the American Red Cross.

During this period, very few women had anything to do with nursing. It was considered unladylike. Read about Clara Barton and find out why she ended up in a career that many other women scorned.

FYI

Sojourner Truth was a woman of color and an abolitionist who met with President Lincoln twice during this period to encourage him to use black soldiers for the Union side. Famous for her speech “Ain't I a Woman?,” she, like Harriet Tubman, was an *extraordinary* woman.

Notes

FYI

In early battles, Robert E. Lee, who had been in the U.S. Army, used the same field manual as his Union counterparts.

Check the Numbers

What was the percentage of casualties in the First Battle of Bull Run? (5,000/60,000=about 8.3 percent)

Names and Streams

Battles often had different names. The Union named the battles according to the name of a nearby town or natural object (e.g., a stream or river). The Confederates used names of places. The (First) Battle of Bull Run was the Union name, and the Battle of Manassas (the railroad station) was the Confederate name. Check out the major battles during the Civil War and make a chart showing both names. Teacher Note: Some battles with dual names are listed below with Union name first, Confederate name second.

Union/Confederate
Bull Run/Manassas
Antietam/Sharpsburg
Elkhorn Tavern/Pea Ridge
Stones River/Murfreesboro
Shiloh/Pittsburg Landing

FYI

At the beginning of the war, some plantation owners would bring along slaves to act as their servants. But this practice soon changed.



DID YOU KNOW?

The number of casualties at the Battle of Chancellorsville (above) equaled today's population of Florence, South Carolina.



Above: Lieutenant General Wade Hampton III became Robert E. Lee's chief cavalry commander.

missing) than any other battles in American history up until that time. The First Battle of Bull Run, July 21, 1861, shocked both North and South with its huge numbers. Over 60,000 men fought; about 5,000 were casualties.

Yet later battles would dwarf those early ones in tragic loss of men. For example, in September 1862, Confederate General Robert E. Lee led an invasion of Maryland in an effort to isolate Washington, DC. His army was met at Sharpsburg on Antietam Creek by a Union army. In a one-day battle, the two

armies, numbering about 125,000 men, lost over 26,000 casualties. In the Battle of Chancellorsville, Virginia, during three days of May 1863, nearly 200,000 men fought, suffering 30,000 casualties. In addition to the large battles, there were hundreds of skirmishes—not important to the outcome of war, but hurtful to those involved and to the morale of people in the vicinity.

South Carolina's Fighting Men

South Carolina men volunteered enthusiastically for military duty at first. Many who were reluctant to volunteer were later **conscripted** (drafted) to serve. They fought in almost all of the campaigns and major battles of the war. They learned that parades and glory were not what war was about. War was about seeing men brutally killed and wounded. It was also about living out-of-doors in disease-ridden camps, always being too hot or too cold, living in danger, fear, homesickness, and hunger. The hardships caused many men to resist the draft or desert.

But many more Carolinians fought valiantly, and some distinguished themselves. Perhaps the most illustrious hero was Wade Hampton III. One of the wealthiest Americans at the beginning of the war, he funded his own Hampton's Legion of infantry, cavalry, and artillery. Before the end of the war, he was a lieutenant general and General Lee's chief cavalry commander. Other prominent Carolinians in the fight were Matthew C. Butler, Ellison Capers (later an Episcopal bishop), and States Rights Gist.

The Union Advantage

The Union fared badly in many early battles, but the longer the war lasted the more the North's advantages began to show. One advantage was a much larger population to support the war effort and from which to draw troops. The Confederacy had about 5,582,000 free citizens. The Union had

Dig a Little Deeper

Research "Confederate Camp Life." Either draw a scene of camp life or write a letter to a friend serving at another camp. Rewrite the same letter for your wife, girlfriend, or mother—making sure to change anything that might bring heartache at home.

Why?

When the fighting first started, neither side had uniforms so it became difficult to know where to shoot. With few factories, the Confederacy had to wait to have uniforms made.

over 4 times that number. Another advantage was the greater industrial development of the North. The North produced about 10 times more manufactured goods and 32 times more guns than the South. And the North had 70 percent of the nation's railroads. Consequently, the Union army was much better supplied with guns and equipment, boots and clothing than was the Confederate army.

The Union navy provided another advantage. Its blockade of the southern states stopped most trade. With little export of cotton, the South was left without its main source of cash. Without importing large quantities of guns, equipment, and clothing, the Confederate army and the southern people were almost always short of crucial supplies. The Confederacy started with no navy. Though great efforts were made to turn cargo ships into warships and to transform some vessels to **ironclads** (armored ships) that could challenge the blockade ships, the navy of the C.S.A. was never a match for the navy of the U.S.A.

The Hunley

The Confederate navy experimented with submarines to combat the Union blockade ships. In 1863, they launched a little boat, the *David*, that was almost a submarine, but it was steam powered and could not totally submerge. *David* sailed from Charleston to attack a Goliath-like ironclad ship, the *New Ironsides*, on blockade duty offshore from Charleston. A long spar (pole) on *David's* bow had explosives on the end. *David* managed to blow a hole in the ship's hull, but it stayed afloat. *David* continued to harass Union ships but never succeeded in sinking one.

In 1864, the Confederates developed a true submarine, the *Hunley*. Powered by an eight-man crew cranking its propeller, it sank twice during trials, drowning its crew each time. In its only battle use, it succeeded in ramming its long spar with explosives into the *Housatonic*, a Union ship outside Charleston harbor. For the first time in history, a submarine sank a ship. But the *Hunley* also sank, with the loss of yet another crew. The experiment ended for the time being. The fate of the *Hunley* was symbolic of the ineffectiveness of the southern navy in breaking the blockade.



HAVE YOU SEEN...

the exhibit on the *Hunley* at the State Museum in Columbia (above)? After a long search, writer Clive Cussler discovered the *Hunley* in 1995. It lay buried, along with the remains of its final crew, under sand and silt a few miles offshore from Charleston. In 2000, Cussler raised the vessel (below), and archaeologists began studying and preserving the first submarine to sink an enemy ship.



Count Up

If the Confederacy had about 5,582,000 free citizens and the Union had over 4 times that number, what would the Union numbers be? (approximately 22,328,000)

Using Art

After researching the *David*, *New Ironsides*, and *Hunley*, draw a picture of each and compare and contrast the three vessels. (You could also print a picture of each and continue with the comparing and contrasting.)

Teacher Note

Interested students can go to www.hunley.org for additional information on the submarine. This would be a good exercise for those students who have already demonstrated an interest in archaeology.

Notes

Teacher Note

Pull up the actual Emancipation Proclamation. Reading through each section aloud, discuss with students the meaning of the document. What would have happened had the South agreed?

FYI

After the Emancipation Proclamation, one million slaves were still in bondage in Union states.

ASSESS

Answers to “Do You Remember?”

1. A **blockade** is the use of naval forces to stop shipping. **Freedmen** were former slaves. **Casualties** are people killed, wounded, captured, and missing in war.
2. It was a victory for Union forces because, for the remainder of the war, Union troops controlled the entrance to Charleston harbor from Morris Island. This put an end to Charleston’s thriving blockade-running business and enabled the Union guns to lob shells into Fort Sumter and the city.
3. The *Hunley* was a true submarine, developed by the Confederates in 1864. It was the first submarine in history to sink a ship, when it rammed and sank the Union ship *Housatonic* outside Charleston harbor.

No Foreign Assistance

The Confederate leaders had counted on getting assistance from Europe. They thought European nations would use their navies to break the Union blockade and keep the cotton flowing out of the South and the guns and manufactured goods flowing in. Two developments defeated that plan. The European manufacturers found new sources of cotton in Egypt and India. And Lincoln cleverly used the issue of **emancipation** (the freeing of slaves) to

keep Britain, France, and others from aiding the South. Europeans were strongly opposed to slavery. When Lincoln announced his plan of emancipation, southern hopes of Europeans helping their cause evaporated.

The Emancipation Proclamation

Abraham Lincoln announced the **Emancipation Proclamation** (a declaration that slaves in rebel territory were to be free) in September 1862. It was to take effect at the beginning of

1863 unless the southern states gave up their rebellion against the United States. Emancipation was a humanitarian measure, of course, but the president also saw it as a necessary step to win the war. It would deprive the South of aid from Europe, and it would undermine the southern economy.

Contrary to popular opinion today, the Emancipation Proclamation did not destroy slavery directly. It only applied to those states and parts of states still in rebellion against the United States on January 1, 1863. In theory, the Confederacy had one last chance to save slavery by giving up on secession and war. That, of course, was not going to happen. As Union troops advanced into Confederate territory, the slaves of that area were to be legally free. Huge numbers of slaves flocked to the Union armies as they approached. The Proclamation transformed the war into a crusade against slavery in addition to a fight to save the Union—a very big moral advantage for the North.



Top: This lithograph depicts the first reading of the Emancipation Proclamation by Abraham Lincoln to his cabinet on July 22, 1862.

Above: Henry Louis Stephens’s 1863 painting depicts a man reading about the Emancipation Proclamation in a newspaper.

DO YOU REMEMBER?

1. Define in sentence form: blockade, freedmen, casualties.
2. Why was control of Morris Island such a victory for Union forces?
3. What was the *Hunley* and what “first” did it accomplish?

Notes



Remembering the Penn School and Penn Center

The weekends that Hayes Mizell spent at the Penn Center with the South Carolina Student Human Relations Council influenced him deeply. These are some of his memories.



"Penn Center on St. Helena Island has a rich and unique history. Only seven months after the beginning of the Civil War, federal troops occupied the Sea Islands around Port Royal Sound. All whites fled, leaving about ten thousand slaves without masters. The federal government began the Port Royal Experiment to help the black population adjust to their unofficial freedom and to earn a living. Missionaries arrived from the North to begin educating the former slaves.

"Laura Towne, a nurse and teacher in Pennsylvania, was sent by the Philadelphia Freedmen's Association to St. Helena Island in April 1862. She was soon joined by Ellen Murray, another teacher and friend. Together the two white women founded Penn School and ran it for the next forty years. Charlotte Forten, a black teacher, arrived, but ill health shortened her service to a year or two. They started with nine adult students in one room of an abandoned plantation house. Soon the number of students forced them to move to a church. After more growth, the Freedmen's Association sent a large prefabricated building from Philadelphia, which became the school's main building (photo above).

"The school remained an essential part of St. Helena Island life and culture until, in 1948, South Carolina began to provide adequate schooling to the island. The Penn School then evolved into Penn Community Services Center and became an important factor in leadership and community development.

"Segregation laws in the South—which required separate schools, hotels, and restaurants—made it difficult for whites and blacks of good will to find a place to meet and learn more about each other. The Penn Center provided a private and safe place where they could associate on a level of equality.

"It was at weekend meetings of the Student Human Relations Council at Penn Center that I had my first opportunities to live with African American college students. These experiences helped me understand that we shared many values and interests, though centuries of racism and discrimination had conspired to keep us apart.

"Meetings at Penn Center also included occasional guests who were leaders in the emerging civil rights movement and who influenced my life. Among them was the Rev. Andrew Young, a close associate of Dr. Martin Luther King Jr. In later years, Young was a member of Congress, ambassador to the United Nations, and mayor of Atlanta.

"The Penn Center was a favorite retreat of Dr. King and the Southern Christian Leadership Conference (SCLC). There they laid plans for marches and demonstrations protesting racial and class discrimination. The Center was a seedbed of change in America.

"My experiences at Penn Center significantly influenced my life. They were important in motivating me to become an advocate for public school desegregation in South Carolina in the 1960s and 1970s, and later to become a member of Penn Center's board of directors."

A Site to Visit

Pull up the Penn School on the Internet. Read about its history and write its 5 W's and H. List the ways it was an important school and what things we can learn by visiting there.

Women Pioneers

Laura Towne, Ellen Murray, and Charlotte Forten were remarkable women who dedicated themselves to the Penn School. Choose one of these teachers and create a biographical work about her. Be inventive in your approach!

Notes

Section 3

South Carolina during the War

INTRODUCE

Outline

- A. South Carolina Government in the Confederacy
- B. The Home Front in South Carolina

Materials

Textbook, pages 278-281

Student Workbook

100 *Dear John: A Letter from Home*

101 *Civil War Mathematics*

Teacher Tech Website

Lesson Plan

Guided Reading, 9-3

mystatehistory.com

Online Textbook

Teacher Note

SCIWAY (used in earlier activities) offers some excellent information. After pulling it up, search “Civil War.” There is also a good array of maps that can be used in looking at the Civil War in South Carolina.

As It Was Written

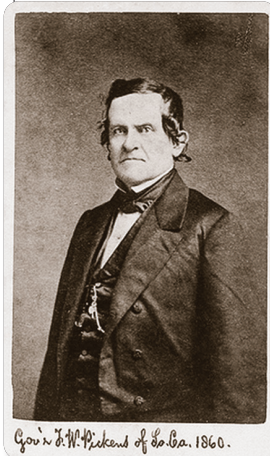
Harper's Weekly has a good collection of articles about events during the Civil War years. Search “Harper's Weekly The Charleston Fire” and read the article about that tragedy. Complete a 5 W's and H chart of the event. Based on what you read, why was this fire so devastating to South Carolinians.



South Carolina during the War

AS YOU READ, LOOK FOR

- challenges facing the wartime government;
- suffering and scarcity on the home front;
- the role of women and children in the war;
- different conditions for the rich and the poor;
- the perils of inflation;
- terms: **hoarding, speculation, inflation.**



Gov. F. W. Pickens of S.C., 1860.

Above: Francis Wilkinson Pickens was governor of South Carolina from 1860 to 1862. This type of photograph is called a *carte de visite*, and was a popular form of calling card during this period.

The early battles in Virginia between North and South went well for the Confederacy, aided by many soldiers from South Carolina. In this state, though, the story was worse. The early loss of Port Royal, Beaufort, and several of the Sea Islands, along with the constant threat of attack on Charleston, left the state reeling. Preparations for a longer war were not going well. Then, unrelated to the war, fire broke out in Charleston in December 1861. Nearly a square mile in the heart of the city burned.

Governor Francis Wilkinson Pickens and the members of the legislature faced enormous problems. They had revolted against the United States and were trying to set up a new government when all these disasters piled upon them. No matter how they responded against such odds, their efforts seemed inadequate to their fellow citizens. Early enthusiasm for the war quickly faded with the realities of a few defeats within the state and hundreds of dead and wounded soldiers. Public opinion naturally turned against them.

South Carolina Government in the Confederacy

The state government took many measures to prepare the state for a long war. It initiated a draft to require able-bodied men to serve in the army because not enough men were volunteering. It required slave owners to provide a certain portion of their slaves to build fortifications and boats on the coast. The government placed restrictions on the making and sale of alcoholic beverages. It bought military equipment from foreign countries, which had to be run through the Union blockade. It encouraged businesses to produce iron products and ammunition for military use. Most of these

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State Standards

State Standard 3 (T260)

The student will:

8.3.CE Examine consequences of the major Civil War military strategies.

8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.

actions were desperately needed for the war effort, but they restricted individual freedoms and incurred the anger of citizens.

The Home Front in South Carolina

Often when we think of wars we think of armies, military maneuvers, battles, and naval operations. By far the largest portion of the population is not marching and living in camps and fighting battles. The majority of people remain at home, trying to keep the farms, plantations, businesses, and homesteads functioning. They must produce most of the supplies for the fighting forces and the goods necessary for the remainder of the population. The condition of the home front often determines the outcome of wars.

The home front in South Carolina was in trouble early in the Civil War, and the situation only got worse. Most of the able-bodied white men between ages eighteen and forty-five served in the army. They were off to Virginia or Tennessee or other scenes of battle. Many never returned—or they came back without an arm or a leg.

This left the maintenance of the home front to the women, older men, and children. They plowed the fields, tended the animals, and made the garden produce enough to meet the family's needs. Sometimes, they worked without adequate animal power because many horses and mules were taken for military use. Children learned early to take up responsibility for their role in the family's survival.

The Role of Women on the Home Front

Women were the long-suffering, overworked heroes of the home front. Besides running farms, many women served in positions usually held only by men, especially in nursing, teaching, running businesses, and working in factories and government offices. One Confederate colonel wrote after the war: "It was upon the women that the greatest burden of this horrid war fell." He suggested that the monuments built to commemorate the war should be statues of women.

Women in the towns organized dances, raffles, bake sales, and contests to raise money for the war effort and raise spirits among the anxious folks on the home front. They knitted and sewed, trying to keep the soldiers supplied with warm clothes. They prepared food boxes to give to soldiers passing through on trains. When the trains started returning from battles filled with wounded and dying soldiers, the women set up hospitals. The Wayside Hospital in Columbia gave assistance, food, or medical care to about 75,000 soldiers. Women served magnificently as nurses and, no doubt, saved many a fallen stranger from dying of his wounds. Unfortunately, the experience women gained in their new roles was not valued once the war was over and roles returned to "normal."

HAVE YOU SEEN...

the Horseshoe, the central quadrangle of the University of South Carolina? The antebellum buildings on the Horseshoe were used during the Civil War as a hospital for Union and Confederate soldiers. Perhaps for that reason the buildings were spared from the Columbia fires of February 17, 1865.



FYI

As the shortages increased, so did the creativity of women and children left behind in the southern states. Women learned to make "coffee" from dried, crushed okra, and tea from dried berries or leaves. They used ashes from corncobs instead of baking soda for bread making, and used molasses or honey instead of sugar. They hunted and fished and learned how to cut strips of meat and to sun dry or salt meat and fish. As salt became scarcer, workers would dig around the smokehouses to find it. Those who had any salt available could trade it for other needed goods. Women made cloth from homespun wool, using cut thorns as sewing needles. Onion skins became a dye to make cloth a brown/orange shade, or the tops of carrots to make cloth a green/yellow shade. When a pair of socks wore out, they were unwoven and knitted into stockings or gloves. Women wove corn husks or palmetto leaves into hats.

Children became used to the words "No, not now" in answer to a question about toys, parties, new clothes, or shoes. They had to work in gardens to help grow food. With tutors and teachers leaving to fight, schools closed and home tutoring stopped. Dolls were made out of corn husks, and music came from a whittled flute. Checkers were still popular as was Blind Man's Bluff, I Spy, and Fox and Geese.

In Addition

Not only did women keep the "home fires burning," they also played a role in the war. Research "Women in the Civil War." Describe their roles, and name at least five women who became famous as the result of their work.

Teacher Note

Assign groups of students various topics and have each group make a presentation to the class. Possible topics are food on the southern home front, games southern children played, coping with shortages in the South, etc.

Find Out More

Google “Soldiers’ Pay in the American Civil War.” List the rank and amounts. Calculate the difference between Union and Confederate pay.

Letters Home

Search the Internet for “Southern Civil War Letters Home.” After reading a few of these letters as a guide, write your own imaginary letter home describing what you have seen and how you are feeling.

FYI

As the war continued, young Confederates wanted to join the cause. Reportedly, some youngsters as young as eleven joined up.

Dig a Little Deeper

Google “VMI Cadets in the Civil War.” What role did they play in the Battle of New Market? Teacher Note: Cadets from age fourteen to eighteen fought alongside Confederate soldiers. Discuss why.

FYI

As the war dragged on, fewer and fewer people could still afford goods from the blockade runner.

Your Opinion

Was the phrase “a rich man’s war and a poor man’s fight” true in the Civil War? Does the slogan fit today? Defend your response.



Above: After secession, South Carolinians exchanged United States currency for Confederate currency. During the war, Confederate money lost much of its value due to inflation. When the war was over, it lost what little value remained.

Rich versus Poor

Suffering among white Carolinians was most acute among the small farmers and the working poor in the towns. Shortage of food was often a problem, especially in the war’s later stages. In 1864, a woman in Columbia reported that even potatoes were a luxury she had not enjoyed for months. Suffering multiplied if the men of the family were in the army, being paid only \$11 per month if they were privates. (Near the end of the war, \$11 would buy only about one bushel of corn!) The poor no doubt noticed that somehow the rich managed to obtain most of the necessities and some of the luxuries of life. The rich could pay the high prices required by the blockade runners.

Early in the war, the cry arose that this was a “rich man’s war and a poor man’s fight,” meaning that the rich men decided to go to war and the poor men did most of the fighting and dying. The poor noticed the unfairness of the military draft. One male in a slaveholding family was exempt from service for every twenty slaves the family owned. Also a man who could afford it could legally hire another man to take his place in the army. Hired substitutes were not common in South Carolina, but still were symbolic of class divisions.

Scarcity on the Home Front

Shortages and high prices often were caused by hoarding and speculation. **Hoarding** is collecting and hiding a large amount of something valuable. **Speculation** is buying and selling things in hopes of a large profit but with the risk of a large loss. Hoarding and speculation were considered unpatriotic because they ignored the desperate needs of so many people. Failure of the Confederate government to control these practices weakened support for the war.

Scarcity of many goods brought more suffering as the war wore on. Salt and leather were probably the most damaging shortages. Salt was essential in the preservation of meat in the days before refrigeration. Scarcity of leather meant that shoes and boots, saddles and harnesses were in critical short supply. Ammunition for hunting was hard to come by. Medicine, meat, flour, candles, and soap were difficult to get, along with the less necessary but desirable sugar and coffee.

Money and Inflation

The Confederate government printed lots of money, but it bought less and less as the war dragged on. The value of paper money depends largely on the amount in circulation and the confidence of people in the government’s ability to back it up. Too much money was in circulation, and South Carolinians’ confidence in the Confederate government in Richmond was

Find Out

How did the term “Dixie” come about? Draw or print a Dix.

Notes

about as scarce as salt or sugar.

Prices went up much more rapidly than wages. For example, in the year 1862, prices in the South went up 300 percent (that is, they tripled), while wages went up only 55 percent. When prices rise rapidly and money buys less, the condition is known as **inflation**. The Confederacy experienced runaway inflation (9,000 percent by 1865!). The wages people were paid for their work was not enough to pay for the necessities of life. The economic troubles and the desperation of the South's common people were partially responsible for the collapse of the Confederacy. Many women wrote to their husbands or sons off at war, begging them to come home to prevent the family's starvation. Desertions from the army increased as conditions on the home front became more desperate.

Slavery during the War

The condition of slaves, the majority of the population, is harder to determine because most could not write about their situation. Most of them lived on plantations and farms, where presumably they could obtain some food. Shortages of salt, meat, flour, and medicine affected slaves as much or more than the white population.

From the accounts of owners, the slaves became less reliable, less trustworthy, and more unruly during the war. Slave disobedience or even rebellion was a major worry. With less supervision, most slaves probably enjoyed a bit more freedom than before the war. Many who were close to Union-occupied parts of the state voted with their feet for freedom. Many took advantage of shortages and produced goods for sale and earned money on the side. According to Yankee soldiers' accounts, slaves helped escaping prisoners of war by feeding them and directing them to Union-held territory. Of course, many slaves remained loyal to their owners, either because of affection or fear, but slaves seemed to have a keen understanding of what the outcome of the war meant for them.

DO YOU REMEMBER?

1. Define in sentence form: hoarding, speculation, inflation.
2. What measures did the state government take to prepare for a long war?
3. How did women in towns contribute to the war effort?



Above: Slaves who left their plantations to seek the protection of the Union army were called "contraband." This sketch was made by Edwin Forbes, an artist for Frank Leslie's Illustrated Newspaper. Such artists served the same function that news photographers do today, acting as eyewitnesses to the events of the day.

Learning through Research

Research the role of African Americans during the Civil War. Make a poster presentation of your findings.

ASSESS

Answers to "Do You Remember?"

1. **Hoarding** is collecting and hiding a large amount of something valuable. **Speculation** is buying and selling things in the risky hope of a large profit. **Inflation** is a condition where prices rise rapidly and money buys less.
2. It initiated a draft to require able-bodied men to serve in the army; it required slave owners to provide some of their slaves to build boats and fortifications; it placed restrictions on the making and sale of alcoholic beverages; it bought military equipment from foreign countries, which had to be run through the Union blockade; and it encouraged businesses to produce iron products and ammunition for military use.
3. They organized societies and committees to sponsor activities (dances, raffles, bake sales, contests) to raise money and raise spirits on the home front. They knitted, sewed, prepared food for soldiers, set up hospitals, served as nurses, and ran businesses and organizations.

Notes

Section 4

The War Roars to a Conclusion

INTRODUCE

Outline

- A. The Battlefronts
- B. Sherman Storms through South Carolina
- C. Damage to Towns and Plantations
- D. The Fall of Charleston
- E. The War Ends
- F. The Impact of the War on the Nation
- G. The Impact of the War on South Carolina

Materials

Textbook, pages 282-289

Student Workbook

102 *Civil War Battles in South Carolina*

103 *Civil War Firsts*

Teacher Tech Website

Lesson Plan

Guided Reading, 9-4

Source Documents

Gettysburg Address

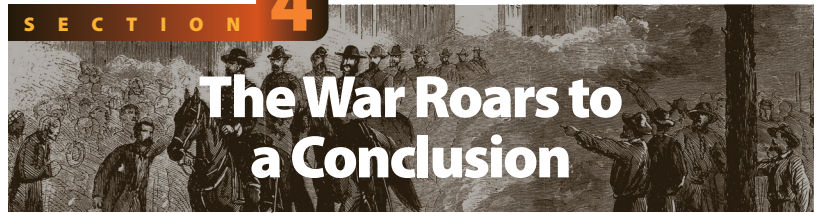
mystatehistory.com

Online Textbook

A Photo Shows a Different Picture

It is difficult to imagine a war in which brothers were fighting hand-to-hand combat against brothers, fathers, neighbors, and friends. Perhaps the most brutal pictures of the war were from the camera of Mathew Brady. Research his life and describe what you see in many of his images. In what ways was Mathew Brady's work important?

SECTION 4



The War Roars to a Conclusion

July 4, 1863, was a very special Independence Day in the northern states. Citizens following the progress of the war learned that a Confederate army under General Robert E. Lee had been defeated at the Battle of Gettysburg (opposite page, above), and that Vicksburg, a Confederate stronghold on the Mississippi River (below), had surrendered to Union forces under General Ulysses S. Grant (opposite page, below).

AS YOU READ, LOOK FOR

- the significance of Confederate defeats at Gettysburg and Vicksburg;
- consequences of Sherman's march through South Carolina;
- the tragic burning of Columbia and other towns and plantations;
- events leading to Lee's surrender to Grant on April 9, 1865;
- the impact of the war on the nation and the state;
- terms: **siege, forage.**



While conditions on the home front of the South were getting worse, the gray-clad troops of the Confederacy were doing no better. Early July 1863 may be seen as a definite turning point in the military phase of the war and the beginning of the end for the Confederacy.

The Battlefronts

In June 1863, General Lee marched his troops into northern territory hoping to cripple the will of the North to continue the war. He engaged the major Union forces

at Gettysburg, Pennsylvania. Here, on July 1-3, one of the greatest battles of the war was fought, involving about 160,000 men.

Had Lee won the battle, he might have panicked many northerners into demanding peace, even at the expense of allowing the South to form a separate nation. But Lee lost the battle and about one-third of his army. He and his crippled force retreated to Virginia, never to move north again. While

State Standards

State Standard 3 (T260)

The student will:

8.3.CE Examine consequences of the major Civil War military strategies.

8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.



Lee was losing his gamble in Pennsylvania, Union General Ulysses S. Grant was capturing Vicksburg, Mississippi, after conducting a siege of the city that lasted forty-seven days. A **siege** is a tactic where armed forces try to capture a fort or fortified town by surrounding it and preventing supplies from reaching it. Vicksburg was the last stronghold the Confederates controlled on the Mississippi River. When it fell to the Union army on July 4, 1863, the Confederacy was cut in two. Texas, Arkansas, and Louisiana were cut off from the rest of the Confederacy. Northern forces had free movement up and down the whole Mississippi River valley. One of the Union's three major war goals was accomplished.

With the western portion of the Confederacy cut off from the other seceded states and the blockade of the coast tightening its grip, the next Union strategy was to split the Confederacy in two again by conquering a strip through Tennessee and Georgia to the Atlantic Ocean. General William Tecumseh Sherman's army cut a long, broad strip across Georgia sixty miles wide, burning Atlanta and many plantation houses along the way, and capturing Savannah on the coast in December 1864. His purpose was to destroy property and economic production in order to shorten the war.



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A Child's View

Pull up "At Gettysburg, or What a Girl Saw and Heard of the Battle. A True Narrative." The site also has a map of the battle, which provides a good frame of reference. (By Googling "Tillie Pierce House," you will find a photograph of her and a view of her home.) Take turns reading the account, and follow up with a discussion: (1) What did you learn about the battle that you didn't know before? (2) What do you think she was feeling as she watched? (3) What impact would this experience have on her life as an adult? (4) How does a child's view differ from a reporter's? (5) Would having a child's view of war make adults think about war in a different way? Why or why not?

What Do You Think?

If Lee had won the battle, in your opinion what impact would this have had on the war?

Think It Over

On November 19, 1863, President Lincoln delivered in 3 minutes a 10-sentence, 270-word speech that had taken him 2 days to write. It was followed by scattered polite applause. One newspaper reporter wrote, "The cheeks of every American must tingle with shame as he reads the silly, flat and dish watery utterances." How wrong he was. Read the Gettysburg Address several times, then summarize this famous speech in your own words.

We Can Only Imagine

Go to www.socialstudiesforkids.com and research the "Siege of Vicksburg." Read about the town and its people during the forty-seven-day siege. Using what you learned, write journal entries for the first few days, twenty-fifth day, and last day. Summarize what it would have been like for a young person your age.

FYI

Clergyman Edward Everett gave his speech before Lincoln gave his Gettysburg Address, after taking two months to prepare it. It lasted over two hours. The world has long forgotten what he said that day.

A Long, Painful Trip

Go to www.history.com and search “Sherman’s March.” Follow the interactive march and describe exactly what happened by dates.

Read About It

Research one or more of “Sherman’s Special Field Orders.” What were the troops told to do?

FYI

“Marching through Georgia” became a popular Union song even though Sherman reportedly hated the song. Find the song on YouTube. What is the message?

A Telegram to the President

As Sherman’s troops completed their March to the Sea, Sherman sent President Lincoln a telegram from Savannah. Use your research skills to find the message. Teacher Note: “To his Excellency, President Lincoln. I beg to present you as a Christmas gift the city of Savannah with 150 heavy guns and plenty of ammunition, and also about twenty-five thousand bales of cotton. W. T. Sherman Maj-Gen!”

Answer to Map 36 Skill

He was headed through North Carolina into Virginia. He was planning to link up with General Ulysses S. Grant.



Sherman Storms through South Carolina

Having split the South once more, Sherman, on February 1, 1865, began his march from Savannah through the middle of South Carolina. His dual task was to disable South Carolina and to march his army through the Carolinas and into Virginia to help General Grant finish off Lee’s army. The full force of the military side of the war now hit the Midlands for the first time. And what a force it was! Sherman’s army lived off the land by foraging. To **forage** is to take supplies from the countryside wherever soldiers can find them. This meant stripping

plantations, farms, and towns of any supplies not already taken by Confederate soldiers. Whatever the army could not use, they destroyed. Roads, bridges, and railroads were badly damaged. The concept of total war was now fully realized. The invading army was trying to destroy the will and ability of the enemy to continue fighting. Sherman’s strategy brought even greater suffering to the people of South Carolina and left resentment that lasted for generations.

MAP 36

The Civil War in South Carolina

Map Skill: Where was Sherman headed after South Carolina, and whose army do you think he was planning to link up with?

DID YOU KNOW?

The only state park in South Carolina commemorating the Civil War is the Rivers Bridge State Historic Site in Bamberg County. A monument marks the common grave of the eight Confederate soldiers killed in the Battle of Rivers Bridge, February 2-3, 1865.



History’s Mysteries

According to many reports, Sherman left some towns or specific homes alone during his march due to friendships he had with some southern men while in West Point, or due to other personal reasons. Was this true? Research and find the answer.

Notes

Damage to Towns and Plantations

The limited Confederate troops in South Carolina gave Sherman's army of sixty thousand men very little opposition. The army left a thirty-mile-wide path of destruction across the heart of the state, exiting into North Carolina near Cheraw. Several businesses in Cheraw were burned by an accidental explosion, but homes and public buildings, including Robert Mills's wonderful courthouse, survived. Twenty other small towns and numerous plantations along the army's route also experienced fires as well as looting. For example, Barnwell businesses and homes were so extensively burned that the soldiers called it "Burnwell." Hardeeville, Blackville, Orangeburg, Lexington, Winnsboro and other towns suffered similarly. Sherman had predicted that even "the devil himself couldn't restrain my men in the state" that started the rebellion. One of the most heartbreaking episodes in the march was the burning of much of Columbia. Evidently Sherman gave no orders to torch the city, only to burn down certain key buildings. Columbians blamed him anyway. It must be remembered that the purpose of the march was to kill the will and ability of the people to support the war against the Union. The purpose was not to kill people, and very few died in the whole march.

The Fall of Charleston

On February 17, 1865, the same day Columbia surrendered to Sherman, Charleston also fell. After months of bombardment, fires, and deprivation, Charleston was in shambles with many of its main buildings merely



HAVE YOU SEEN...
the bronze stars on the west side of the South Carolina State House? They indicate the places where Sherman's cannonballs, which were fired from West Columbia, hit the yet unfinished building in February 1865.



Left: Much of Charleston was in ruins from Union shelling by the time the city surrendered on February 17, 1865. **Opposite page, below:** General Sherman leads his troops through Columbia following the city's surrender, on the same day that Charleston surrendered.

Think It Over

Using two sites from a search of "Sherman's March to the Sea for Kids," review what occurred after Sherman burned Atlanta and headed toward the sea and through South Carolina. Understand that, even today, citizens of Georgia and South Carolina (and other formerly Confederate states) have said that Sherman was simply mean. If you ask a person from New York State or Illinois (or other formerly Union states) for their opinion of Sherman, they might say he was only doing his duty or following orders. What do you think? Is it time to let go of our feelings, regardless of the part of the country in which you live, and move on to more current issues? What is your opinion and why?

For the Artist in the Class

Based on what you read in this section along with your search for images of Charleston after Sherman's march, draw a picture depicting Charleston at the close of the war.

Notes

Teacher Note

Order 9 remains a poignant piece of writing as Lee faced his soldiers for the last time. Read it aloud to students and discuss how different groups would hear the words from their perspective.

Headquarters Army of Northern
Virginia

Appomattox Court House,

April 10, 1865

General Order No. 9

Robert E. Lee

I need not tell the survivors of so many hard fought battles who have remained steadfast to the last, that I have consented to this result from no distrust of them, but feeling that valor and devotion could accomplish nothing that could compensate for the loss which would have attended the continuation of the contest, I have determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed, and I earnestly pray that a merciful God may extend to you His blessing and protection. With an increasing admiration of your constancy and devotion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you an affectionate farewell.

Robert E. Lee

General

(National Archives)



Above: For all intents and purposes, the Civil War came to an end with the surrender of Robert E. Lee (seated on the left) to Ulysses S. Grant (seated to the right of him) at Appomattox Court House, Virginia, on April 9, 1865.

DID YOU KNOW?

During the Civil War, nearly 200,000 blacks served in the Union army and navy, about 10 percent of the total troops. Sixteen were awarded the Medal of Honor.

smoking shells. It was, one northern reporter described, "A city of ruins, of desolation, of vacant homes, of widowed women...of deserted warehouses, of weed-wild gardens, of miles of grass-grown streets..." The surrender date was the joyful day of emancipation for the city's large slave population. The event was made sweeter for blacks and bitterer for whites by the fact that the city was surrendered to the commanding officer of the 21st United States Colored Regiment.

The War Ends

While the bulk of Sherman's army continued its destructive sweep through the state and into North Carolina, the final stages of the war played out in Virginia. General Grant doggedly pursued Lee's army, always losing more men than Lee, but always able to bring in fresh fighters. Faced with the prospect of the slaughter of the tattered remains of the last major Confederate army, Lee surrendered to Grant at Appomattox Court House, Virginia, on April 9, 1865. Grant treated Lee and his army generously. The soldiers would not be prosecuted for treason and they could keep their horses "to put in a crop." The war was over. Secession had failed. Jefferson Davis was captured in Georgia shortly after holding his final cabinet meeting in a home in Abbeville, South Carolina. Neither he nor any major civilian or military leader was executed or long imprisoned for their roles in the Confederate rebellion against the United States.

History's Mysteries

There were many stories about the escape, then capture of Jefferson Davis. One was that Davis dressed in women's clothing to escape. Use at least three different Internet sites as you search for "Jefferson Davis's Escape." Once you have your answer, write a newspaper article giving the true facts of the story.

Notes

Seldom, if ever, in history has a massive rebellion failed and the participants been accorded such leniency. The price for a failed rebellion had typically been death, exile, or imprisonment, at least for the leaders. The only Confederate executed for his role in the conflict was the commander of the infamous Andersonville prisoner-of-war camp in Georgia.

The Impact of the War on the Nation

The impact of the war on the whole nation was horrible. The human cost was beyond the imagination of even the most pessimistic opponent of the war on either side. About 3 million American men fought in the war, both sides included. Over one-fifth of those (618,000) died either from wounds of battle or from the diseases that often swept through the camps. The deaths are roughly equal to American losses in all other wars combined. Another 15 percent suffered wounds that left many crippled for life. It is impossible to calculate the talent lost on the battlefield. Those who died were among the healthiest and most active young men in the nation. One can only imagine the weddings not held, the children not born, the poems not written, the music not composed, the inventions never devised, and the political leadership never developed.

The Civil War era was the most dramatic and destructive episode in the story of both America and South Carolina. It was pivotal in so many

Below: The end of the Civil War brought relief to thousands whose loved ones had been able to survive the conflict, but for many others, there was only heartbreak.



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What Do You Think?

Research “Andersonville Prisoner-of-War Camp” or “Captain Henry Wirz.” In your opinion, did he deserve to be executed? Why or why not?

FYI

Andersonville was originally called Camp Sumter. Today, the site of the prison is a national cemetery where 13,700 Union soldiers are buried out of the 45,000 who were imprisoned over a fourteen-month period.

Dig a Little Deeper

As bad as the war was, a number of “firsts” came about as a result of the years of combat. Some of these firsts continue to be a part of our lives today.

Research “Civil War Firsts” and place them in categories including Naval Warfare Firsts, Weapons Firsts, Medical Firsts, Military Firsts, Economic Firsts, and Other Firsts. Put a star by those things that are still in use or practiced today.

Notes

FYI

“Sherman’s neckties” were found throughout the South when rail tracks were twisted into ties as Sherman’s troops marched through. Without rail travel, selling agricultural and industrial items would be all the more difficult.

ASSESS

Answers to “Do You Remember?”

1. A **siege** is a tactic where armed forces try to capture a fort or fortified town by surrounding it and preventing supplies from reaching it. To **forage** is to take supplies from the countryside wherever soldiers can find them.
2. The Union army won the Battle of Gettysburg in Pennsylvania, and the Union army took Vicksburg, Mississippi, after a long siege.
3. The state changed from being one of the richest states to the poorest. It went from a position of national leadership to one of relative insignificance. One-third of its sixty thousand soldiers died, and many more were maimed. There was tremendous loss of property and the loss of its dominant labor system. On the positive side, more than half the state’s population was no longer slave, but free.



Above: Retreating from Richmond, Confederate leaders stopped at the Burt-Stark House in Abbeville, where Jefferson Davis held his final cabinet meeting.

DID YOU KNOW?

Florena Budwin from Philadelphia was buried in the Florence National Cemetery (below), the first woman to be buried in a cemetery meant only for men of the American military. She had passed herself off as a man and joined the Union army to be with her husband, a captain. Both were captured and died in Confederate prison camps.



ways. It contributed to the emergence of industry as dominant over agriculture in the American economy. It signaled that the federal government was going to be the dominant partner in national affairs. The war freed over one tenth of the American population from slavery. With the military power the nation displayed, the United States was on its way to a position of international leadership in the future.

The Impact of the War on South Carolina

The pivot was even more dramatic for South Carolina than for the nation. Within four years, the state dropped from being one of the richest states to one of the poorest. It went from a position of national leadership to a position of relative insignificance in national affairs. On the positive side, more than half the state’s population was no longer slave, but free.

No state suffered more destruction from the war than South Carolina. About sixty thousand men from the state served in the Confederate army. About one-third of those died, a higher proportion than most other states. Many more came home crippled for life. The state government was buying artificial legs for veterans for decades after the fighting ceased.

The loss of property was also astounding, with so many towns, plantations, and farms lying in ruins. Emancipation shattered the dominant labor system in the state. Now that black workers had some control over their labor, anxiety for the future was temporarily overcome by joyful celebration. But new arrangements between workers and employers and new relationships between blacks and whites had to be developed. For whites there was anxiety about whether the slaves would seek revenge and whether they would work without punishment.

These questions added to the uncertainty and social chaos at war’s end. A very hard period of adjustment would follow the Civil War. South Carolina was in another pivotal moment in her history.

DO YOU REMEMBER?

1. Define in sentence form: siege, forage.
2. What two important Union victories took place in early July of 1863?
3. What were some of the impacts of the Civil War on South Carolina?

Your Opinion Counts

The question remains for some as to whether or not the Civil War and Reconstruction period should be taught in school. What is your opinion? Back up your remarks with specific reasons.

Notes



The Burning of Columbia

By Alexia Jones Helsley

On February 17, 1865, under surprisingly bright and sunny skies, the city of Columbia awaited its fate. After days of uncertainty, rumors, flight, and disorder, the end was at hand. General William T. Sherman's dreaded army was definitely coming to Columbia. First, General P. G. T. Beauregard and his Confederates departed, and finally General Wade Hampton and his cavalry fled the doomed capital. Before they left, the Confederates had looted stores on Main Street and set bales of cotton afire. In a sense, Columbia was a disaster in progress. The city's streetlights did not work, its streets were not safe after dark, illegal liquor was available on Main Street, and then, there was the cotton. Hundreds of bales of cotton ready for burning were stacked the length of Main Street.

Sherman's forces met on the banks of the Congaree River. Confederates had burned both the Saluda and Broad River bridges, so the Union army had to construct two *pontoon bridges* (floating bridges) to reach Columbia. By 10 a.m. on February 17, Mayor Thomas Goodwyn and three Columbia aldermen (city councilmen) met Colonel George Stone of the 25th Iowa Infantry and surrendered the city.

Some residents greeted the soldiers with free liquor. Union troops secured the city, posted a guard, and sent the remaining soldiers to camp beyond the city limits. Yet by nightfall, large numbers of drunken soldiers prowled Columbia, looting homes and businesses. Troops deliberately set fire to the old State House and the homes of



Dr. Robert W. Gibbes and General Wade Hampton. The origin of other fires is not known. However, fires broke out on Main Street, and soldiers interfered with the fire companies trying to fight the blazes. In addition, a stiff wind, loose cotton, and wooden buildings created a roaring inferno that consumed Main Street and several blocks to the west. While there are many accounts of abusive and drunken soldiers, there are other instances of Union soldiers who boldly protected Columbia's homes and citizens.

Daybreak on February 18 revealed blocks of burned buildings, solitary chimneys, and displaced citizens. Some citizens clutching their salvaged belongings spent the night on the grounds of the State Hospital on Bull Street. Others stared blankly around them. Besides the old State House, fire destroyed the Columbia City Hall and jail, the Richland County Courthouse and jail, the convent, most of Columbia's business district, several churches, and at least two hundred houses. Roughly a third of the city's buildings burned. Fortunately, the historic Horseshoe, the heart of South Carolina College (now the University of South Carolina), and several residential areas survived. Despite the destruction, Columbia and South Carolina faced the challenge, finished the new State House, and rebuilt the state's capital city.

Be a Poet

Write a poem or haiku about the burning of Columbia with "cotton" as its theme.

Dramatic Events

The events of February 17 and 18, 1865, were certainly dramatic. Try your hand at writing a scene for a play depicting some phase of the burning of Columbia. As a playwright, you need to set the scene, identify the characters, and write the dialog. When you have completed your scene, act it out with classmates.

A Hot Slogan

In 2009, the city of Columbia adopted a new slogan to attract tourists: "Famously Hot." What do you think is the meaning of the saying? Could it refer to the burning of Columbia in 1865? What other meanings could it have? Do you think it is an appropriate slogan for the tourist industry? Why or why not?

Notes

CHAPTER REVIEW

Reviewing People, Places, and Things

1. True
2. False—Mary Boykin Chesnut
3. True
4. True
5. False—Jefferson Davis
6. True
7. False—drafted into
8. False—Harriet Tubman
9. True
10. False—Ulysses S. Grant

Understanding the Facts

1. The state legislature called for a convention to consider South Carolina's secession from the Union.
2. Fort Sumter in Charleston
3. South Carolina, Georgia, Alabama, Mississippi, Florida, Louisiana, Texas, Virginia, Tennessee, Arkansas, and North Carolina
4. Around 10,000 slaves were declared free and were eventually able to buy some land that had been seized by the Union. Northerners built schools for freed slaves, and many black men were recruited to serve in the Union army.
5. During the war, he served in the Union army. After the war, he was a legislator in the South Carolina government and in the U.S. Congress.
6. It declared all slaves in states or parts of states still in rebellion against the Union to be free.
7. Wealthy men made the decision to go to war, but they could hire substitute soldiers, so mostly poor men had to fight.
8. Soldiers started deserting the army to return home to help their starving families.

9. They helped feed escaping prisoners of war and showed them how to get to the Union-held territory.
10. Soldiers would not be prosecuted for treason, and they could keep their horses to plant crops.

Developing Critical Thinking Skills

1. Answers will vary.
2. Europe found other sources of cotton, and European countries opposed to slavery wouldn't sup-



Chapter Summary

The result of the presidential election of 1860 made the issue of secession a reality in the minds of many southerners, particularly in the state of South Carolina. By February of 1861, the Confederate States of America had been born, and within two months the “War between the States,” as some people refer to the Civil War, began. The North and the South had advantages and disadvantages, and they had military and political strategies designed to reach each section’s goals.

The war lasted four long years and had devastating effects on both sides. Because the majority of the fighting occurred in the South, the eleven states that comprised the Confederacy found themselves in near total ruin at the end of the war. The Union blockade destroyed the Confederate economy, and the Union army greatly outnumbered the Confederate army. Even though they were no match in numbers to the Union, the Confederates were fighting on their own soil and for their homeland. This brought them some victories during the war, but with a failing economy and difficulty procuring supplies, they eventually had to surrender. Although the terms of surrender offered to the Confederate army were very generous, the former Confederate States of America were facing many years of reconstruction.

Activities for Learning

Reviewing People, Places, and Things

Indicate whether the statement below is TRUE or FALSE. If it is FALSE, change the underlined word(s) to make it true.

1. A total war involves all the resources and all the people of a society and is a test of military, economic, social, and political power.

2. A prominent South Carolinian who kept a lengthy diary of the Civil War as she saw it was Clara Barton.
3. Stephen Douglas was the candidate of the Northern Democrats in the election of 1860.
4. The party that proved victorious in the election of 1860 was the Republican Party.
5. The president of the Confederate States of America was Alexander H. Stephens.
6. The Confederate commander who led the attack on the Union troops at Fort Sumter was P. G. T. Beauregard.
7. If a man was conscripted, it meant he was released from military service.
8. Probably the best-known conductor on the “Underground Railroad” was Robert Smalls.
9. Morris Island was the scene of the attack on Battery Wagner by the 54th Massachusetts Regiment composed mostly of black soldiers.
10. General Robert E. Lee accepted the surrender of the Confederate army to end the Civil War on April 9, 1865.

Understanding the Facts

1. What did South Carolina do as a result of the election of Abraham Lincoln as president of the United States?
2. Where were the first shots of the Civil War fired?
3. Name the eleven Confederate States of America.
4. How did life change for many slaves as the Union was taking over parts of South Carolina?

Notes

- How did Robert Smalls serve his state and his country after he gained his freedom?
- What did the Emancipation Proclamation do?
- Why did many southerners believe the Civil War was a "rich man's war and a poor man's fight"?
- How did the lack of money and inflation affect the Confederate army?
- How did slaves help Union soldiers who were captured by Confederate soldiers?
- What were the generous terms of surrender offered to the Confederate army on April 9, 1865?

Developing Critical Thinking Skills

- What was the strategy of the Republican Party in the 1860 election? Explain whether you think it paid off for the party.
- Why could the Confederacy *not* depend on aid from European countries during the Civil War?
- How did the Civil War affect the rest of the world's view of the United States?

Writing across the Curriculum

Write an essay on the effects of General William Tecumseh Sherman's march through the middle of South Carolina.

Exploring Technology

- Using the website www.cem.va.gov, find out how many national cemeteries there are in South Carolina and where are they located.
- Using the Internet, find information on medical care in battle during the Civil War. Write a description of what might happen to the wounded soldiers in the makeshift hospitals.

Applying Your Skills

In chart form, compare the advantages and disadvantages of the Union and the Confederacy at the beginning of the Civil War. Which advantage do you think was the greatest for the Union? Which advantage do you think was the greatest for the Confederacy?

Building Skills: Generalizations and Conclusions

People make generalizations and draw conclusions every day about different things. One key thing to remember when making generalizations or conclusions from what people say or from what you read is that you must discern whether the speaker or the author is stating facts or simply his or her opinion on a subject. It is easy to make stereotypical generalizations, but those can be negative, inaccurate, and misleading, which can lead to the same kind of conclusions.

Look at the five statements below and respond to three questions about each statement:

- Would a supporter of the Union or a supporter of the Confederacy more likely have supported the statement?
 - Is the statement a valid or an invalid generalization or conclusion?
 - What evidence supports your response to "b." above in each of the following statements?
- In the United States between 1840 and 1865, most northerners were die-hard abolitionists.
 - All southerners were in favor of slavery during the time period between 1800 and 1865.
 - The Republican Party created in 1854 was an abolitionist party.
 - Most white southerners owned slaves prior to the Civil War.
 - General William T. Sherman's march through the South was devastating to the Confederacy.

port a country that favored it.

- The world could see that the U.S. had military might and was on its way to international leadership.

Writing across the Curriculum

Answers will vary.

Exploring Technology

- The three in South Carolina are located in Beaufort, Florence, and Fort Jackson (Columbia).
- Answers will vary.

Applying Your Skills

Answers will vary.

Building Skills: Generalizations and Conclusions

- (a) Confederacy supporter (b) invalid (c) Although many northerners were opposed to slavery, only a small number were strong abolitionists.
- (a) Union supporter (b) invalid (c) There were well-known southerners (Grimke sisters and others) who were abolitionists.
- (a) Confederacy supporter (b) invalid (c) The Republican Party only opposed the expansion of slavery into the territories.
- (a) Union supporter (b) invalid (c) Most white southerners were too poor to own slaves. It was mainly rich plantation owners and some yeomen farmers who owned any slaves.
- (a) Both Union and Confederacy supporters could have made this statement. (b) valid (c) Pictures and first-hand accounts of the destruction give evidence to this statement.

Notes
