

CHAPTER
11

GUIDED READING *The Civil War Begins*

Section 1

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

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

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

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

© McDougal Littell Inc. All rights reserved.

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

CHAPTER
11

Section 1

SKILLBUILDER PRACTICE *Following
Chronological Order*

How did the order of events and simultaneous actions shape the progress of the Civil War? The passage below describes a portion of the war in Virginia. Read the passage, then plot the dates and events on the time line at the bottom of the page. (See Skillbuilder Handbook, p. R3.)

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

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

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

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

Spring of 1862
McClellan lands
in Virginia.

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



Section 1

RETEACHING ACTIVITY *The Civil War Begins*

Completion

A. Select the term or name that best completes the sentence.

- | | | |
|------------------|------------------|---------------------|
| Antietam | Ulysses S. Grant | Seven Days' Battles |
| Fort Sumter | Shiloh | Robert E. Lee |
| George McClellan | David Farragut | Anaconda Plan |

- The Civil War began with the firing on _____ in Charleston Harbor.
- Northern newspapers dubbed the Union's strategy the _____, after a snake that wraps around its victims and suffocates them.
- After the battle of _____, both sides realized that the war could be a long and bloody struggle.
- Robert E. Lee foiled the Union's early effort to capture Richmond in a series of skirmishes known as the _____.
- Lincoln fired General _____ for being too cautious and slow.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

_____ 1. Virginia, the South's most populous and industrialized state, remained with the Union.

_____ 2. The Union's advantages over the South included more fighting power, more factories, greater food production, and a more extensive railroad system.

_____ 3. The Union's three-part plan for defeating the South was to blockade Southern ports, split the Confederacy in two at the Mississippi River, and capture the Confederate capital at Atlanta.

_____ 4. The war's first major battle, at Bull Run, was a victory for the South.

_____ 5. The historic clash between the *Monitor* and *Merrimack* ended in a draw.

CHAPTER
11

Section 1

GEOGRAPHY APPLICATION: REGION

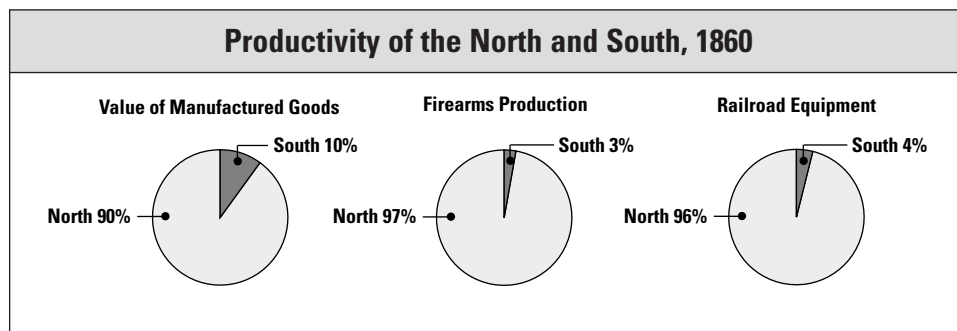
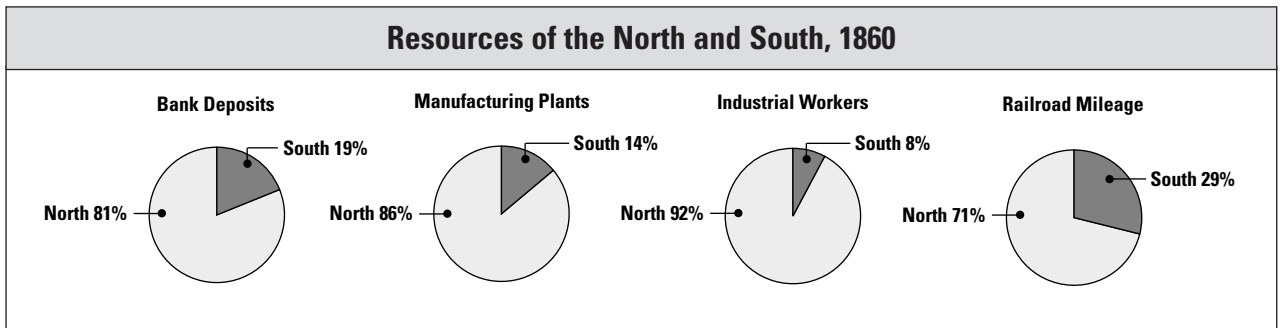
Resources of the North and the South

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

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

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

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



Interpreting Text and Visuals

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

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

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

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

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

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

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

CHAPTER
11

OUTLINE MAP *The States Choose Sides*

Section 1

A. Review textbook pages 338–341, paying particular attention to the Civil War map. Then on the accompanying outline map label the states and color or shade each of the three areas identified in the key. (For a complete map of the states, see textbook pages A6–A7.) Finally, label the Mississippi and Ohio rivers and draw the position of the Union blockade using the symbol shown in the key.

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

1. How many states made up the Confederacy? _____

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

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

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

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

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

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



CHAPTER
11

AMERICAN LIVES **David Glasgow Farragut**
Lifetime Officer, Naval Hero

Section 1

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

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

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

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

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

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

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

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

Questions

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