

# 1 Step-by-Step Instruction

## Objectives

teach this section, keep students on the following objectives to help answer the Section Focus Question and core content.

contrast the resources and strategies of North and South.

describe the outcomes and effects of the battles of the Civil War.

## Prepare to Read

### Background Knowledge

know that the economies of the North and the South differed. Ask students to predict which side had greater resources and so might have had greater success in the early battles of the war.

### Purpose

**WITNESS HISTORY** Read the selection aloud.

**What is the southern seceder's attitude toward the Union?** (She knows that it will be a long war, but she will be brave, not a coward.)

**Focus** Point out the Section Focus Question and write it on the board. Ask students to refer to this question as they read. (Answer appears in Section 1 Assessment answers.)

**Preview** Have students preview the Section Objectives and the list of Key Terms and People.

**Reading Skill** Have students use the Reading Strategy: Categorize worksheet. Teaching Resources, p. 13

**Paragraph** Using the Paragraph Reading strategy (TE, p. T20), have students read this section. As they read, have students note the outcomes of both sides at the beginning of the war. Reading and Writing Study Guide



▲ An illustration shows Union volunteers, each dressed up like Uncle Sam, marching in a parade.

## WITNESS HISTORY

### Marching Off to War

When the war began, families on both sides watched as husbands and sons rushed to join the Union and Confederate armies. Often there were celebratory parades to cheer the soldiers on. As the men marched off, family members felt both sadness and pride. One Richmond resident noted these mixed emotions in her diary:

“An old lady, the mother of several dearly loved sons, but echoed the almost universal sentiment when she said . . . ‘War, I know is very dreadful, but if, by the raising of my finger, I could prevent my sons from doing their duty to their country now, though I love them as my life, I could not do it. I am no coward, nor have I brought up my boys to be cowards. They must go if their country needs them.’”

—Sallie Brock Putnam, *Richmond During the War*

# Resources, Strategies, and Early Battles

## Objectives

- Contrast the resources and strategies of the North and South.
- Describe the outcomes and effects of the early battles of the Civil War.

## Terms and People

blockade  
Robert E. Lee  
Anaconda Plan  
border state

Stonewall Jackson  
George B. McClellan  
Ulysses S. Grant  
Shiloh

## NoteTaking

**Reading Skill: Categorize** As you read, use a table to note the advantages of the North and the South at the beginning of the war.

Wartime Advantages	
Union	Confederacy
• Population	• Strong military tradition
•	•

**Why It Matters** In 1861, the long, bitter dispute over slavery and states' rights erupted into war. The first shots at Fort Sumter set the stage for a long, costly struggle. At stake was the survival of the United States. **Section Focus Question:** How did each side's resources and strategies affect the early battles of the war?

## Union and Confederate Resources

As the Civil War began, each side possessed significant strengths and notable weaknesses. At first glance, most advantages appeared to add up in favor of the Union.

**Advantages of the Union** The North enjoyed a tremendous advantage in population. Some 22 million people lived in the states that stayed in the Union. By contrast, the Confederacy had a population of only 9 million, of whom 3.5 million were enslaved African Americans.

The industrialized North was far better prepared to wage war than the agrarian South. Most of the nation's coal and iron came from Union mines, and the vast West was a source of gold, silver, and other resources. The densely populated urban areas of the Northeast supported a wide variety of manufacturing. With mechanized factories and a steady flow of European immigrants seeking work, the Union could produce more ammunition, arms, uniforms, medical supplies, and railroad cars than the Confederacy could. In addition, the Union had a larger railroad network for moving troops and material.

## Vocabulary Builder

Use the information below and the following resource to teach students the high-use words from this section. Teaching Resources, Vocabulary Builder, p. 12

### High-Use Word

### Definition and Sample Sentence

thereby

adv. by or through that

The Confederates fired on Fort Sumter, which was held by the U.S. Army, thereby starting the Civil War.

erode

v. to eat into; wear away

As southern states seceded, hope of keeping the Union together began to erode.

The Union had a small but well-organized navy. By late 1861, the Union had launched more than 250 warships, with dozens more under construction. The South had no navy at all, leaving it vulnerable to a naval **blockade** in which Union ships prevented merchant vessels from entering or leaving the South's few good ports, **thereby** crippling southern trade.

Finally, while the Confederate government was new and inexperienced, the North had an established government and an outstanding leader in Abraham Lincoln. Not everyone recognized this fact at the outset of the war, but Lincoln's leadership would prove invaluable to the Union cause.

**Advantages of the Confederacy** Still, the North did have some distinct weaknesses compared to the South. One of the Confederacy's advantages was psychological. Many northerners were willing to let the slaveholding South go. To them, preserving the Union was not worth killing and dying for. But the Confederacy was fighting for survival. Although there were pockets of pro-Union feeling in places such as western Virginia, most southern whites believed passionately in the Confederate cause. Even those who were not slaveholders resented what they saw as northern efforts to dominate them.

When the war began, Union forces consisted of only 16,000 men. New recruits signed on for three months of service, hardly long enough to form an efficient fighting team. The South faced similar challenges in assembling its armies, but it had a strong military tradition and fine leaders like Virginia's **Robert E. Lee**. Lee, who had an outstanding record in the United States Army, actually opposed secession and slavery. Yet he turned down an offer to command Union forces. He wrote:

**Primary Source** "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 . . . I hope I may never be called upon to draw my sword."

—Robert E. Lee, letter to his sister, April 20, 1861

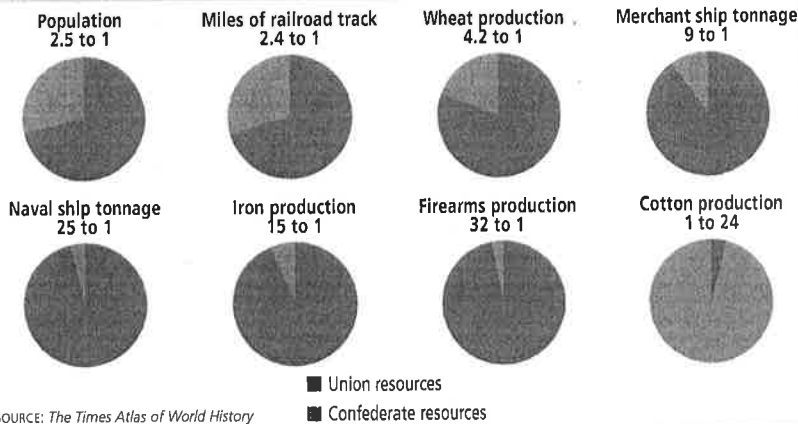
In fact, Lee did accept command of the Confederate army and provided the South with inspiring military leadership throughout the war. The North struggled to find a commander of such caliber.

**Vocabulary Builder**  
thereby—(ther B) *adv.* by or through that

**Resources Compared**

As fresh-faced soldiers marched off to war, each side's resources gave it advantages over the other. For example, in terms of population, the Union outnumbered the Confederacy by a ratio of 2.5 to 1. Pick two pie graphs and explain what advantage those resources gave to the North or South.

**Union and Confederate Resources, 1861**



SOURCE: *The Times Atlas of World History*

◀ George Stryker, Union army

Edwin Jennison, Confederate army ▶

**History Background**

**Robert E. Lee's Role in the Civil War** Lee, student and later superintendent of the U.S. Military Academy and distinguished veteran of the Mexican War, was one of the most important assets to the Confederate cause. Abraham Lincoln himself offered Lee command of the Union army; however, Lee declined. He resigned from the United States Army on April 20, 1861, three days after Virginia seceded from the Union. Three days later, he became commander in

chief of Virginia's forces. However, Lee was not placed in command of all Confederate armies until February 1865. Lee distinguished himself in the war, holding the Confederate troops together against an army three times the size of his own. He did this while sharing the same food as his soldiers and sleeping in a tent similar to theirs. It was this behavior and his military prowess, that made Lee beloved in the South and respected in the North.

**Teach**

**Union and Confederate Resources**

**Instruct**

■ **Introduce: Key Term** Ask students to find the key term **blockade** (in bold) in the text. Ask **What made the South vulnerable to a naval blockade?** (*The South had no navy and few good ports.*) **How would a blockade affect the Confederacy's ability to wage war?** (*It would keep needed supplies from reaching the South and Confederate troops.*)

■ **Teach** Display Color Transparency: *Fighting the Civil War*, and help students identify and evaluate the advantages and disadvantages of the North and South. Ask **What made the North better prepared to wage war than the South?** (*valuable natural resources, mechanized factories, plentiful immigrant labor to produce supplies and equipment, and a larger railroad network for shipping troops and material*) **What advantage of the South do you think matched the North's industrial advantage?** (*Students may observe that the South's strategic advantage in being able to fight close to home on familiar and friendly ground made up for its industrial weakness when compared with the North.*) Color Transparencies A-41

■ **Analyzing the Visuals** Have students carefully examine the circle graphs on this page. Then, ask students to write a paragraph that summarizes the data in the graphs.

**Independent Practice**

Have students read Robert E. Lee's letter of April 20, 1861, and write a paragraph of it.

**Monitor Progress**

As students fill in their tables, circulate to make sure that they understand the distinct advantages of the North and the South. For a completed version of the table, see Note Taking Transparencies, B-54a.

**Answer**

**Caption** Sample response: The North's naval ship tonnage and miles of railroad track benefited the North because it could launch sea attacks with the navy and carry supplies for troops on the railroads.



# Confederate and Union Strategies

**Structure:** **Key Term** Ask students to find the key term **border states** (in bold) in the text. Then, provide its definition. Ask **Which states were border states?** (Missouri, Kentucky, Delaware, and Maryland) **What was Lincoln's strategy for keeping the border states in the Union?** (emphasizing that his only goal was to save the Union) **Why did this strategy anger abolitionists?** (Lincoln made no mention of ending slavery.)

**Think-Write-Pair-Share:** Using the Think-Write-Pair-Share strategy (TE, p. T23), identify and discuss the goals of the Union and Confederacy and each side's strategies for achieving its goals. Provide sentence starters to help students respond thoughtfully to questions; for example, **What were the Confederacy's goals in the war?** **The Confederacy hoped to...**

**Key Activity:** Have students use the *Geography and History: The Anaconda Plan* worksheet and complete the accompanying questions. **Teaching Resources, p. 16**

**Strengths:** a large population, resources such as coal and iron, factories, a rail network, a navy, an established government; **weakness:** having to fight an offensive war in enemy territory; **Confederacy's strengths:** a drive to fight an offensive war in enemy territory, a strong military tradition, a drive to fight a defensive war on familiar ground; **weaknesses:** less manufacturing to produce supplies, an inexperienced government, no navy, minimal resources for new recruits

**Union strategy:** aimed at a quick victory, was more aggressive, with a drive to close southern ports and a drive to split the Confederacy in two. **Confederate strategy:** was more passive, focused on preserving its small territory, a prolonged war to erode the Union's will to fight and depending on foreign military aid.

**Vocabulary Builder**  
erode—(ee ROHD) v. to eat into; wear away

Finally, the Confederacy had a number of strategic advantages. It did not need to conquer the North; it simply had to avoid defeat, expecting that in the end the North would give up the effort. By and large, southern forces would be fighting a defensive war on familiar, friendly ground while northern forces had to travel farther to reach the field of battle. The North also had to devote precious military resources to defending Washington, D.C. Only the Potomac River separated the Union capital from Confederate Virginia.

**Checkpoint** What were some of the strengths and weaknesses of the Union and the Confederacy?

## Confederate and Union Strategies

As the two sides prepared for war, Union and Confederate leaders contemplated their goals and how they might go about meeting them. While northern leaders hoped for a quick victory, southern strategists planned for a prolonged war.

**The Confederacy Seeks Foreign Support** The strategy of the Confederacy had two main thrusts. Militarily, the South hoped to preserve its small armies while doing enough damage to erode the Union's will to fight. Politically, it hoped to win formal recognition from Britain and France. Trade with these nations was crucial to the South, since the supply of manufactured goods from the North was now cut off. By the same token, the European textile industry was dependent on southern cotton. Confederate leaders reasoned that if the war dragged on, French and British mills would run out of raw cotton. Therefore, these countries might be willing to provide military aid to the South.

**The Union Devises the Anaconda Plan** The initial Union strategy was a two-part plan devised by General Winfield Scott, a Virginia-born hero of the Mexican-American War and the commander of all U.S. forces in 1861. First, the Union would blockade southern ports, starving the South of income and supplies. Then Union forces would drive southward along the Mississippi River, bringing Union control of the Mississippi would split the Confederacy in two, fatally weakening it. Scott's plan came to be known as the **Anaconda Plan**, after a type of snake that coils around its prey and squeezes it to death.

Some antislavery congressmen thought Scott's plan was too timid. They favored a massive military campaign that would quickly free the slaves across the South. Lincoln also hoped that a decisive victory over rebel forces massed in northern Virginia and around Richmond might lead the Confederacy to negotiate an end to the crisis. Despite such criticism and concentration on winning quickly, the Anaconda Plan remained central to the Union war strategy.

**Lincoln Avoids the Slavery Issue** The Union also faced a tricky political question: how to prevent the secession of Missouri, Kentucky, Delaware, and Maryland. Although these **border states** allowed slavery, they had not joined the Confederacy. Lincoln knew that if they chose to secede, the Union could be lost. To reduce this threat, the President insisted that his only goal was to save the Union. In his First Inaugural Address, he announced, "I believe I have no lawful right to [free the slaves], and I have no inclination to do so." Although Lincoln's stand troubled abolitionists, he did succeed in keeping the border states loyal to the Union.

**Checkpoint** How did the Union strategy in the war differ from the Confederate strategy?

## Differentiated Instruction Solutions for All Learners

- 1 **Special Needs Students**
- 2 **English Language Learners**
- 2 **Less Proficient Readers**

Ask students to work in pairs to create two concept maps, one titled "Union Strategy" and the other "Confederate Strategy." Have students find main ideas and supporting details for their concept maps in the text. Ensure that they list two main ideas for each concept and the relevant supporting details for

each idea. For the Union strategy, for example, students should list blockade and Anaconda Plan as the main ideas and then add details about each. When students have completed their work, have them use their concept maps to prepare an oral summary of each concept.

The war: plan, great battle, casualties, military strategies

Cor... The l... as hu... hand... includ... bow... ing an... altho... powc