
Study Guide for

THE WAR BETWEEN THE STATES

America's Uncivil War

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Preface

This study guide is provided to accompany the book *The War Between the States: America's Uncivil War*. Exercises are provided for each of the book's 38 chapters. Features include chapter summaries, identification terms, completion exercises, timelines, and thought questions.

1. Summary—an overview of the context and major themes and developments taking place in the course of each chapter.
2. Identification—providing written definitions of key names, events, and ideas from the chapter.
3. Completion—filling in important names, dates, events, and other words that are left blank and which complete a thought or information from the chapter.
4. Timeline—matching a series of crucial dates from the chapter with the corresponding description of that date.
5. Thought Questions—questions that call for written answers ranging from one to several paragraphs apiece that interpret and explain crucial concepts, issues, and themes from the chapter.

I wish you the best of success as you tackle the exercises in this study guide. I realize they require a lot of work and concentration, but if you will work diligently, you will be amazed at the amount of knowledge you accrue, and how it helps you understand our past in a way few people do. In fact, if you will persevere in your reading and study of *The War Between the States*, your efforts can even help you learn lessons that inspire you to live better in the present, and help you to create a better future for those who come after you.

Respectfully yours,
John J. Dwyer

1

Nationalism and Regionalism

Summary:

The mid-19th century witnessed the sweep through Western Civilization of dramatic nationalistic fervor. This political trend towards large, powerful, centralized nation-states often led to imperialistic attempts at further expansion, even as the non-Christian philosophies (such as rationalism) that fueled the Enlightenment took root. Nation states arose all over Europe, gradually taking on their now-familiar identities.

While nationalism took hold in the ready-for-change American North, it was resisted for some time in the South. There, the great agrarian tradition—along with a more grounded and consensus Christianity—prevailed. These divisions, along with a young, vibrant, rough and tumble lifestyle out West—which had few ties to tradition—created three distinct cultures within the United States.

Identification:

1. Federalism
2. Nationalism
3. The Enlightenment
4. Alexis de Tocqueville
5. Covenant
6. Northern Amalgamation
7. Southern Aromatism
8. Western Sanguinity

- 9. Egalitarianism
- 10. *Communist Manifesto*
- 11. Abraham Lincoln

Completion:

1. While early 19th-century Europe experienced a strong surge of _____, America resisted this ideological movement for decades, instead preferring the more traditional political philosophies of _____ and _____.
2. De Tocqueville noted that the Northern economy tended towards _____, while the Southerners preferred the more traditional (for them) plantation life of _____, and the West combined the two economic models.
3. In Antebellum America, Christianity declined in the _____ region, largely maintained its traditional fervor in the _____, and took on a revivalist and pietistic shape in the _____.
4. The new Nationalism swept across Europe through a dramatic series of uprisings in the year _____. It called for _____, while at the same time harming the chances of achieving such equality by desiring stronger, _____ national governments.
5. The _____ publication of Friedrich Engels and _____ called for ten new political principles, notably the abolition of _____ property and a graduated _____ tax.
6. One prominent Northern Nationalist, _____, led the way in calling for the grand unification of America into one, large, centralized nation. The conflict this generated with traditional _____ was one cause of war.

Timeline:

1. 1780s _____ Nationalists, Federalists, Localists emerge
2. 1820 _____ Violent revolutions sweep Europe
3. Early 1830s _____ North embraces industrial economy
4. 1848 _____ Italian and German nations unified
5. 1848 _____ Whig Party promotes nationalism
6. 1850s _____ *Communist Manifesto*
7. 1870–71 _____ De Toqueville travels America

Thought Questions:

1. Summarize in brief the philosophical movement of the Enlightenment.
2. Describe the three different cultures of the American North, South, and West.
3. Outline and explain the basic principles of the *Communist Manifesto*.
4. In your own words, define nationalism and discuss the social conditions which touched off the 1848 revolutions in Europe.
5. Nationalism in America appears to have taken sway most heavily in the North. If you think this observation true, discuss what factors made the North ready to receive this philosophical phenomenon.

2

Secession

Summary:

Cinched to the continual struggle for equilibrium between state and federal control over the reins of government was the doctrine of secession, a question only finally resolved at Appomattox. From America's earliest days, however, a strong streak of independence ran through many states, both North and South, and even America's founding documents imply the right to discontinue willing membership in a national union. The same independence shows through in both the Kentucky and Virginia Resolutions and the New England Secessionist movements, not to mention the Constitutional ratification documents of New York, Rhode Island, and Virginia. Even the most famous champion of the inviolable sanctity of the Federal Union, Abraham Lincoln, defended the right of a state to secede in 1848.

Identification:

1. Social Compact theory
2. Secession
3. Nullification
4. Articles of Confederation
5. Virginia and Kentucky Resolutions
6. Alien and Sedition Acts
7. Thomas Jefferson
8. New England Secessionists
9. Daniel Webster
10. Robert Hayne

Completion:

1. Before the war, covenantalism was the guiding rule in the _____, while in the _____ a form of deistic humanism took sway.
2. Of considerable controversy in antebellum American politics were the issues of _____ (whether or not a state could invalidate the rule of Congress if necessary) and _____ (whether or not a state could legally separate from the Union).
3. The states of _____, _____, and _____ all declared their right to secede in their respective state constitutions.
4. The Alien and Sedition Acts of 1798 raised such furor as to prompt formal response in the form of the _____ and _____ Acts.
5. The Antebellum predilection for secession came to a climax in 1814 at the _____ Convention, where several _____ states came within weeks of seceding.
6. The brilliant Northern statesman _____ produced some of the most famous and eloquent speeches in American history, which were studied by Illinois Congressman _____.

Timeline:

1. 1776 _____ Rep. Abraham Lincoln defends secession
2. 1781 _____ New England threatens secession regarding Texas
3. 1789 _____ Declaration of Independence
4. 1798 _____ Hartford Convention threatens secession
5. 1814 _____ Articles of Confederation
6. 1830 _____ Alien and Sedition Acts
7. 1845 _____ Webster-Hayne Senatorial Debate
8. 1846 _____ Constitution ratified

Thought Questions:

1. Define Secessionism and highlight possible similarities (if any) between it and the American War for Independence.
2. Outline previous movements to secede in America before the Civil War.
3. Describe the basic beliefs and rationales underlying the viewpoints of Webster and Hayne in their famous debate.
4. Does the doctrine of secession present an imbalance between the equilibrium of state and federal government? Why or why not?
5. How do you think the emphasis placed on decentralized state power in Antebellum America compares with the mindset of modern mainstream American politicians of both major parties?

3 Tariff

Summary:

To neglect the impact of economics—and especially that of the tariff—on secession would render impossible an accurate understanding of the War. The tariff again reflected the disparity between the Northern and Southern perspectives. The fledgling heavy industry economy of the North desired protectionist tariffs to avoid competition from more industrially advanced European countries (particularly Great Britain). The South, meanwhile, with a well-established and potentially lucrative agricultural economy, saw Europe as the perfect trading partner.

But a Northern Congressional majority resulted in a Northern economic policy, and an imbalanced economy where the South paid the majority of the nation's tariffs while receiving only a minority of the benefits of that revenue. Most of the revenue went to building projects in the North. A series of national disputes such as the Nullification Controversy followed, leading ultimately to secession. Newspapers North and South opined on the economic factors surrounding the crisis, and even on the brink of war, Lincoln's chief thoughts on Southern proposals for reconciliation centered on: "If I do that, what will become of my [tariff] revenue? I might as well shut up housekeeping at once."

Identification:

1. Tariff
2. Tariff of Abominations
3. Nullification Controversy
4. Force Bill
5. Tariff of 1833

6. Henry Clay
7. American System
8. “Declaration of Immediate Causes”
9. Morrill Tariff

Completion:

1. One economic reason Northerners desired protective _____ was that they would raise the cost of _____ goods and thus force Americans to buy domestic good from Northern industries.
2. The first sign of unified Southern resistance to Federal economic policies came when the states of _____, _____, _____, and _____ all protested loudly against what was called the “Tariff of _____.”
3. In the year _____, another protectionist tariff prompted South Carolina to draft an Ordinance of _____, which again raised the question of State verses Federal government power.
4. The _____ Controversy was finally settled by Daniel Webster and _____, who orchestrated a compromise, the Tariff of _____.
5. Famous Virginian statesman and orator _____ helped preserve the Union several times, founded his own political party—the National Republicans which later changed their name to the _____—and ran for President three times.
6. The higher number of export/import goods in the South meant that the South paid roughly _____ percent of the nations’ tariff revenue but most of that revenue went to spending projects in the _____.

Timeline:

1. 1816 _____ New protectionist tariff; Nullification Crisis
2. 1824 _____ Calhoun casts decisive vote against tariff
3. 1827 _____ The Tariff of Abominations
4. 1828 _____ Congress establishes “temporary” tariff
5. 1832 _____ Webster and Clay craft compromise tariff
6. 1833 _____ Congress increases rather than abolishes “temporary” tariff
7. 1860 _____ *Chicago Daily Times* warns against Southern secession

Thought Questions:

1. Describe why the Northern economy desired tariffs while the Southern economy disliked them.
2. Give a short biographical sketch of the life and deeds of Henry Clay.
3. What were Lincoln’s views on tariffs, and his reaction to Southern appeals for a “peaceful, patient course,” to restore the Union?
4. What similarities, if any, do you see between the antebellum tariff issues in America, and the issues of Nationalism and Secession studied in Chapters One and Two?
5. Based on any other study you might have done on the European Industrial Revolution, compare and contrast the economic policies of a country such as England with America and the effects of those policies.

4

Nullification

Summary:

The Nullification Controversy was one of the largest political crises in antebellum America; the fire and independent spirit of South Carolina and the seemingly inevitable growth of federal power did not mix. On a larger scale, however, nullification was an issue symptomatic of not just South Carolina, but of heightening tensions across the nation. If nullification was a clash within the larger issue of secession, then secession was an even larger clash within the underlining fundamental political issue of the day, states rights, whose debate broached the nature of the Constitution and where—and over what—it rested ultimate civil authority in America. It was an issue that many voices, from John C. Calhoun to Andrew Jackson to Abraham Lincoln, argued over with the surpassing of the elocution and brilliance of the leaders of the era.

Identification:

1. John C. Calhoun
2. Timothy Dwight
3. Andrew Jackson
4. *Disquisition on Government*
5. Alexander H. Stephens
6. Sam Houston
7. Lysander Spooner
8. *Birth of a Nation*

Completion:

1. John C. _____, the famous statesman from the state of _____, was the only American politician ever to serve in the office of _____ under two different Presidents.
2. In 1860, the New England state of _____ threatened to secede and was only prevented from formal secession by the outbreak of _____.
3. Abraham Lincoln's close friend _____ was a staunch Unionist and opposed secession, yet he became the Confederacy's only _____.
4. Texas hero and fan of Jacksonian nationalism _____, was a notable minority voice in Texas in the early 1860s against _____.
5. The British Magazine _____ pointed out the irony of _____'s famous speech on the indissolubility of the Union.

Timeline:

1. 1798–99 _____ America annexes the Republic of Texas
2. 1832 _____ Vermont asserts right to secede from Union
3. 1845 _____ Calhoun's *A Disquisition on Government*
4. 1850 _____ Kentucky and Virginia Resolutions
5. 1860 _____ Calhoun resigns as Vice President

Thought Questions:

1. Briefly describe John C. Calhoun's role in the Nullification Controversy.
2. List some of the basic Southern motives and sentiments for and about secession.

3. Summarize Lincoln's arguments in his first inaugural address for the "perpetuity" of the Union.

4. The Nullification Controversy hinges upon whether power rests ultimately with the individual states or the federal government. With which position do you agree? Defend your position.

5. The South viewed the Union as a social contract of states which could be broken. Did Lincoln agree with this view? Consider his thoughts and actions and incorporate them as you expand on that answer with your reasoned thoughts about how he viewed the political nature of the Union. (Please do not limit this to the discussion in Essay Topic #3.)

5

Slavery I

Summary:

From the introduction of the first slaves to the New World around 1500, slavery proved an important element in the economic, cultural, and political fabric of North America. For years, the slave trade was a profitable business and an important means of supplying agricultural producers with labor. But the practice came to weigh on the collective conscience of Western civilization, leading to its eventual outlawing almost everywhere by the early 19th century.

In America, however, the issue of slavery only grew in volatility, as the nation became polarized, once again, along roughly North–South lines. While many Southerners (and Northerners) advocated gradual emancipation of slaves, prominent Northern abolitionists and their societies called for a sudden and instantaneous end to what they viewed as a tremendous societal evil. A series of political compromises followed, the most famous being that of 1850, which was orchestrated by the most brilliant statesmen of the day. Unfortunately, this succeeded only in delaying the coming conflict.

Identification:

1. Three-Fifths Compromise
2. Missouri Compromise
3. Industrialists
4. Abolitionists
5. American Colonization Society
6. William Lloyd Garrison
7. American Anti-Slavery Society

8. Nat Turner
9. Harriet Beecher Stowe
10. Compromise of 1850
11. Fugitive Slave Act
12. Harriet Tubman

Completion:

1. In 1793 Eli Whitney's _____ revolutionized the way _____ was harvested in the South, and greatly increased the demand for cheap _____.
2. On April 30, 1860, the U.S. steamer _____ captured the New York-owned slave ship _____; onboard were found roughly five hundred of the original six hundred men, women, and children that had left Africa five weeks earlier.
3. In the year _____, Congress outlawed slave trading in the United States.
4. The difference between the _____ and _____ viewpoints regarding slavery is that the former desired immediate emancipation without economic compensation or government-supported social integration, while the latter often desired the gradual emancipation of all slaves with as little economic damage and social disruption as possible.
5. The inflammatory and sometimes inaccurate words found in such publications as William Lloyd Garrison's _____, often generated the opposite of their stated purpose, polarizing the country as Southerners (and many in the Border States) became defensive of their slaveholding practices.
6. Southern anxiety over emancipation was heightened when, in the year _____, renegade slave _____ led a rebellion that ended in the murder of _____ white men, women, and children.
7. For years, both before and during the war, former slave _____ helped escaping slaves journey on the _____ north to freedom.

Timeline:

1. Early 1500s _____ *Uncle Tom's Cabin* published
2. Early 1600s _____ Slave trade is outlawed
3. 1760 _____ Compromise of 1850
4. 1808 _____ African slavery begins in North America
5. 1820 _____ New England slavery peaks
6. 1831 _____ The Missouri Compromise
7. 1831 _____ Nat Turner's Slave Rebellion
8. 1850 _____ William Lloyd Garrison founds *The Liberator*
9. 1852 _____ First African slaves brought to New World

Thought Questions:

1. Briefly describe the slave trade, please be sure to touch upon its origins, methods, the men who ran it, and its termination.
2. Give a brief description of the abolitionist movement, highlighting the prominent groups and people. What was the reaction to it in the South?
3. Highlight the life and deeds of Harriet Beecher Stowe and Harriet Tubman.
4. What might have been some of the factors leading to the widespread practice and acceptance of slavery in the South, as opposed to the North?
5. Why did the hard-line stance of many abolitionists provide some Southerners to defend slavery more than they otherwise might have?

6

Slavery II

Summary:

After the Compromise of 1850, several important incidents ruined any promise for long-term peace. The Kansas-Nebraska Act threatened to void the Missouri Compromise, “Bleeding Kansas” killed over two hundred people, and the *Dred Scott* case ruled that according to the Constitution, slaves were a citizen’s property and the government had no say in the matter. As tensions flared and fears of violence matured with the Harper’s Ferry act of terrorism, neither side allowed cooler heads to prevail on the issue of slavery.

Sadly, there is strong evidence that a full-scale war was not necessary for emancipation, especially in view of how England had recently—and peacefully—accomplished that objective.

Identification:

1. Stephen Douglas
2. Free Soilers
3. Kansas-Nebraska Act
4. Bleeding Kansas
5. Lecompton Constitution
6. Rev. W. J. Sloane
7. *Dred Scott v. Sandford*
8. *American Slavery As It Is*

9. The Secret Six
10. Harper's Ferry
11. Congressman Wendell Phillips
12. William Wilberforce

Completion:

1. The lack of clearly defined slave legislation in new territories such as _____ and _____ created considerable turmoil, the worst of it manifested in what became known as “_____.”
2. The _____ lawsuit was, at least on the surface, a dispute over whether or not a slave could be made free by traveling to another state and back home.
3. Angelina Grimke and her husband _____, along with her sister Sara, published the abolitionist book *American Slavery As It Is*. Though its balance and veracity were hotly challenged, it sold _____ copies in the first year.
4. _____ offered the following thought on racial equality: “There is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality.”
5. The first person killed by _____ and his gang at Harper's Ferry was a _____ black man.
6. German economic theorist _____ declared that, “The war between North and South is a tariff war. The war is further, not for any principle, does not touch the question of slavery, and in fact turns on the Northern lust for sovereignty.”
7. Famed Anglican statesman _____ waged a lifelong legal and rhetorical battle to abolish slavery in England and English territories.

Timeline:

1. 1833 _____ “Bleeding Kansas”
2. 1854 _____ John Brown attacks Harper’s Ferry
3. 1855 _____ Kansas-Nebraska Act passed
4. 1856 _____ Slavery is peaceably eliminated in England
5. 1857 _____ U.S. Supreme Court’s *Dred Scott* decision
6. 1859 _____ Publication of *American Slavery As It Is*

Thought Questions:

1. Give an overview of the Kansas-Nebraska Act, especially its causes and consequences.
2. Describe the Supreme Court case of *Dred Scot v. Sandford* and its implications for the slavery debate as a whole.
3. What happened at Harper’s Ferry, who were the major parties, and how did the South react?
4. The Kansas–Nebraska Act and the famous *Dred Scott* case are often seen as landmark developments in the buildup to war. Do you agree? Why or why not?
5. Describe the emancipation of slavery in England in the 19th Century. Do you think it might have been possible for the United States to emulate this peaceful model? Why and/or why not?

7

Southern Slavery As It Was/I

Summary:

On any difficult moral and ethical question, the teachings of the Bible should shape the Christian's understanding of the issue. While most modern debate on slavery uses arguments from natural law (at best), there is no reason to exclude revealed law from the matter. Careful analysis of Biblical references to slavery can be used as a model to judge American slavery and its corresponding legitimacy or depravity.

Ample evidence exists that some Southern States were first to legislate in favor of curtailing slavery; for instance, Virginia was the first state to outlaw the Slave Trade, in 1778. Biblical law, however, can prove useful not only in regulating the actions of masters toward their slaves, but also slaves toward their masters. To cite just one example, the Apostle Paul declares that slaves ought to submit to and obey their masters—even in an unjust system like the Roman Empire. He is also quick to urge slaves to take their freedom if offered. And what of the concept of doing to others as you would have them do to you? Indeed, the Bible offers many often-overlooked insights on the subject.

Identification:

1. 1 Timothy 6:15
2. Leviticus 25:44–46
3. Exodus 21:56
4. Wage Slaves
5. Bondsmen
6. Chattel Slaves

7. John Jasper
8. Ephesians 6:59
9. Exodus 21:16
10. 1 Corinthians 7:20–24
11. Dr. N. L. Rice
12. *Time on the Cross*

Completion:

1. An important distinction between the Old and New Testament treatment of slavery is that the former deals with slavery in the Godfearing nation of _____ and the latter in the pagan _____ Empire.
2. The Biblical form of servitude known as _____ features paid servants who have the freedom to depart if they wish, while _____ slaves enter into slavery to pay off debts.
3. Bondslaves, known as _____ in Greek, voluntarily serve their masters, while _____ are the property of their masters.
4. Famous black slave preacher _____ was born last of _____ children and became a famous and pious Christian pastor and leader.
5. John Jasper's greatest sermon was a stirring eulogy for two deceased parishioners, one of them named _____. The eulogy lasted for (length of time) _____.
6. In the year _____, the introduction of slaves into Virginia was prohibited; the first state to prohibit the slave trade in her constitution was _____.
7. According to William Fogel and Stanley Engerman's book, _____, most African slaves went to Brazil and British and French colonies, while _____ percent went to the United States.

Timeline:

1. 1771 _____ Virginia outlaws bring new slaves into the state
2. 1778 _____ Slave trader Nathaniel Gordon hanged
3. 1812–1901 _____ Clergymen J. Blanchard and N. L. Rice debate slavery
4. 1845 _____ Lifetime of John Jasper
5. 1862 _____ Virginia appeals to the King to stop the slave trade

Thought Questions:

1. Describe the Biblical attitude towards slavery in the New Testament.
2. Briefly summarize the different forms of slavery evidenced in the Bible.
3. Overview the Biblical attitude towards slave trading and early Southern opposition to the African slave trade.
4. Using the arguments given in this chapter and others you may think applicable, give your opinion on the question debated in 1845 by two Presbyterian pastors: “Is Slave-Holding in Itself Sinful, and the Relation Between Master and Slave, a Sinful Relation?”
5. In your opinion, how useful to understanding and judging antebellum slavery is an analysis of the practice within the context of Biblical principles on the subject? Support your answer.

8

Southern Slavery As It Was/II

Summary:

Analysis of prominent works examining slavery can provide a helpful complement to mainstream texts on the War. The extensive *Slave Narratives* (a compilation of thousands of interviews of former slaves), *Time on the Cross*, and other studies help paint a surprisingly benevolent picture of slavery. Working and living conditions were relatively mild, family ties were promoted, and owner abuse was low on average. The system was not without its faults, however; mistreatment did happen, and was inexcusable and harmful to all parties. Also, leading up to the war, slaves were barred by law in the South from learning to read, due to fears they would read abolitionist propaganda urging them to murder their masters. Too, the system gave Northern revolutionaries added support for their arguments, and some have argued that the sudden, violent end to slavery produced circumstances worse in some ways worse than the practice itself.

Identification:

1. Sir Charles Lyell
2. *Travels in North America in the Years 1841–1842*
3. Frederick Law Olmstead
4. *Slave Narratives*
5. Rev. Charles Colcock Jones
6. Eugène Genovese
7. Richard Carruthers
8. Frederick Douglass

9. Henry Banner
10. Martin Jackson

Completion:

1. In his *Travels in North America in the Years 1841–1842*, Englishman Sir Charles Lyell noted that most slaves were, “_____.”
2. Commissioned by President Franklin Roosevelt, the _____ were a vast collection of interviews from over _____ former slaves, many of whom portrayed slavery in a much different light than remembered by history.
3. Records of slave transactions in New Orleans from the years _____ to _____ show that the sales destroyed _____ percent of slave marriages.
4. The census in the year _____ showed an average of _____ slaves per house on the larger plantations, in contrast with _____ people per house in free households.
5. Born a slave, _____ escaped to become a famous black abolitionist whose credentials included official orator of the Massachusetts Anti-Slavery Society, and U.S. ambassador to _____.
6. Presbyterian pastor Charles Colcock Jones, from _____, Georgia, strove for the _____ of slaves and spoke out against Southerners who took undue pride in defending the institution of slavery.

Timeline:

1. 1840s _____ Frederick Douglass writes his autobiography
2. 1881 _____ President Franklin Roosevelt commissions the *Slave Narratives*.
3. 1930s _____ Fogel and Engerman write *Time on the Cross*
4. 1970s _____ Sir Charles Lyle writes *Travels in North America in the Years*

Thought Questions:

1. Describe the purpose, contents, and accuracy of historical studies such as the *Slave Narratives* and *Time on the Cross*.

2. Give a general overview of conditions for slave families, including family stability, the myth of breeding, sexual exploitation, and living conditions.

3. Describe some of the basic problems of slavery.

4. Based on the information given in chapters 5, 6, 7, and 8, rate and explain the overall level of justice in the antebellum American slave society.

5. How important to understanding Southern slavery is Frederick Douglass's autobiography?

9

Religion and Worldview / I

Summary:

The influence of differing religious and philosophical perspectives on the coming of war was as profound as it is overlooked. Few Americans consciously went to fight their fellow countrymen because of differing views on God. Those differing views, however, were there, and they informed and affected Americans' views on nearly every important social, economic, political, and moral issue. This in turn led to worsening relations, and multiplying disputes and conflicts between citizens from the country's various geographical sections. All this created a combustible situation that eventually did explode into physical violence on a colossal scale.

One irony of American history is that the Reformation-steeped Calvinistic theology that guided the early American communities of New England—more so than those farther south—migrated southward between the 1600s and 1800s. This phenomenon created an antebellum North that, while still home to many orthodox Protestant Christians, included rising populations who held to non-Christian belief systems such as Deism, Unitarianism, and Transcendentalism. Significantly, these philosophies held particular sway in the opinion-shaping institutions of education, government, and religion. The Reformed Christianity of the South, meanwhile—across the denominational spectrum—grew in almost inverse proportion to the wane of its influence in the North. Even ostensibly conservative Northern clergymen such as Charles Finney were dramatically influenced by the spread of nonorthodox doctrines. The sweeping popular success of the evangelistic “revivals” of Finney and others multiplied the impact of these doctrines.

Identification:

1. Calvinism
2. Puritans
3. Great Awakening
4. Rationalism

5. Ralph Waldo Emerson
6. Deism
7. Unitarianism
8. Transcendentalism
9. Horace Mann
10. Charles G. Finney
11. *Systematic Theology*
12. Revivalism

Completion:

1. In the early 19th Century, the traditional _____ Christians of New England saw themselves replaced by new, liberal, mostly _____ schools of theology.
2. The Great Awakening began in _____ and was spearheaded by famous pastor _____.
3. Many of the future liberal “philosophers” who came to fame in New England were educated at the German school of _____, where they became theological _____.
4. The prevailing philosophical slant of the 19th Century, _____, manifested itself on the American religious front as Deism, Unitarianism, and most notably, _____.
5. Famous revivalist preacher _____, who wrote _____, believed that Christ’s crucifixion saved no one, and that there was nothing miraculous about Christianity.
6. As Baptists, Congregationalists, Presbyterians, and other Protestants were replaced in New England by _____ churches, Harriet Beecher Stowe came to note that _____ was the most despised form of the faith in the North.

Timeline:

1. 1734 _____ Lifetime of educator Horace Mann
2. 1792–1875 _____ Great Awakening begins
3. 1796–1859 _____ Lifetime of revivalist Charles Finney
4. 1820s–1840s _____ Many radical European revolutions
5. 1848 _____ Calvinistic Christianity at low ebb in America

Thought Questions:

1. What was Horace Mann's vision for American education?
2. Theorize as to what may have been the cause of the usurpation of Christianity in the North in favor of liberal radical rationalism.
3. Explain how theological radicalism took root in both the liberal and the conservative American church.
4. Discuss the theological views—orthodox and unorthodox—of Charles G. Finney and their impact on the American church and nation.

10 Religion and Worldview/II

Summary:

The unorthodox theological currents of Deism, Unitarianism, and Transcendentalism that grabbed root in the North by the early 1800s grew in influence toward the middle of the 19th Century. Even the initially orthodox Second Great Awakening spiritual revival that swept the country in the early decades of that century, eventually fell under the influence of the movement's doctrines and practices.

By the 1830s and 1840s, the confluence of rationalism and the persistent American impulse to build a “City on a Hill” to bless all the world, had influenced many Northern churches and denominations to concentrate their energies and resources in effecting personal, social, and political reform in the country, even as they relegated their emphases on promulgating the exclusivist gospel of Christ and practicing the Christian sacraments.

Northern political leaders like Abraham Lincoln, meanwhile, spoke of an “old world order”—which no doubt included the conservative, traditionalist, Constitutionalist, evangelical, and slave practice-supporting Southern civil and cultural establishment that they believed was dividing American society and must be overthrown.

Identification:

1. Second Great Awakening
2. Henry Ward Beecher
3. Charles Hodge
4. *Systematic Theology*
5. Nathaniel Taylor
6. Catastrophism

7. New Harmony
8. "Bible Belt"
9. Robert Anderson
10. Robert Toombs

Completion:

1. The _____ started in roughly 1800, and until 1830 upheld traditional Protestantism and was focused in the Northeast; after that, Finney and the revivalists took sway and focused on the _____ geographic region from 1830 on.
2. Famous Presbyterian pastor _____ wrote a systematic theology and defeated in dialectic Charles Finney, but took a noted stand in favor of _____, as opposed to catastrophism.
3. Communist idealist _____ established the first utopian society at _____, Indiana. When it floundered, he blamed the failure on _____ education.
4. At the Illinois Republican Convention in the year _____, Abraham Lincoln gave his famous "_____" speech, which critics accused of establishing a dangerous precedent for a harsh new world order.
5. As the Fort Sumter incident escalated, Lincoln's reinforcement of Federal commander _____ finally prompted Jefferson Davis to order Confederate commander _____ to attack the Fort.
6. Although an avid secessionist, Confederate Secretary of State _____, whose later accomplishments included crafting the new constitution of the state of _____ in 1877, pled fervently with Davis not to attack Fort Sumter. He was denied, however, and the attack began on April _____, 1861.

Timeline:

1. 1797–1878 _____ Lifetime of theologian Charles Hodge
2. 1800–1830 _____ Abraham Lincoln’s speech against the “common danger”
3. 1826 _____ Founding of utopian New Harmony, Indiana
4. 1858 _____ Toombs discourages attacking Fort Sumter
5. 1861 _____ Largely-orthodox Second Great Awakening

Thought Questions:

1. Compare Lincoln’s “House Divided” and 1858 Senatorial speeches with Jefferson Davis’s Inaugural Address as Confederate President. How are the speeches different in tone and content?

2. What was Lincoln’s apparent reaction to the Confederates’ firing on Fort Sumter?

3. Discuss the Owenses, their social and educational philosophies, and how these fit into the developing theological picture in the mid-19th-Century North.

11 The Final Hours

Summary:

Not only did no civil consensus hold sway across America in the years preceding the war, but the Northern and Southern (not to mention the Western) regions of the country themselves held a wide array of views on the social, political, and economic issues of the day, and the emphases individual citizens placed on these issues was just as varied.

Northern opinion ranged from that of the conciliators (the majority), who looked for solutions that would allow the sections to coexist in at least reasonable harmony, to the radicals, who preferred philosophical consensus across the country with bloodshed over diversity with peace. The South meanwhile, featured everything from Constitutionalists (the majority), who also wished for peaceful coexistence—according to the Constitution—to the Fireeaters, who were just as ready to fight as they were to secede.

The existence of contention on so many levels—tariffs and the economy, States' rights and the Constitution, slavery, and religion and worldview—unsettled the national tranquility more than any one or two disputes would have. The election of Abraham Lincoln—the candidate of the new Republican Party, an organization both sectional and mercantilist—was the lightning rod over which outright conflict exploded. The reasons for this were many, including the intensely sectional nature of the election results, various positions of the more radical wing of the Republicans, and some of Lincoln's own statements, not to mention the increasing volatility of such disputes as tariffs, slavery, and how power should be separated and accorded among local, state, and national magistrates.

Though the colossal shooting war that soon followed amongst the citizens of a professing Christian populace should produce shock and disappointment before the bar of history, the April 13, 1861, firing on Fort Sumter was not an event that occurred within a vacuum or without precipitation.

Identification:

1. Conciliators
2. Unionists

3. Radicals
4. Thaddeus Stevens
5. Benjamin Wade
6. Prohibitionists
7. Constitutionalists
8. Alexander Stephens
9. Ready Secessionists
10. FireEaters
11. Fort Sumter
12. Pierre Gustave Beauregard

Completion:

1. The three prevailing Northern political mindsets were _____, the most popular, who were moderates desiring compromise; the _____, of which Abraham Lincoln was the most famous proponent; and _____, who presented a vocal minority and called for the destruction of the entire old world order of the South.
2. Of the three prevailing Southern political mindsets, _____ were strict traditionalists; _____ advocated immediate departure from the Union; and _____ proved themselves the Southern counterparts of the Northern Radicals.
3. The escalation of events in the years directly leading up to the war included John Brown's savagery in the state of _____ in _____. That was followed the next year by the lawsuit filed by Missouri slave _____, then by John's Browns attack and capture of _____ in 1859.

4. In the 1860 election, Abraham Lincoln captured less than 40% of the popular vote, but won the majority of electoral votes by taking all the _____ states, while _____ won the Deep South, _____ several of the Border States, and Stephen Douglass the state of _____.
5. The first state to secede, on December 20th, 1860, was _____. Following that state over the next two months were Mississippi, Florida, Alabama, Georgia, _____, and _____.
6. Southern anxiety was not assuaged by the First _____ of President Lincoln, which Secretary of State _____ helped write.
7. The closest proposal to a real compromise between North and South was the _____, which would have protected slavery below the 36' x 30' line and given restitution to Southern slave owners who lost slaves due to the violation of the _____. The proposal failed a committee vote by _____ vote.

Timeline:

1. 1858 _____ National Day of Prayer for Peace
2. Nov. 1860 _____ South Carolina secedes from Union
3. Feb. 1861 _____ Abraham Lincoln elected U.S. President
4. March 1861 _____ Confederate States of America established
5. April 1861 _____ Confederates fire on Fort Sumter
6. Dec. 1861 _____ Lincoln-Douglas Senate Debates in Illinois

Thought Questions:

1. Which major pre-war philosophical camps, North and/or South, do you believe held the wisest views, and why?

2. Which of the major groups do you believe held the most problematic views, and why?

3. How significant do you think was the fact that Lincoln's election proved the final catalyst in bringing about Southern secession, and why?

12 War

Summary:

War had come, and though a couple of sweeping aims gained the consensus of the general citizenry of the Northern and Southern sections, many people had many reasons for their personal viewpoint(s), as well as for their participation or non-participation. Fame soon wreathed the names of leaders on both sides. Proclamations emanated from various quarters demonstrating hope and intent that the conflict, however long its duration, would reflect the humanity and charity of a Christian people. Amidst these, however, stratagems bearing little similarity to the historic Christian-influenced dictates of Just War, began to unfold. So did war-related acts executed by high magistrates. America's most colossal conflict began slowly but inexorably to unfold.

Identification:

1. Crittendon–Johnson Resolution
2. Abraham Lincoln
3. Mary Lincoln
4. Jefferson Davis
5. Robert E. Lee

Completion:

1. The war of 1861–1865 killed about _____ people; to achieve a like percentage of dead Americans in a modern conflict, one should multiply that number by a factor of _____, which would total _____ people.
2. The war can be divided into two major theaters of conflict, the _____ and the _____. One of these encompassed many states, including most of those in the South, while the other primarily included the three states of _____, _____, and _____.
3. When the war started, four out of the five brothers of _____ Lincoln (the President's wife) fought for the _____. When her son _____ died she attempted to communicate with him through _____.
4. Among Lincoln's more controversial early legal actions as President was the conscription of _____ thousand troops, the purchase of _____ warships by the Navy, suspension of the rights of _____ to citizens, and the payment of _____ million dollars to a New York company to outfit the army.
5. The initial proposed strategy of Federal General _____ at the outset of the war was the _____ plan, which proposed blockading the South into submission, while the South sought a defensive posture and _____ recognition from the European powers.
6. The two opposing capitals, _____ and _____, were only 130 miles apart. The concentration of Confederate troops to protect their capital left much of the South's territory vulnerable just across the _____ Mountains.
7. Legendary Confederate general _____, the only cadet to ever graduate from West Point without receiving a single _____, was praised by Winfield Scott during the Mexican War in the late 1840s as "_____." Later, Lincoln actively sought him to command the Federal army before he instead took command of the army of _____.

Thought Questions:

1. Discuss your thoughts about Federal General George McClellan's statements at the outset of the war about the nature of the conflict and its prosecution. With what part(s) of it do you agree? Disagree? Why?
2. Describe and analyze the Federal strategy early in the war.
3. Describe and analyze the Confederate strategy early in the war.
4. Based on what you have learned thus far about Robert E. Lee and the reasons for the war, which side would you have joined as the war broke out if you were him, and why?

13 Border States

Summary:

The War of 1861–65 was a massive conflict that involved millions of people, who participated in it for many different reasons. Nowhere was the action more bitter, confusing, and complex than in the nine Border States (which, beginning in 1863, included West Virginia, which itself seceded from Virginia). These states comprised a belt along the nation’s mid-section, where the hotly contested issues of the day—states’ rights and the nature and size of the American government, slavery, economics, religion, social customs, and worldview—were most intermingled and contested.

The Border States included the southern section of the Northern, or Federal, states, as well as the northern section of the Southern, or Confederate, states. The tumult that swept these states is largely—though not completely—forgotten today, but evident in how slavery remained legal until after the War in the *Northern* Border States that sided with the Union. Also, in the extreme measures to which the Lincoln Administration had to resort with its armed forces to retain some of these states within in the Union.

True civil wars, at least in localized or regional bases, and featuring battles sometimes fought in towns and cities, roiled in such states as Missouri, Kentucky, and Maryland. The Lincoln Administration ordered most of one state’s legislature imprisoned to prevent a possible secession from the Union. Another state had two separate governments throughout the War. Lincoln declared regarding yet another, that to lose it to the Confederacy would likely cost the U.S. the war. The Federal capital was itself surrounded by two Border States.

In the meantime, conflict raged between the executive and judicial branches of the Federal government; slavery—and slave auctions—continued in Confederate and some Federal states; and a vigorous field of war exploded out west, fueled partly by the ancient enmity of American Indian tribes stemming from their brutal treatment and removal by the U.S. government. Indeed, men from Oregon to Texas answered the call to arms in the west as the war exploded into a Continent-wide conflagration.

Identification:

1. Roger B. Taney
2. James Henley Thornwell
3. John Reagan

Completion:

1. The Border States that ultimately sided with the Federals were: _____, _____, _____, and _____.
2. The Border States which ultimately sided with the Confederacy were: _____, _____, _____, and _____.
3. Emblematic of the intense conflict in some of the Border States regarding secession was the violent imprisoning of many legislators in the still-Union state of _____. Those imprisoned included the grandson of famed American composer and hymnist _____.
4. Another such example of civil conflict in a Border State regarding secession occurred when intruding Federal soldiers and angry local civilians engaged in a bloody battle on the streets of the major city of _____.
5. In the famous Supreme Court decision _____, Chief Justice _____ ordered the Lincoln administration to release a man it had jailed without charges, after which the President ordered the Chief Justice arrested.
6. James Thornwell, while generally applauding America's Founding Fathers, criticized them for accepting a partial rather than a _____ statement of the truth. He said they saw clearly the _____ side of government, but failed to apprehend the _____ side.

7. The majority of the largely Christianized, so-called “Five Civilized” tribes of the _____, _____, _____, Creeks, and _____, whom the U.S. government moved to modern-day Oklahoma in the 1830s, sided with the Confederacy.
8. The _____ Indian nation issued an eloquent declaration of its decision to support the Confederacy.
9. War action in the Far West campaign centered around the _____ Territory, whose population was split in its loyalty between the United States and the Confederacy.
10. _____ and _____ were two prominent American Indian military commanders during the war.

Thought Questions:

1. Discuss the conflict between Roger Taney and Abraham Lincoln, and the various Constitutional implications of it.
2. Describe in a paragraph the slave auction about which *London Times* reporter William H. Russell wrote.
3. Discuss the implications of a Constitution such as the one James Thornwell urged for the Confederacy, and how the distinctives it offered from the American Constitution might have influenced the United States or the Confederate States.

14 Stonewall

Summary:

Within a few months of the Spring, 1861, commencement of fighting, full-scale battles exploded across a vast geographical expanse of America. They ranged nearly as far east as the Atlantic Ocean to hundreds of miles west of the Mississippi River. While partisans of every stripe had expected quick victory and little bloodshed, they instead found themselves recoiling in stunned wonder as military assemblies of thousands—even tens of thousands—of men on both sides clashed in blood-drenched spectacles of horror that no one of any philosophical persuasion had anticipated.

Identification:

1. Thomas J. Jackson
2. Margaret Junkin Preston
3. George McClellan

Completion:

1. After a shocking early defeat, President Lincoln named General _____ as commander of the main Federal army, which would shortly be named the Army of the Potomac.
2. The western border state of _____ was sharply divided between people of Federal and Confederate sympathies in both its government and general population, and eventually suffered a virtual civil war of its own.

3. In 1861, the Confederates won the first significant battle of the war in both major theaters, the Battle of _____ in the state of _____ in the Eastern Theater, and the Battle of _____ in the state of _____ in the Western Theater.
4. Karl Marx wrote that Abraham Lincoln was the “single-minded son of the _____
_____.”

Thought Questions:

1. Provide an eyewitness account of the First Battle of Manassas (Bull Run), as though you were a soldier or observer at the historic event.
2. Discuss the respective situations faced by the Federals and Confederates related to industrial strength and resources as the war began and grew.
3. Explain George McClellan’s philosophy of war and your opinion of it.
4. Chronicle the early events in the mini-civil war that erupted in Missouri. Please include names and locations of note.

15

Virginia

(1862/East/I)

Summary:

As 1862 dawned in the Eastern Theater of war, the Federals parlayed their lopsided naval advantage to sweep the Confederates out of Southern ports across the Atlantic and Gulf Coasts. This began to choke off the funnel of precious supplies for Southern soldiers and civilians alike. It also provided the Federals with both supply bases and launching pads for inland invasions of the South. Indeed, the main U.S. army commanded by George McClellan—massive and growing—prepared for a sledgehammer inland assault against the Confederate capital of Richmond, Virginia.

Meanwhile, contention and differences of opinion over both strategy and tactics gripped the high political and military commands of both sides, multiplying the burgeoning drama of a conflict whose scale and duration were growing to proportions previously unimagined by anyone.

Identification:

1. Joe Johnston
2. Thomas Nast
3. Jeb Stuart
4. *The Battle Hymn of the Republic*

Completion:

1. Scottish-born Federal _____ founded what became one of the world's most famous intelligence and secret service organizations.

2. The Federals' _____ and the Confederates' _____ were two of the most famous ships of the 19th century. They eventually shot it out head-to-head, and effectively ended the era of sailed wood-hulled battleships.
3. Teenaged _____, who hailed from what became the Federal state of West Virginia, was twice thrown in prison, exiled by the Federals to England, and called the "Siren of the Shenandoah" and the "Rebel of Joan of Arc," en route to becoming one of the most famous spies of the war.
4. This chapter took place in the year _____. General _____ continued in command of the Confederacy's main army, in the east, as that year began.
5. During his famed _____ Campaign, General _____ defeated several Federal armies, each of them larger than his own.
6. Was George McClellan an abolitionist, anti-slavery, or pro-slavery? _____
7. The _____ Campaign temporarily cleared Virginia of significant Federal armies and first established Robert E. Lee as a major factor in the war.

Thought Questions:

1. Pretend you are a foot soldier in Stonewall Jackson's corps. Give an eyewitness account of your experiences during the Valley Campaign.
2. Chronicle in a paragraph or two the campaign discussed on pages 260–261 of the book.
3. Discuss the religious content and implications of *The Battle Hymn of the Republic*.

16 Emancipation

(East 1862/II)

Summary:

As the war churned through its blood-drenched second year, the outnumbered, outsupplied Confederacy won a series of stunning military victories in the Eastern Theater. The industrial and material might of the United States, however, coupled with the determined leadership of President Abraham Lincoln and the South's own dearth of resources, prevented the Confederates from translating their victories into the independence they so desperately wanted.

Frustration at Confederate successes contributed to an ominous shift in official Federal war policy toward a strategy of total war (already presaged by the Anaconda Plan), wherein the civilian population joined its soldiers as military targets. Other voices—by the thousands, especially in Midwestern “Lincoln Country”—rose in the North not against the United States or the Union of all the states, but against the centralizing moves of the Republican national government, including its policy of war to preserve the Union.

Toward the end of the year, Lincoln electrified the world with his announcement of an Emancipation Proclamation that would free certain of the black slaves in America, effective January 1, 1863. After the war, the Emancipation Proclamation grew embedded in the American memory as a single-minded act of charity and mercy on the part of Abraham Lincoln. Close examination of the circumstances surrounding it, including Lincoln's motivations, as well as the social and political temper of the U.S. public and its national government, suggest a much more complex—and intriguing—set of explanations.

Identification:

1. John Pope
2. James Longstreet
3. Clement Vallandigham
4. Copperheads
5. Emancipation Proclamation

Completion:

1. Before McClellan's repulsed Federal army even returned to Washington following the Seven Days Campaign, a separate enormous Federal army, the Army of Virginia, was gathering under the command of General _____ for another march on the Confederate capital of Richmond.
2. The Confederates crushed this latest Federal invasion of the South in August, 1862, at the Second Battle of _____, also called the Second Battle of _____.
3. After that victory, the Army of Northern Virginia campaigned north into the Federally-held state of _____.
4. The day of the Battle of _____, also called the Battle of _____, was the single bloodiest day in American history.
5. The Federal commander at that battle was _____. The Confederate commander was _____.
6. When told he had no authority to free slaves, Lincoln claimed emancipation as a _____ powers act that he as Commander-in-Chief could employ for _____ purposes.
7. Clement Vallandigham's outspoken views prompted the Lincoln Administration to send him to _____ during the war.
8. Later in the war, Vallandigham campaigned for the office of _____ of the state of _____, launching his campaign with a speech delivered in the nation of _____.
9. The year of 1862 ended with yet another decisive _____ victory in the Eastern Theater, at the Battle of _____. There, nearly _____ soldiers of the _____ army were killed, wounded, or missing.

Thought Questions:

1. Why did the Confederates invade the North in the fall of 1862? Was their campaign successful? Why or why not? What might have been the implications for the course of the war had the campaign fared differently?
2. Discuss whom the Emancipation Proclamation freed and whom it did not, and why it might have been issued in the form that it was and with the content that it had.
3. Explain the various objectives President Lincoln may have had for bringing forth the Emancipation Proclamation.
4. Describe the reaction(s) to the Emancipation Proclamation among the Northern people.
5. List and discuss the typical beliefs of the Copperheads.

17 Religion

Summary:

One of the supreme ironies of the War Between the States is that it was the occasion both for America's bloodiest event, and one of its greatest religious revivals—and that revival centered on the armies who were slaughtering one another. Not only pastors, chaplains, and other clergymen toiled tirelessly among both armies; more than in most wars, many of the military commanders themselves provided spiritual leadership to their troops. They did so in a myriad of ways, such as encouraging the construction of makeshift regimental chapels and churches in the camps; facilitating preaching and spiritual instruction to the troops; and promoting Sunday as a Lord's Day of rest and divine worship and service, rather than of martial activity.

The biggest bloodbath in American history continued unabated amidst this immense spiritual awakening, and in fact deteriorated to a state that spawned frequent atrocities against soldier and civilian alike. Yet, thousands of soldiers returned home after war, or departed into the next life, possessed by a faith they did not have during peacetime, and thousands more renewed their neglected spiritual commitments. Indeed, in countless instances, the Biblical principle could be applied that, "What man meant for evil, God meant for good."

Identification:

1. Robert L. Dabney
2. George Junkin
3. Oliver O. Howard

Completion:

1. Perhaps the most devout of all the armies in the war, one of the most in history, was the Army of _____.
2. In addition to Confederates Robert E. Lee and Stonewall Jackson, Federal generals such as _____, _____, and _____ set devout Christian examples during the war.
3. Federal generals such as _____, _____, and _____ prioritized Christian spiritual disciplines throughout the war.
4. The non-Christian religion of _____ formed part of the more diverse tapestry that comprised the religious movement in the Federal armies as the war progressed.
5. One historian connected the heightened religious _____ of the Western Federal armies with their increasing military _____.
6. According to eyewitness accounts, Federal armies ringing Richmond in 1864–65 supported a _____ season of _____ religious conversion and constant religious interest.
7. The same author pointed to the Federals' decisive defeat at _____ as crucial to melting away their dependence on their own efforts for victory. He suggested that their attitude of increased spiritual _____, coupled with the arrival of new commander _____, enabled their two most stunning victories of the war weeks later at _____ and _____.

Thought Questions:

1. Describe a typical experience regarding spiritual influences and activities for a new soldier upon arriving in camp with Lee's army during the war.
2. What were some of Stonewall Jackson's wartime efforts to spread the gospel and practices of Christianity through the Confederate armies?

3. Discuss similarities and contrasts between the religious revivals that developed in the Federal and Confederate armies as the war progressed.

4. How did Oliver Howard's spiritual and military successes early and later in the war contrast with one another?

18 Shiloh

(1862/West I)

Summary:

Though overlooked then and now by many Americans, including historians, the Western Theater of the War of 1861–1865 proved as important as the Eastern. The Confederates piled up a series of electrifying battle victories in Virginia through the first half of the war. The Federals, meanwhile—their ranks featuring many Western and Midwestern farmers and country boys—fared better in the West than they did in the East, though the fighting was still brutal and costly for both sides.

Action in the West centered around the Mississippi River, the nation’s key inland waterway. It bisected the Confederacy and proved of inestimable strategic value to the war efforts of both sides. For about the first year of the war, the Confederates held the upper hand in battles and other actions along the Mississippi. In the spring of 1862, however, as the South’s best Western general fell to a fluke but mortal wound, the North’s best commander was on the rise. The Federals gradually gained control of all the crucial Western rivers—the Ohio, Mississippi, Tennessee, and Cumberland—Confederate supply routes were cut, sections of the South were isolated from one another, and the Southern army was gradually forced south.

Also often overlooked by many American history books are the spectacular feats of Federal and Confederate naval forces. Though the United States held a lopsided advantage in number of ships and the capacity to manufacture more of them, daring Confederate commanders and their crews gave the Federals a run for their money—in every ocean on earth.

Identification:

1. Albert Sidney Johnston
2. Ulysses S. Grant
3. David Farragut

4. Raphael Semmes
5. Benjamin Butler

Completion:

1. Two key geographic realities hampered the Confederate war effort: its 3,500 miles of _____ and its key inland _____.
2. U. S. Grant gained the sobriquet _____ following his early victory at Fort Donelson, Tennessee.
3. President Davis considered Texan _____, who roughed up Federal forces in 1861 and early 1862, the greatest soldier in the war.
4. The bloody Battle of _____ in April, 1862, was a tactical draw, but cost the Confederates their best western general, cut them off from Western Tennessee, and increased the threat of the Federals to the central Mississippi River.
5. Among U. S. Grant's major battle victories were _____, _____, and _____.
6. The end of the *C.S.S. Alabama*'s epic career came off the shore of the faraway nation of _____, when it went down to the superior-armed and -armored *U.S.S.* _____, commanded by _____.

Thought Questions:

1. Discuss a couple of the exploits of David Farragut that most impressed you.
2. Chronicle in a paragraph or two the wartime feats of the *C.S.S. Alabama*.
3. Describe what happened during the war when the Federals arrived at Athens, Alabama.

19 The West

(1862/West II)

Summary:

As the year 1862 progressed, the Confederates were dominating the Eastern Theater, but the Federals had gradually gained the upper hand in the West, or at least that portion of it centered around the Mississippi River. Meanwhile, a whole separate campaign developed even further west, much further west, beyond Texas and toward the Pacific Ocean, in what would become known as the American Southwest. There, soldiers from all over the sparsely-settled Western half of the continent clashed in hot, dusty battles far from the great cities and capitals of America. Like much else, these exploits are mostly forgotten, but in their own way, they proved crucial to the outcome of the war, as the South desperately sought for natural resources and supply routes, and the North fought with equal determination to deny them.

But fighting blazed on in every corner of the West, including in a border region—comprised of Missouri, Arkansas, Kansas, and the Indian Territory—that was beginning to develop into one of the most brutal of the war. President Lincoln himself had long said no state held more importance in the war than Border State Kentucky. Now a Confederate army rose up to challenge the Federals for the state, and even, perhaps, cut the Union in two as the North was attempting to do to the Confederacy.

As death, disease, and sorrow multiplied in every direction, though, hope endured through the Christian faith of many of the participants, and a religious revival was growing in the armies themselves, especially in the East. In the West, men like E. M. Bounds, though suffering their own great wartime sorrows and misfortunes, doggedly proclaimed the gospel of salvation in word and deed to a generation that more than any before it in America, needed to hear it.

Identification:

1. Stand Watie
2. E. M. Bounds
3. Braxton Bragg

Completion:

1. Though the Confederates dominated the first day of the two-day battle of _____ in March, 1862, lack of ammunition, the loss of key generals, and the poise of Federal commander _____ led to a U.S. victory, which secured the state of _____ for the North.
2. Stand Watie's major philosophical and political foe within the Cherokee tribe, before and during the war, was 7/8 Scot and Chief _____.
3. In addition to Watie, American Indians such as _____ and _____ gained renown for their battle exploits.
4. Famed clergyman E. M. Bounds was a native of the state of _____.
5. General _____ and his 3,700 Texans won a series of victories in the Far West campaign in New Mexico and Arizona. Their when they gained the upper hand at the pivotal battle of _____, but _____ led a bold charge of Federals who hailed from the state of _____ and destroyed the Confederates' supply train.
6. Confederate General _____'s audacious, double-pronged plan to secure control of the key border state of _____ and sunder the Union states in two failed when he did not have enough men to win the key October, 1862 battle of _____.
7. In November, 1862, Union General _____ began a campaign against the key Southern-held Mississippi River port of _____, which had prevented the Federals from possessing complete control of the river and splitting the Confederacy in two. The _____ armies won a series of battles early in the campaign.
8. Technical innovations spawned by the Federals during the war included the first serious use of _____ weapons, as opposed to muskets; the first magazine-loading _____; and the use of _____ for observation.

9. Technical innovations spawned by the Confederates during the war included _____ ships such as the *Virginia*; _____ such as the *Hunley*; electrically detonated battle _____; and _____ to transport soldiers to battle.

Thought Questions:

1. What did you read in the Stand Watie feature that surprised you or particularly caught your attention about his and the other Indians' life before, during, and after the war? Explain why.
2. Tell some of the events in E. M. Bounds's story that you found most sad, as well as how you saw God's Providential hand working in and through his life.
3. What Federal discussed in this chapter most interested you, and why?
4. Contrast the true background and meaning of the Confederate Battle Flag with its modern-day reputation.

20 Chancellorsville

(1863/East I)

Summary:

The Federals attacked at the onset of 1863 both by land and sea. With a choking naval blockade already in place, the U.S. Navy assaulted a series of Carolina and Georgia ports, most notably Charleston, South Carolina. The Confederates fended off most of these thrusts. A much larger Federal force—the largest ever fielded in the Western Hemisphere—marched by land into central Virginia. It aimed for the capital city of Richmond, as had failed campaigns the previous year. Southern forces under Robert E. Lee rose to meet this challenge too, and the two armies hurtled into one another in a thunderous confrontation in the woods and countryside of springtime Virginia.

A war on such a colossal scale as this was bound to drag the civilian population into it, and so it did. Spies—male and female—risked their freedom and lives for their countries, and the suffering of the battlefield spread across the towns and cities of the land. That suffering included mass hunger, poverty, riots, razings, and murder as the horrors of war—in a supposedly Christian nation—worked their ghastly consequences on a tortured America.

Identification:

1. Rose O'Neal Greenhow
2. Elizabeth Van Lew
3. Joseph Hooker
4. New York City Draft Riots
5. Richmond Bread Riot

Completion:

1. The Federals launched a powerful naval armada against the key Southern port of _____ in April, 1863, but suffered heavy losses and failed to take it.
2. In the spring of 1863, the latest Federal field commander in the Eastern Theater, Fighting _____, brought an army of _____ thousand men south with him to confront the Confederates in central Virginia.
3. _____, the Confederate spy known as the “Rebel _____,” provided crucial intelligence that helped the South win the First Battle of _____. Famed Federal detective had her arrested and imprisoned, with her _____, in the _____ Prison in Washington.
4. Female Federal spy _____ received praise from President _____ for providing the most valuable information the U.S. received during the war from the city of _____.
5. Though having won many key battles in 1862 in the East, the Confederate Army of Northern _____ experienced a keen physical _____ through the winter of 1862–63.
6. Though having lost numerous battles in the East, the _____ might of the North was coming into full swing in 1863.
7. Despite the Federals’ ever-increasing numerical advantages in men and supplies, the Confederates pulled off their most stunning victory of the war in May, 1863, at the Battle of _____. It also proved their most costly, as General _____ suffered accidental wounds from his own men and died ten days later.
8. At least _____ Northerners suffered imprisonment from their own U.S. government during the war.
9. The New York City and other Northern draft riots protested the perceived unfair application of the Congressional _____ Act. Many factors contributed to these events, but in New York City, they centered on the themes of _____ and _____.

10. The Border State of _____ suffered a secession movement from itself, which spawned the pro-Federal state of _____. From that state, approximately _____ thousand men fought in the U.S. armies and another _____ for the Confederacy. Famous Confederates from the area that became this new state included _____ and _____.
11. Factors such as the Federal naval _____ of Southern ports, the Confederacy's lack of manufacturing, and the worthlessness of Southern paper money, also known as _____, contributed to the difficulty of life on the Southern home front.
12. Prominent in the unfolding of the Richmond Bread Riot were a group of _____ who had been protesting the high cost and scarcity of _____. Only the cool poise of _____ ended it without serious bloodshed.

Thought Questions:

1. Give some examples of exploits by female spies during the war that impressed you.
2. Describe the events surrounding the final scenes of Stonewall Jackson's life, your impressions of them, and what spiritual lessons they offer.
3. Describe life on the Northern home front during the war.
4. Describe life on the Southern home front during the war.
5. What scenes stand out to you from the riots discussed in this chapter?

21

Gettysburg

(1863 / East II)

Summary:

The Federals and Confederates had crashed together in a series of colossal battles in the Eastern Theater throughout 1862 and the first half of 1863. The Southerners amassed a string of victories that stunned the world. Their crowning success, however, at Chancellorsville, in May, 1863, only weeks before Gettysburg, also produced their greatest loss of the war with the death of Robert E. Lee's most successful lieutenant, Thomas J. "Stonewall" Jackson. This loss came at a time when the South's already greatly overmatched supply of resources and manpower were further deteriorating with each passing month due to the Northern blockade and other factors. Meanwhile, Federal industry was hitting its stride like never before, and the U.S. armed forces were growing in size, power, and expertise.

For many reasons—not least to feed his successful but famished Army of Northern Virginia—Lee decided to invade the Federal states for the second time in two years. He also wanted to give the Confederacy's own crop producers in Virginia, the so-called "Breadbasket of the Confederacy," an opportunity to bring in their harvests and help feed a hungry South.

Finally, despite the South's battle wins, they had not managed so decisive a triumph as to provoke the Northern populace to demand an end to the war. Lee hoped for such a victory as he headed north from Virginia and into Union territory. The main Federal armies in the East gathered to confront him, and the two sides eventually blundered into one another at a small college town in Pennsylvania unknown to the outside world until July 1–3, 1863.

Identification:

1. George Meade
2. George Pickett
3. Joshua Chamberlain
4. Robert Gould Shaw

Completion:

1. Miscommunication between Lee and Cavalry General _____ en route north created problems for the Confederates early in the Gettysburg Campaign.
2. Among the Confederates' problems at Gettysburg was intense disagreement over battle tactics between Generals _____ and _____.
3. _____ was the legendary assault that proved the turning point on the final day of the series of battles at Gettysburg. Generals _____ and _____ commanded the brigades that attacked.
4. _____, _____ and _____ were among the famous locations on the Gettysburg battlefield.
5. Federal generals who played key roles in the successful defense at Gettysburg included _____, _____, and _____.
6. Was President Lincoln generally pleased, displeased, or neutral about his Federal commander's performance at Gettysburg? _____
7. Governor _____ of the state of _____ spearheaded the formation of a black Federal army regiment. Brilliant black abolitionist _____ helped draw men to the regiment, and two of his own sons enlisted.
8. _____ and _____ were two Federal commanders discussed in this chapter who eschewed the practice of Total War.

Thought Questions:

1. Explain contributing factors to the South's failure to succeed in the Gettysburg Campaign.
2. Describe the Lee–Longstreet Controversy.

3. What would you have done differently (and not done differently) had you been commanding the Confederates at Gettysburg?

4. Discuss some of President Lincoln's key points in the Gettysburg Address, his evident objectives, and ways in which some observers have questioned the logic of the speech, despite its revered place in most American histories.

5. Tell the story of the 54th Massachusetts Regiment.

22 Vicksburg

(1863/West I)

Summary:

Though the Confederates dominated military action in the Eastern Theater from 1861 through the middle of 1863, they did not experience similar success in the West. There, too, the Federals possessed numerical superiority. Perhaps more importantly, the top Confederate commanders in the East were superior to those in the West; without a like degree of inspired leadership to face, Western Federal commanders were better able to parley their superior resources into success.

By the summer of 1863, the Federals had shoved their way south through Kentucky and much of Tennessee. They possessed nearly complete control of the Mississippi River, the war's most important internal waterway because of its enormous use for transportation of men and materiel. The Confederates clung to one foothold on "Old Man River"—the north Mississippi city of Vicksburg, and the region immediately surrounding it. The most successful generals in the U.S. Army were already engaged in leading their men in a colossal effort to wrest Vicksburg away from their enemy, make Federal control of the Mississippi River complete, and split the Confederacy geographically in two. That effort would produce some of the most heartrending scenes in American history, and would come to a dramatic conclusion on the annual day of celebration for American independence from Britain.

Meanwhile, a bit further west, one of the most brutal chapters of the war unfolded as abolitionists, slaveholders, non-abolitionist Unionists, Indians, "Bushwhackers," "Jayhawkers," "Redlegs," and Confederate and Federal regulars and irregulars of every stripe, turned a sizable portion of the modern-day American Midwest into a vicious campaign in which no citizen nor home was safe.

Identification:

1. Sam Houston
2. Benjamin Grierson
3. John Hunt Morgan

4. William Quantrill
5. James Lane

Completion:

1. The Confederate commander of the Vicksburg campaign was _____, a native of the state of _____. The Federal commander was _____.
2. The Federals won battles at _____ and _____ just prior to the Confederates retreating into Vicksburg. There, on May 22, the invaders lost _____ men in a series of unsuccessful attacks.
3. After the events of May 22, the Federals began a _____ of Vicksburg.
4. One of the costliest mistakes of the war for the Confederates was General _____'s failure to rendezvous his forces with those of fellow commander _____, due to conflicting orders between the latter and _____.
5. The large naval fleet of Federal commander _____ played a key role in the campaign, especially during its early stages.
6. A large portion of the _____ state capital of _____ was burned to the ground by Federal troops under the command of _____. (Upon observing the devastated town, the invaders began calling it "Chimneyville.")
7. Among the rough-hewn Federal leaders in the Border War theater encompassing Missouri and Kansas and parts of Indian Territory (Oklahoma) and Arkansas were _____ and _____. Among the commanders opposing them were _____ and _____.

Thought Questions:

1. Describe the challenges, progress, and accomplishments of black troops as chronicled by *Harper's Weekly* newspaper.
2. Describe what you would have heard, seen, smelled, and felt had you been living in Vicksburg during the Federal campaign against it.
3. Explain your opinion of the pros and cons of the Federal effort against Vicksburg.
4. What would you have done differently had you commanded Confederate forces in the Vicksburg campaign? What would you have done the same as was done?
5. Discuss the "Border War" between Bushwhackers, Jayhawkers, and others. How was it similar to other theaters of action? How was it different, and why do you think it was?

23 Vicksburg

(1863/West I)

Summary:

Having notched pivotal victories in several areas of action during the summer of 1863—Gettysburg, Pennsylvania, Vicksburg, Mississippi, and Honey Springs, Indian Territory (modern-day Oklahoma)—and gained control of most of Trans-Mississippi River America (except for Texas), the Federals turned their strategic sights in the West toward capturing the crucial transportation and communication junction of Chattanooga, near the Georgia border in southeast Tennessee. Their objective: build on their successes in the Mississippi Valley by sweeping eastward across Tennessee, then down through Atlanta and Georgia toward the Atlantic, and finally northward through the Carolinas toward a rendezvous with U.S. armies in the East.

En route, they aimed to further isolate the various sections of the Confederacy from one another, multiply their control over both north–south and east–west transportation and communication routes, and, as would become clear, destroy both the military and civilian infrastructure of the South, the latter in order to break the Confederacy’s capacity to make war.

Contained within the enormous armies that crashed together in the ensuing conflagrations were thousands of black American soldiers. They fought not only for the North, but, though forgotten or ignored by most American histories, the South as well. Many and diverse were the reasons these men—most of them slaves—opposed the armies that, beginning in 1863, were setting them free (often to subsequently transfer them to a new form of involuntary servitude in the Federal military) as they found them.

Identification:

1. George Thomas
2. Nathan Bedford Forrest

Completion:

1. In September, 1863, Confederate commander _____ led his forces to their greatest Western Theater victory of the war at _____. Federal General _____ is credited with saving his side from destruction at that battle.
2. After the battle—the largest of the war in the West—Confederate General _____ begged Confederate commander _____ to destroy the remnants of the Federal Army of the _____, but that commander demurred, allowing the defeated Federals to limp back into the city of _____.
3. During the Chattanooga campaign, President Lincoln named _____ Commander of all Federal forces in the Western Theater.
4. In November, 1863, the Federals won two of their most stunning victories of the war at _____ and _____.
5. After losing the Chattanooga campaign, Western Confederate commander _____ resigned and was replaced by _____.
6. As many as _____ thousand blacks served in combat roles during the war for the _____ armies.
7. A Federal medical officer reported a significant number of black soldiers marching through Fredericksburg, Virginia, in the ranks of Confederate General _____.

Thought Questions:

1. Chronicle the key events and personalities of the Chattanooga campaign.
2. Discuss the consequences in the Western Theater, and the overall war, of the Chattanooga campaign.

3. What do you consider some of the most interesting facets of Nathan Bedford Forrest's life and character, and why?

4. Discuss some of the ways in which blacks supported the Confederate struggle for independence.

5. Explain some of the reasons why many Southern blacks chose to support the Confederacy.

24 The Wilderness

(1864/East I)

Summary:

Despite the failure of Robert E. Lee and the Army of Northern Virginia to accomplish many of their objectives during their Gettysburg Campaign into Federal territory, they remained a dangerous and unvanquished force in the East at the beginning of 1864. They possessed a historic string of victories stretching back for nearly three years. Such was the context into which Abraham Lincoln called Ulysses S. Grant, victor at Vicksburg and Chattanooga, and the most successful general on either side in the Western Theater. With Grant came many things—confidence and a record of triumph; fiery cavalry chieftain Philip Sheridan; Lincoln’s pledge of both command autonomy and unlimited resources; and Grant’s own tenacious pursuit of battle objectives till they were attained. Grant and the Federals possessed another advantage too—while their naval blockade gradually choked the supply lifeline of the Confederacy, the North’s own vast material reservoir was multiplying as its industry attained unprecedented levels of production.

Thus, the war’s most successful military commanders came to grips with one another as the conflict’s decisive sequence of events began. As they did, female heroes arose on both sides as well—nurses who braved heartrending, unhealthy, and sometimes life-threatening situations to make life more bearable for both the suffering and the dying.

Identification:

1. Ulric Dahlgren
2. John Singleton Mosby
3. Mary Boykin Chesnut
4. Phoebe Pember
5. Dorothea Dix
6. Clara Barton

Completion:

1. U.S. Grant's primary objective from the time he took command in the East was the conquest of _____.
2. Lee and Grant clashed against one another for the first time as commanders in the _____ Campaign. Whose army fared better in their initial battles?

3. Three of that campaign's most famous battles were _____, _____, and _____.
4. Historians estimate the war lasted perhaps _____ longer than it otherwise would have because of the deeds of Mosby's Rangers.
5. John Mosby evidently left a profound impression on a young boy he befriended named _____, who became a 20th Century American military legend.
6. Losing the city of _____ to the Federals would isolate and eventually starve Richmond, and thus would be a near-mortal blow to the Confederacy. During early summer, 1864, Southern commander _____ led a remarkable defense against Federal forces many times the size of his own, before Lee retreated his whole army into the city.
7. Among the many dedicated nurses during the war were Federals _____ and _____, and Confederate _____.

Thought Questions:

1. Explain the three key facets of U. S. Grant's strategy to overwhelm Lee's Army of Northern Virginia, and conquer Virginia and the Confederate capital of Richmond.
2. Describe Grant's tactical approach during the Wilderness Campaign, including the aspects in which it—and he—differed from previous Federal commanders in the East.

3. Chronicle the events of the Dahlgren Raid, and the philosophical issues it raises regarding the practices of Just War and Total War.

4. Give a first-person account of what it might have been like to ride out on a guerilla raid with Mosby.

5. Describe the blessings that nurses brought to the suffering soldiers of the war.

25 Shenandoah

(1864/East II)

Summary:

As the greatest armies of the Eastern Theater—and the war—laid waste to one another, as well as to large chunks of central and eastern Virginia during the spring and early summer of 1864, separate Federal and Confederate forces engaged in a deadly game of strategy farther west, in the Shenandoah Valley. Despite drawing secondary armies, this valley possessed surpassing importance to the war effort of both countries. Control of the valley, where Stonewall Jackson had gained immortal fame two years before, meant holding key advantages in everything from food to troop maneuvering to military momentum and morale.

But as the year progressed, the dramatically contrasting intentions for it between the combatants grew clear. So, too, did the brutal nature of the war itself, as destruction and atrocities multiplied in every direction. Even the politics—not least in the valley—grew harsher and more ruthless than before. Over three years of war had brutalized and North and South alike, and the stakes in their struggle had never been higher.

Identification:

1. Wade-Davis
2. Jacobin
3. Lew Wallace
4. Wade Hampton
5. Philip Sheridan
6. George Armstrong Custer
7. Clara Barton

Completion:

1. Under orders from General _____ in the spring of 1864, Federal armies began slashing a destructive path through the _____ Valley in the state of _____.
2. The Confederates won a May infantry battle during that campaign at _____ and a June cavalry battle at _____.
3. Among the many provisions of the _____ Bill, many thousands of former Confederates were prohibited from exercising their constitutional right to _____, and at least _____ percent of the men in a state were required to sign a _____ oath to the United States before that state could be readmitted to the Union.
4. The Confederates seized the initiative in the valley under the leadership of General _____. They drove to the gates of _____ before turning back.
5. Confederate general _____ ordered the town of _____, in the state of _____, partly torched when its leaders refused to pay him money as reimbursement for destruction Federal armies had wreaked on Virginia.
6. U. S. Grant tasked his most successful Eastern Theater lieutenant, _____, with the job of scalding out the valley mentioned in No. 1.
7. Among the battles that general won were _____, _____, and _____, the latter which was the climactic conflict of the campaign.
8. Abraham Lincoln's opponent when he ran for re- election in the year of _____ was _____, who ran on the _____ Party ticket.

Thought Questions:

1. Discuss the key facets of the controversial bill explained at the beginning of the chapter. With what portions of it do you agree or disagree, and why?

2. Describe the Federals' military campaign covered in this chapter. With what particular portions of its prosecution do you agree or disagree? Please discuss them.

3. Chronicle that Federal campaign, including some of its suspected misdeeds and questionable results.

4. Who were the competing personalities in the wartime presidential election? Explain the reasons that made their matchup so intriguing.

5. How do the events of this chapter indicate a progression or change in the character of the war?

26 Sherman

(1864/West I)

Summary:

While the powerful Eastern Theater armies of Lee and Grant came to grips with one another in Virginia, the Federals' main Western armies, under their new commander William Sherman, turned south from Tennessee into Georgia. Fighting persisted in other quarters of the Deep South and Trans-Mississippi regions, but the central development in the Western Theatre was that the Federals had for the most part shoved the Confederates south out of Upper South states such as Kentucky, Tennessee, and Missouri, and then eastward across the Deep South into Georgia.

After three years of mass slaughter and destruction, traditional notions of chivalry and mutual respect singular to Christendom were fast disappearing. Sherman's southeastern campaign was launched by an ominous directive from his superior, U. S. Grant, to inflict "all the damage you can against their war resources." Subsequent events would reveal how sweeping was that order. Meanwhile, Confederate Nathan Bedford Forrest's stunning military record was marred by accusations of murdering surrendered Federal prisoners.

The growing intensity and brutality of the war spilled over into the military prisons, where unprecedented suffering occurred among the prisoners of both nations. And even civilians, en masse, began to feel the full and direct weight of total war, with whole groups of women and children being captured and shipped away from their homes as war prisoners, many of them never to return.

Identification:

1. Leonidas Polk
2. Henry Wirz
3. The "Raiders"
4. William Tecumseh Sherman
5. John Bell Hood

Completion:

1. The first military campaign outside the Eastern Theater (which was discussed in Chapters 24 and 25) was the Federals' invasion of the state of _____, which was rebuffed by the Confederates.
2. Grave accusations of brutality and murder arose regarding the behavior of some Confederate soldiers under the command of General _____ at the Battle of _____ in April, 1864.
3. During the _____ Valley Campaign, the Confederates managed to secure significant portions of the states of _____, _____, and _____.
4. During the pivotal _____ Campaign, which followed that in Chattanooga, two superb generals clashed when the Federals' _____ led his armies against the greatly outnumbered Confederates commanded by _____. Despite the latter's expert leadership and victory at the Battle of _____, President Davis replaced him with _____.
5. The Federals' capture of the city of _____ ushered in an unprecedented series of military actions directed against the civilian population and its property, and also likely helped save _____ from defeat in the _____ (year) U.S. Presidential election.
6. The Confederates' _____ was probably the most infamous prison of the war. Approximately _____ Federal prisoners died there.
7. One of the most controversial United States Congressional bills ever passed was the short-lived wartime _____ Resolution, which among other aspects actually called for the slow death of Confederate prisoners by starvation, exposure, and disease.
8. Among the Northern political leaders who opposed that resolution were _____ and _____.

9. _____ in the state of _____, _____ in _____, and _____ in _____, were among the most brutal Federal prison camps.
10. _____ was the largest Federal prison camp.

Thought Questions:

1. Pretend you are either a Confederate guard or a Federal prisoner at the Confederates' infamous prison camp in Northern Georgia, and describe your experiences there.
2. Explain the reasons why the horror of that camp occurred.
3. If you had been Henry Wirz's defense attorney, lay out the legal defense you would have presented for your client.
4. Describe some of the harsh actions taken against Confederate captives in Federal military prisons, partly due to public pressure in the North.
5. Pretend you are a civilian laborer shipped north by Sherman from one of the textile mills in the towns just north of Atlanta, and describe what your experience might have been like.
6. Discuss some of the reasons for William Sherman's greatness as a military commander.

27 Franklin

(1864/West II)

Summary:

The events that concluded the previous chapter set the stage for the beginning of the decisive Western Theater campaign of William Sherman. Even though Atlanta had fallen, however, a potent Confederate army remained in the area. Sherman could not accomplish his daring objectives while that army remained intact in the field, so he took measures to destroy it. The Confederate force, meanwhile, faced a difficult challenge in trying to slow the Yankee juggernaut; any option available to it involved desperate measures with steep odds against success. Plus, the Confederate leadership—right up to the President—was divided over what tactics to use, and whom to lead them.

Meanwhile, a host of colorful characters—among them a variety of Indian tribes—engaged in other actions ranging across the Western Theater, from South Texas through the Indian Territory, Missouri, Tennessee, Georgia, and even Colorado. These were not as pivotal to the war's outcome as those surrounding Sherman and his immediate opponents, but each in its own way propelled the epic event forward toward its climactic stages.

Identification:

1. John Chivington
2. Joe Wheeler
3. Santos Benavides
4. William Tecumseh Sherman
5. John Bell Hood

Completion:

1. Former Governor and now Confederate General _____ led the South's tenacious but ultimately unsuccessful defense of the Trans-Mississippi border state of _____.
2. Confederate General _____ was considered a good _____ commander, but not a success as a corps commander.
3. In addition to the fall of Atlanta, the Confederates suffered another crucial defeat in late 1864 at _____ in Tennessee, which wiped out the heart of the remaining Western Confederate army. Over _____ Southerners fell there, including Generals _____ and _____.
4. Wartime Georgia Governor _____ chastised Confederate cavalry leader _____ for his leadership during Sherman's rampage through Georgia.
5. _____, former mayor of the Texas border town of _____, led the successful Confederate defense of that town by lining up huge cotton bales as barricades.
6. Federal generals including William _____ campaigned through present-day Oklahoma in 1864, forcing the Confederate Indians into the southern part of the territory and North Texas in bitter and sometimes barbarous fighting.
7. Cherokee chief and Confederate General _____ led a determined guerilla warfare resistance against the Federals in _____ Territory. The culmination of his efforts came with his electrifying victory at the Battle of _____.

Thought Questions:

1. Why was the battle called the “Gettysburg of the West” referred to as such?
2. Describe the events at Sand Creek and offer your commentary.
3. In your opinion, who is the most interesting character in this chapter, and why?

28 Appomattox

(1865/East I)

Summary:

With 1865 came the fifth year of war. In the Eastern Theater, the Federals had not only blockaded the Southern coastline, they had captured all but one significant Confederate port. Inland, the great armies of Lee and Grant faced one another across a 35-mile-long line of trenches around the cities of Richmond and Petersburg. After suffering a series of drubbings from Lee's Army of Northern Virginia the previous spring and summer, Grant had decided to change tactics. He moved the gigantic Army of the Potomac (under the titular command of Gettysburg victor George Meade) into position to starve out the Confederate capitol, and Lee's army if they remained to defend it. By the end of 1864, the Federals had surrounded most of the area and their semi-siege was slowly choking the life from the capitol city and the army defending it—that army being the true objective of all Grant's efforts.

Identification:

1. Matthew Brady

Completion:

1. The Confederacy's last open, non-blockaded port was _____, _____ . It fell in the month of _____, 1865.
2. Unlike his earlier speeches, in his _____ Address, President Lincoln cited _____ as the signal cause for the war.
3. In the month of _____, 1865, President Davis named _____ as Commander-in-Chief of all Confederate military forces.

4. As the semi-siege of _____ unfolded, General Lee urged President Davis to allow him to move his army south toward a junction with the army of General _____. Lee intended that this combined force would defeat the army of Federal General _____, then turn and defeat that of General _____.
5. Only days before the fall of Petersburg, bright young General _____ led an unsuccessful Confederate charge to seize the initiative away from the Federals by capturing Fort _____.
6. During the pivotal March, 1865, Battle of _____, Confederate commanding General _____ enjoyed a fish bake away from the field of battle as the Federals' _____ launched a lightning sneak attack that led to the final assaults on the trenches nearly surrounding the town of _____.
7. By the climactic battles of this final Eastern campaign, Federal soldiers in the area outnumbered Confederates by approximately _____ to _____ thousand.
8. Robert E. Lee surrendered the Army of Northern Virginia to Ulysses S. Grant at the _____ home in the town of _____, on the day of _____. Lee's soldiers possessed only about _____ muskets.

Thought Questions:

1. Discuss General Grant's three-pronged strategy for capturing Petersburg in 1865.
2. Give your assessment of the Lincoln speech covered on pages 497–499.
3. What were some of famed photographer Matthew Brady's prime accomplishments and innovations? Describe some of the challenges and problems he faced during his life.
4. Recount the substance of the exchange of letters between Generals Lee and Grant that led to the conclusion of war in the Eastern Theater.

29 Assassination

(1865 / East II)

Summary:

With 1865 came the fifth year of war, but the surrender in April of the South's greatest army gave the United States great cause for hope. Though awash in an ocean of blood, the Federal states seemed to have not only won their long desperate struggle with the Confederacy, but to have accomplished all of the major wartime objectives held by the major Northern philosophical factions. Though thousands of Confederate troops remained armed and in the field, U.S. President Abraham Lincoln well assayed that the South's days as an independent nation were at an end.

What would only grow clear with the unfolding of the post-war and Reconstruction eras, however, was how extreme had been some of the measures the Federals believed necessary to attain victory—especially the total victory and unconditional surrender of the South they demanded—and how deep and irrevocable was the physical and psychological damage those measures had and would cause to the people of the Confederacy.

John Wilkes Booth did not even hail from a Confederate state, yet he had developed a deep abiding love for the South and its cause, and a corresponding hatred for the man he believed had betrayed the Constitutional principles and protections of all Americans, North and South. The focus of Booth's murderous wrath was Abraham Lincoln, and with one bullet, the famed stage actor assured that the suffering of both sections would not end with the surrender of Confederate armies. This chapter explores the deepest beliefs of both Lincoln and Booth, as well as the infamous events that forever connected them in the annals of American history.

Identification:

1. John Wilkes Booth
2. Doctrine of Necessity
3. Mary Custis Lee

Completion:

1. At the end of the war, Abraham Lincoln visited the Southern city of _____, in the state of _____, and found it in ruins, with many of its people starving.
2. Was Robert E. Lee's Army of Northern Virginia the last Confederate army in the field to surrender, next-to-last, neither, or do we not know? _____
3. Near the end of the war, _____ led an attempt to kidnap Lincoln.
4. The _____ wing of the _____ political party sought harsh post-war punishment for the people of the Confederacy, even before President Lincoln's death.
5. Lincoln died in the city of _____.
6. _____, who owned a boarding house where some of the conspirators in the assassination of President Lincoln lived, was hanged with them, even though no evidence ever emerged to incriminate her.
7. Did Booth's murder of Lincoln aid the post-war cause of the South, harm it, have little or no effect on it, or do we not know how it affected it? _____
8. _____ and _____ were two close acquaintances of Lincoln's who doubted that the latter possessed orthodox Christian faith.
9. _____ was the famous Southern author who lauded Mary Lee's selflessness and devotion to others.

Thought Questions:

1. Take a few paragraphs and tell in your own words the story of Abraham Lincoln's assassination.
2. Do you think the post-war experience of the South would have been different had Lincoln not been murdered? Explain why or why not, and how.
3. Discuss and summarize the apparent nature of Lincoln's religious beliefs, according to the available accounts and evidence.

30 Gotterdammerung

(1865/West)

Summary:

Most of the Deep South already militarily conquered, William Sherman turned his great army north from Georgia in February and thundered through the Carolinas. Farther north during Sherman's rapacious trek, Robert E. Lee and the Army of Northern Virginia, greatly outnumbered like their fellow Confederates who opposed Sherman, retreated before the armies of U. S. Grant. Proceeding on a historic rampage unlike any other ever perpetrated on American soil, Sherman aimed to crush the remaining resistance in his path, and link with Grant's forces to end the war that was now in its fifth year. "Sherman's March" has provided historians and the general public alike much material for debate and contemplation ever since.

Identification:

1. Sherman's March
2. The Theory of Just War
3. John S. "Rip" Ford

Completion:

1. Sherman's epic and brutal campaign marched through the states of _____, _____, and _____.
2. His march took place in the _____ Theater of the war.

3. Three-quarters of the city of _____ burned down the night Sherman's Federal troops entered it.
4. Confederate General _____, despite being overwhelmingly outnumbered, gave Sherman his toughest opposition during the war's final stages.
5. The Battle of _____, in the state of _____, was the last battle of the war. The _____ army won it.
6. On April 12, U.S. Naval Admiral David Farragut led the capture of the key port of _____.

Thought Questions:

1. Imagine you were one of William Sherman's soldiers and give an eyewitness account of what you saw and experienced during Sherman's March.
2. Describe your observations and thoughts regarding the story of Sherman and the Catholic nun in Georgia.
3. Name some of the principles of Just War you believe most important, and why.

31 Peace

Summary:

Peace it may have been on the battlefield following the war, but few Southerners, black or white, considered the post-war period a time of tranquility, comfort, or other notions typically associated with peace. The physical property of the South—animate and inanimate, natural and man-made—was devastated. Huge swaths of its population and possessions were gone. For the region as a whole, mere survival would belie the notion of a peaceful period.

Plus, a vicious political conflict raged within the U.S. government, and gradually among Southerners themselves and between Northern Republicans and Southern Democrats, over how to deal with the former Confederate states. But if white Southerners faced colossal challenges, many blacks—those who had previously been free and slave alike—found themselves in even worse circumstances as they encountered, from various quarters, resentment, contempt, racism, and economic uncertainty.

Identification:

1. Andrew Johnson
2. Edwin J. Stanton

Completion:

1. _____ percent of the white male population of the South, ages 16–60, died in the war.
2. _____ percent of the total property value, not counting slaves, of the Confederate states was destroyed in the war. Including slaves, the total rises to _____ percent.

3. The original Ku Klux Klan began in 1865 as a _____ club, primarily for the distribution of _____ to _____.
4. Approximately _____ thousand Southern civilians perished during the war due to causes directly related to the Northern war effort against the populace.
5. The post-war/Reconstruction era had two major phases. The first was a more _____ one that began immediately following the war in 1865 and which advocated reconciliation with the South and helping it recover. The second phase, which began in early 1867 with a series of Reconstruction Acts, was much more _____.
6. The _____ and the _____ were the two dominant wings of the powerful post-war Republican Party.
7. Secretary of State Stanton clashed bitterly with Federal military leader _____ over several major issues, including governmental policy toward freed blacks, treatment of former slaveowners and Confederate soliders, and Democrat-Republican politics.
8. President Andrew Johnson was compared to President _____ for his opposition to centralized national government and President _____ for his opposition to policies supportive of privilege and monopoly.

Thought Questions:

1. Drawing from the facts and figures regarding Southern losses from the war in both the table on p. 544 and the narrative on pages 545–546, discuss those you find most remarkable, and why.
2. Describe the beliefs and objectives of the two dominant wings of the post-war Republican Party.
3. Pretend that you are a former black slave in the South following the war. Describe your experiences, your challenges, and the thoughts, hopes, and concerns running through your mind.

32 Extremes

Summary:

As days, weeks, and months passed following the end of the war, an ominous specter arose: the possibility that the fighting, despite the immense sacrifice and cost it caused, had settled far from all the disputes that had sprung up between the sections, the political parties, the races, and other divergent groups. Two general post-war philosophies appeared from the North. One was moderate and conciliatory toward Southern whites. The other was hard, even vengeful toward them, but more determined to secure social and political rights for Southern blacks—though not necessarily for those from the North itself.

Ominously, the former Confederate Southern majority began to assay an aggressive strategy on the part of the Radical Republican Northern majority that would employ black freedmen as one component of a multifaceted effort to wrest political control in the South—and hence the nation—from conservatives. This recognition stiffened Southern whites' feelings regarding blacks, which in turn hardened the Northern Radicals' attitudes toward and plans for the bitter and devastated South. Not only had the war not solved the nation's problems—it had perhaps created new ones.

Identification:

1. Black Codes
2. Thaddeus Stevens
3. Ku Klux Klan (original, 19th century organization)
4. Joint Committee on Reconstruction (Committee of Fifteen)

Completion:

1. The _____ Amendment, passed by Congress in 1865, prohibited slavery or involuntary servitude in any American state.
2. Famed Confederate General _____, reputedly the first leader of the original Ku Klux Klan, evidently issued an order in 1869 disbanding the original Klan in Tennessee when he felt its political objectives were achieved.

Thought Questions:

1. Aside from outlawing slavery, which of Thaddeus Stevens's post-war objectives do you think was the most controversial? Explain why you think so.
2. Write a paragraph explaining why the original Ku Klux Klan's post-war actions (or at least some of them) might have been justified.
3. Write a paragraph explaining why the original Klan's actions (or at least some of them) might not have been justified.
4. Discuss similarities and differences between the Klan of the 1860s and 1870s and that which rose up in the 20th century.
5. Drawing from this chapter and elsewhere in the book where Nathan Bedford Forrest or the Ku Klux Klan are discussed, what do you think Forrest's opinion of the modern Klan would be?

33 Reconstruction

“It was in these (1866) elections that the old Republic of Jefferson went down and the agriculturists were definitely shunted aside to make way for the triumphant industrialists and capitalists.”

—Claude Bowers, *The Tragic Era*

Summary:

During the year following the war’s end—1866—the philosophical differences between conservative U.S. President Andrew Johnson and the Radical Republican Congressional leadership grew increasingly pronounced. While Johnson and his supporters across the political spectrum favored a mild and conciliatory return to the Union for the former Confederate states, the growing Radical juggernaut believed that without significant new social and political legislation, their military triumph would prove hollow and perhaps even pyrrhic. Thus, they began to churn out a series of historic laws, including several new amendments to the United States Constitution.

Indeed, change in America did not end with the conclusion of battlefield hostilities. Northerners and Southerners, conservatives, moderates, and liberals, Christians and non-Christians, blacks and whites and Indians—all would be affected by the ongoing march of American history, especially as increasing discord and even new violence accompanied that march.

Identification:

1. Freedmen’s Bureau
2. Robert E. Lee (later life)
3. Henry Ward Beecher

Completion:

1. The new law entitled _____, introduced in Congress in 1866 and finally passed in 1868, granted full citizenship and legal rights to “All persons born or naturalized in the United States.”
2. Bloody post-war race riots erupted in the Southern cities of _____ and _____, due partly to the Radical Republicans’ use of black freedman as a lever of power in the South against the section’s conservative white majority.
3. Which political party gained or kept control of both houses of Congress in the mid-Presidential term elections of 1866? _____ Did liberals, conservatives or neither predominate in this party? _____
4. Did Robert E. Lee advise fellow Southerners to practice forbearance/forgiveness, vengeance, both, or neither in the years following the war? _____
5. During the war, Stand Watie’s nephew, _____, had served the pro-South Indians of modern-day Oklahoma as a non-voting member of the Confederate Congress.
6. After the war, did the Federal government treat with pro-Federal or pro-Confederate Indians, neither or both? _____ Did the Indians gain land and rights, lose them, or a combination of the two? _____

Thought Questions:

1. List President Andrew Johnson’s reasons for opposing passage of the Civil Rights Bill.
2. Tell about the post-war riots covered in this chapter, including their background, reasons, participants, and results.
3. Discuss the 1866 elections, including the key adversaries, issues, events, results, and implications of those results.

4. Chronicle the post-war experience of the American Indians as discussed in this chapter.

5. Explain which post-war efforts of the U.S. Government you support, which you oppose, and why.

34 Impeachment

Summary:

Though the shooting war may have ended in 1865, the political war grew more vicious with each passing year. Indeed, America's "peace" two years after the fighting concluded involved the official ushering in of Reconstruction. This historic Federal program of social, political, and economic control over and attempted reshaping of the former states of the Confederacy proved incalculably-more harsh than the less-concerted approach that held sway prior to the Radical Republicans sweeping the 1866 Congressional elections. Eventually, not even numerous states that preceded the American Union, the U.S. Constitution or the Presidency itself stood beyond the surging tide of Reconstruction.

Identification:

1. The Union League
2. Thomas A. Hendricks
3. Varina Davis

Completion:

1. Nearly two years after the war ended, Congress enacted the first of the Reconstruction Acts, which was called the _____ Reconstruction Act. It abolished ten of the eleven states that had belonged to the Confederacy and grouped them into five occupied _____ districts.

2. That same act disallowed thousands of former _____ from voting, and decreed that U.S. army-supervised conventions would draw up new state constitutions for the Southern states.
3. _____ were Northerners who came South after the war looking for financial and/or political opportunity. _____ were Southerners who hoped to improve their post-war fortunes by cooperating with the Federal military governors. _____ were former slaves given places of political “ascendancy” in Reconstruction Southern governments.
4. Andrew Johnson was the first U.S. President in history to be _____, or charged, with removal from office by the House of Representatives. (Bill Clinton was the second.) The _____, however, came one vote shy of removing him from office.

Thought Questions:

1. Chronicle the impeachment saga of President Andrew Johnson, including the background, issues, important figures, and result.
2. Why was former Confederate President Jefferson Davis freed from prison after two years without ever having been convicted of, or even charged by the United States government with, a crime?
3. Tell the story of the (resurrected) Fourteenth Amendment, including its key provisions and its fate in Congress.

35 Black and White

Summary:

With the decade of the 1860s coming to a close and the shooting war nearly half a decade past, life in America, and particularly the South, appeared quite different than most Americans in any section would have hoped. Some profited greatly from both the wartime and post-war economic climate. But those profits themselves, many of them birthed in corruption and fraud, contributed to a general patina of social, economic, and political unsettledness and harshness. Indeed, corruption in both the public and private sectors seemed to abound on all fronts, and in all sections. Groups of people aligned themselves—or were aligned by other influences—against one another: Northerner and Southerner, black and white, liberal and conservative. For the great sweep of white Southerners, loss and struggle continued to dominate life. But freed blacks, promised great things by the Radical Republican U.S. government, found the reality of emancipated life in a war-ravaged South, peopled with heartbroken, sometimes vengeful whites, far more challenging and even dangerous than they had planned. Even in the North, racial prejudice against blacks grew worse, in many ways, than before the war.

Still, multitudes of Americans, black and white alike, from all sections, labored to live lives of peace, honor, and charity. And new laws spearheaded by the Radical Republicans, such as the Fifteenth Amendment, sought to promote these and other virtues. But the challenge to live by such principles and laws—laws themselves often prosecuted through questionable means, motives, and even legality—did not end with the conclusion of the war. As former Confederate Vice President Alexander Stephens famously said, “Hate does not create war, war creates hate.” Hate blossomed in America in the late-1860s, much of it from wartime acts, and more now by post-war deeds, kindled by greed, corruption, further violence, and racial, regional, ethnic, and religious prejudice.

Identification:

1. “Sound Money” system
2. Black Friday

3. Hiram Revels
4. Fifteenth Amendment
5. George W. Kirk
6. Enforcement Acts

Completion:

1. _____ and _____ were the two brilliant but amoral New York businessmen who engineered the historic 19th-century attempt to corner the entire American gold market.
2. _____, related to President Ulysses S. Grant as his _____, was exposed as a participant in the great scheme to corner the American gold market.
3. The war destroyed _____ percent of all property value in the state of South _____.
4. Did state budgets in the poverty-stricken, carpetbag-controlled post-war South rise, fall, stay the same, or none of these? _____
5. Colossal fraud in the post-war and Reconstruction industry of _____ led to the _____ of 1873, which provoked one of the worst economic _____ in American history.
6. _____, _____, and _____ were among the giants of American industry whose rise to power generally paralleled that of the railroads.
7. Famed former Confederate General _____ apparently issued an order in 1869 to disband the post-war vigilante organization named _____.
8. Among the numerous controversial directives of the Radical Republican-dominated Congress's _____ Act was giving President _____

the right to suspend the Constitutional right of _____ for thousands of former Confederates.

9. A significant wing of the Reconstruction-Era Republican Party, called the _____ Republicans, grew disgusted with what they considered the Radicals' vindictive and corrupt policies. They broke from them and (unsuccessfully) ran their own Presidential candidate, _____, against Grant in 1872.

Thought Questions:

1. List the ten planks of the *Communist Manifesto*, as well as the means through which the Radical Republicans planned to institute each of them in America.
2. Tell the story of the railroads as they spread west with America. Include positive and negative features and consequences.
3. Describe Colonel Kirk's post-war rampage through North Carolina.
4. Name and discuss both positive and negative features and consequences of the Enforcement Acts.
5. Summarize both the majority and minority reports on the 1870s Ku Klux Klan. How and why do you agree, and/or disagree, with the conclusions of each?
6. What was the disturbing quote of Robert E. Lee near the end of the chapter? What do you think he meant by it?
7. Discuss the various post-war experiences of blacks in the South that are mentioned in this chapter.

36 Corruption

Summary:

The corruption identified in Chapter 35 as one of the several divisive themes of post-war and Reconstruction America flowered into full bloom as the 1870s progressed. In retrospect, it can be seen that the post-war politics of dishonesty, lawbreaking, and even brutality fostered a Darwinian environment of the survival of the fittest that offered precious little accountability for the powerful of either the private or public sector. This, even as such Darwinian precepts were beginning to influence the thinking of the educated elites of Europe and the United States (“United” now spelled with an upper rather than lower case “U” since the Confederacy’s surrender).

The United States was, indeed, “reconstructed” during this period—in a welter of scandal, greed, and, ultimately, shame. Some of the consequences—such as national economic calamity, and political disgrace and ruin at the highest levels—crashed down soon. Others—such as lingering hatred between groups of Americans, extra-constitutional powers for the executive branch and the national government in general, organized crime-connected labor unions, mercantilist corporate oligarchy, and unconstitutional federal government abuse of power in response to the latter—have unfolded and sometimes even expanded down through the 20th and now 21st centuries.

Identification:

1. Credit Mobilier
2. Panic of 1873
3. Whiskey Ring
4. Henry McNeil Turner
5. Jay Gould
6. Robber Barons

Completion:

1. The _____ construction company, headed by the same board of directors as the _____ railroad company it was formed to build, left the latter's shareholders—and the American taxpayer—holding a \$ _____-million dollar bag of overcharges.
2. _____ and _____ were among the prominent U.S. politicians implicated in the historic Credit Mobilier scandal.
3. Congress passed the _____ Act in the year _____. It removed most sanctions placed on former Confederates by the Fourteenth Amendment.
4. Were railroads in the post-War United States overbuilt, underbuilt, about right, or unknown, with regard to the demand for their services? _____
5. _____, _____, and _____ were among the high-ranking Grant Presidential Administrations disgraced by public scandal.
6. Which president owned slaves until well after the war concluded: Abraham Lincoln, Jefferson Davis, Andrew Johnson, or U. S. Grant? _____

Thought Questions:

1. Tell the story, in your own words, of Ulysses S. Grant's final years.
2. Describe the "Back to Africa" movement chronicled in this chapter, then give and explain your thoughts about it.
3. Discuss the reasons you believe contributed to the rise and prominence of men like Jay Gould. Describe what happened to his fortune after his death.
4. Discuss the major themes of Senator Benjamin Hill's memorable speech on Reconstruction. Also, list some of your favorite quotes from the speech.

37 Redemption

Summary:

By 1876—more than a decade after the end of the war, armed legions of Federal soldiers still occupied three Southern states by force. Elsewhere in the former Confederacy—and to a large degree even in those three occupied states—the conservative, mostly-white, majority had gradually regained much, though not all, of their former political power. Much of the South remained devastated by the war, and some would remain handicapped for most of another century. But even in the North, where post-war westward expansion and economic bonanza had filled many coffers, much of the public was weary both of ceaseless Southern problems and a feverish culture of greed and corruption sweeping U.S. government and business alike.

Some blacks had ascended to higher social and political stations, but most were feeling the sting of white resentment North and South. Freshly won black civil rights spawned some of this resentment, while the Radical Republicans' strategy of employing blacks in the South as a means of short-circuiting conservative white Democratic power produced it as well. In sum, the stage was set for one of the most audacious, corrupt, and potent political schemes in American history. It involved leaders North and South, Republican and Democrat, and it determined nothing less than the winner of the highest office in the nation. It officially ended Reconstruction, but not many of the signal issues that produced it, the war, or the political battles that preceded them both. Interestingly, it provided the hinge between what most American historians now consider "Early American History" and "Modern American History."

Identification:

1. Rutherford B. Hayes
2. Benjamin Morgan Palmer

Completion:

1. Nearly a decade after the end of the war, Reconstruction contention, sometimes violent, continued in Louisiana. The _____ League sought to rid the state of Radical control and re-establish government run by conservative Southern whites.
2. One of the largest street battles in American history took place in 1870s, when Federal police and ex-Confederate soldiers shot it out in downtown _____ in the Battle of _____.
3. Conservative Democrat _____ apparently won the Presidency in 1876. Republicans contested the results in three Southern states, however—_____, _____, and _____—the same three where Federal occupation forces remained, over a decade after the end of the war.
4. Despite losing the popular vote by over 250,000 votes, the Republicans maintained control of the Presidency for another term, in return for removing the remaining _____ from the three contested Southern states.
5. The story of Benjamin _____ and his daughter _____ left a lasting legacy of the power of faithful Christian fatherhood, even—especially—in the midst of difficult struggles.
6. The absurd chronicle of the State Board of Election Canvassers in the state of _____ provides a glimpse into the remarkable chicanery involved in the preserving of the Republicans' power in Washington.

Thought Questions:

1. Discuss Wade Hampton and his role in post-war South Carolina (and, American) history.
2. Explain in a couple of paragraphs “The Dark Epic of Louisiana.”

3. Pretending that you are an eyewitness to the Battle of Liberty Place (in whatever role or non-role you choose) describe the events of that memorable event and day.

4. Chronicle the events following the 1876 Presidential election that led to the resolution of that contest.

5. Discuss your opinion of each of the various components of the “arrangement” that settled the 1876 Presidential election.

38 Epilogue

Summary:

Missourian Mark Twain's (who lived through the War Between the States) timeless ode to the myths and realities of war.

Thought Questions:

1. Please write a paragraph expressing your thoughts and reaction to Mark Twain's famed poem *The War Prayer*. Be sure to include what you think are his major themes and messages in the piece.

2. Taking Chapters 31–37 into account, list and explain what lessons you draw from the post-War and Reconstruction history of America.

Answer Key

Chapter 1: Nationalism and Regionalism

Completion

1. Nationalism, federalism, localism
2. assiduous, agrarian
3. North; South, West
4. 1848; revolution, centralized
5. *Communist Manifesto*; Karl Marx; private; income
6. Abraham Lincoln

Timeline

1. 1780s
2. 1848
3. 1820
4. 1870–71
5. 1850s
6. 1848
7. Early 1830s

Chapter 2: Secession

Completion

1. South, North
2. Nullification, secession
3. New York, Rhode Island, Virginia
4. Kentucky, Virginia

5. Hartford, New England
6. Henry Clay, Abraham Lincoln

Timeline

1. 1846
2. 1845
3. 1776
4. 1814
5. 1781
6. 1798
7. 1830
8. 1789

Chapter 3: The Tariff

Completion

1. tariffs, foreign
2. South Carolina, Georgia, Mississippi, Virginia
3. 1832, Nullification
4. Nullification, Henry Clay, 1833
5. Henry Clay, Whigs
6. North

Chapter 4: Nullification (States' Rights II)

Completion

1. Calhoun, South Carolina, Vice President
2. Vermont, war
3. Alexander Stephens, Vice President
4. Sam Houston, secession
5. Quarterly Review, Daniel Webster

Chapter 5: Slavery/I

Completion

1. cotton gin, cotton
2. *Mohawk*, *Wildfire*
3. 1808
4. abolitionist, anti-slavery
5. *The Liberator*
6. 1831, Nat Turner, 55
7. Harriet Tubman, Underground Railroad

Chapter 6: Slavery/II

Completion

1. Kansas, Nebraska, "Bleeding Kansas"
2. *Dred Scott v. Sandford*
3. Theodore Weld, more than 100,000
4. Abraham Lincoln
5. John Brown, free
6. Karl Marx
7. William Wilberforce

Chapter 7: Southern Slavery As it Was/I

Completion

1. Israel, Roman
2. wage slaves, servile
3. *doulos*, chattel slaves
4. John Jasper, 24
5. Mary Barnes, more than 1½ hours
6. 1778, Georgia
7. *Time On the Cross*, six

Chapter 8: Southern Slavery As it Was/II

Completion

1. better than fed than a large part of the laboring class of Europe
2. *Slave Narratives*, 2,300
3. 1804–1862, two
4. 5.2, 5.3
5. Frederick Douglass, Haiti
6. Savannah, education

Chapter 9: Religion and Worldview/I

Completion

1. orthodox, radical
2. Northhampton, Massachusetts, Jonathan Edwards
3. Tübingen, radicals
4. rationalism, Transcendentalism
5. Charles Finney, *Systematic Theology*
6. Arminianism, Calvinism

Chapter 10: Religion and Worldview/II

Completion

1. The Second Great Awakening, Midwest
2. Charles Hodge, uniformitarianism
3. Robert Owen, Christian
4. 1858, House Divided
5. Robert Anderson, Pierre Beauregard
6. Robert Toombs, Georgia, April 13

Chapter 11: Final Hours

Completion

1. conciliators, Unionists, radicals
2. constitutionalists, ready secessionists, fire-eaters
3. Kansas, 1856
4. Northern, John Breckenridge, John Bell, Missouri
5. South Carolina, Louisiana, Texas
6. Presidential Inaugural Address, William Seward
7. Crittenden Compromise, Fugitive Slave Law, one

Chapter 12: War (1861/I)

Completion

1. 700,000, ten, 7 million
2. Western, Eastern, Pennsylvania, Maryland, Virginia
3. Mary Todd, South, Willie, seances
4. 75,000, five, habeas corpus, two
5. Winfred Scott, Anaconda, diplomatic
6. Washington City, Richomond, Appalachian
7. Robert E. Lee, demerit, greatest soldier in the American army, Virginia

Chapter 13: Border States (1861/II)

Completion

1. Delaware, Maryland, West Virginia, Kentucky, Missouri
2. Virginia, North Carolina, Tennessee, Arkansas
3. Maryland, Francis Scott Key
4. Baltimore, Maryland
5. Ex parte Merryman, Roger B. Taney
6. complete, human, Divine

7. Cherokee, Chickasaw, Choctaw, Creek, Seminole
8. Cherokee
9. New Mexico
10. Stand Watie, John Jumper

Chapter 14: Stonewall (1861/III)

Completion

1. George McClellan
2. Missouri
3. First Manassas or First Bull Run, Wilson Creek, Missouri
4. working class

Chapter 15: Virginia (1862/East/I)

Completion

1. Allen Pinkerton
2. *Monitor*, Virginia
3. Belle Boyd
4. 1862, Joe Johnston
5. Shenandoah Valley, Thomas J. “Stonewall” Jackson
6. anti-slavery
7. Seven Days

Chapter 16: Emancipation (1862/East/II)

Completion

1. John Pope
2. Manassas, Bull Run
3. Maryland
4. Sharpsburg, Antietam
5. George McClellan, Robert E. Lee
6. war, military

7. prison
8. Governor, Ohio, Canada
9. Confederate, Fredericksburg, 12,000, United States

Chapter 17: Religion (1862/East/III)

Completion

1. Northern Virginia
2. Jeb Stuart, John Gordon, D. H. Hill, Albert Sidney Johnston, Leonidas Polk, Sterling Price
3. George McClellan, Oliver Howard, William Rosecrans
4. Unitarianism
5. enthusiasm, success
6. pentecostal, mass
7. Chickamauga Creek, humility, U. S. Grant, Lookout Mountain, Missionary Ridge

Chapter 18: Shiloh (1862/West/I)

Completion

1. coastlands, waterways
2. “Unconditional Surrender” Grant
3. Albert Sidney Johnston
4. Shiloh
5. Fort Henry, Fort Donelson, Shiloh, Vicksburg, Chattanooga, Petersburg
6. France, *Kearsarge*, John A. Winslow

Chapter 19: The West (1862/West/II)

Completion

1. Pea Ridge, Samuel R. Curtis, Missouri
2. John Ross
3. John Jumper, William Penn Adair, John Drew, Clem Rogers
4. Missouri

5. Henry Sibley, Glorietta, N.M., John Chivington, Colorado
6. Braxton Bragg, Kentucky, Perryville
7. Ulysses S. Grant, Vicksburg, MS, Confederate
8. rifled, machine guns, hot air balloons
9. iron clad, submarines, battle torpedoes, trains

Chapter 20: Chancellorsville (1863/East/I)

Completion

1. Charleston
2. Fighting Joe Hooker, 134,000
3. Rose O'Neal Greenhow, Manassas or Bull Run, daughter, Old Capitol
4. Elizabeth Van Lew, U. S. Grant, Richmond, VA
5. Virginia, deterioration
6. industrial
7. Chancellorsville, Stonewall Jackson
8. 13,000
9. Conscription, race, politics
10. Virginia, West Virginia, 32,000, 8,000, Stonewall Jackson, Belle Boyd
11. blockade, shinplasters
12. women, food; President Jefferson Davis

Chapter 21: Gettysburg (1863/East/II)

Completion

1. Jeb Stuart
2. Robert E. Lee, James Longstreet
3. Pickett's Charge, George Pickett, A. P. Hill
4. Cemetery Ridge, Little Round Top, Devil's Den, Culp's Hill, Emmitsburg Road, the Wheatfield, Big Round Top
5. Winfield Hancock, Gouverneur Warren, Joshua Chamberlain, George Custer, George Meade
6. pleased
7. John Andrew, Massachusetts, Frederick Douglass
8. Joshua Chamberlain, Robert Gould Shaw

Chapter 22: Vicksburg (1863/West/I)

Completion

1. John Pemberton, New York, Ulysses S. Grant
2. Champion's Hill, Big Black River; 3,000
3. siege
4. John Pemberton, Joe Johnston, Jefferson Davis
5. David Dixon Porter
6. Mississippi, Jackson, William Sherman
7. James Lane, Thomas Ewing; Stand Watie, William Quantrill, "Bloody" Bill Anderson

Chapter 23: Chattanooga (1863/West/II)

Completion

1. Braxton Bragg, Chickamauga Creek; George Thomas
2. Nathan Bedford Forrest; Cumberland; Chattanooga
3. Ulysses S. Grant
4. Lookout Mountain, Missionary Ridge
5. Braxton Bragg, Joe Johnston
6. 40,000
7. Thomas J. "Stonewall" Jackson

Chapter 24: The Wilderness (1864/East/I)

Completion

1. The Army of Northern Virginia
2. Wilderness; Lee's
3. Spotsylvania, the Wilderness, Cold Harbor
4. One year
5. George Patton
6. Petersburg; Pierre Gustave Beauregard
7. Dorothea Lynde Dix, Clara Barton, Phoebe Pember

Chapter 25: Shenandoah (1864/East/II)

Completion

1. U. S. Grant, Shenandoah, Virginia
2. New Market, Trevilian Station
3. Wade-Davis Bill, vote, fifty
4. Jubal Early, Washington (City)
5. John McCausland, Chambersburg, Pennsylvania
6. Philip Sheridan
7. Third Battle of Winchester, Fisher's Hill, Cedar Creek
8. President, 1864, George McClellan, Democratic

Chapter 26: Sherman (1864/West/I)

Completion

1. Florida
2. Nathan Bedford Forrest, Fort Pillow
3. Red River, Texas, Arkansas, Louisiana
4. Atlanta, William Tecumseh Sherman, Joe Johnston, Kennesaw Mountain, John Bell Hood
5. Atlanta, Abraham Lincoln, 1864
6. Andersonville, 13,000
7. Lane
8. Charles Sumner, Thomas A. Hendricks
9. Johnson's Island, Ohio, Point Lookout, Maryland, Rock Island, Illinois, Camp Douglas, Illinois, Elmira, New York
10. Camp Douglas

Chapter 27: Franklin (1864/West/II)

Completion

1. Sterling Price, Missouri
2. John Bell Hood, division

3. Franklin, 6,000, Cleburne, Granbury
4. Joe Brown, Joe Wheeler
5. Santos Benavides, Laredo
6. Phillips
7. Stand Watie, Indian, Second Cabin Creek

Chapter 28: Appomattox (1865/East/I)

Completion

1. Wilmington, North Carolina; January
2. Second Inaugural, slavery
3. February, Robert E. Lee
4. Petersburg, Joe Johnston; William Sherman, Ulysses S. Grant
5. John Gordon, Stedman
6. Five Forks, George Pickett, Philip Sheridan, Petersburg
7. 150,000, 35,000
8. McLean, Appomattox Courthouse, Palm Sunday; 8,700

Chapter 29: Assassination (1865/East/II)

Completion

1. Richmond, Virginia
2. neither
3. John Wilkes Booth
4. Radical, Republican
5. Washington
6. Mary Surratt
7. harmed it
8. Ward Lamon, William Herndon, Leonard Swett
9. Mary Boykin Chesnut

Chapter 30: Gotterdammerung (1865/West)

Completion

1. Georgia, South Carolina, and North Carolina
2. Western
3. Columbia, South Carolina
4. Joe Johnston
5. Palmito Ranch, Texas; Confederate
6. Mobile, Alabama

Chapter 31: Peace

Completion

1. Approximately twenty-five percent
2. Forty one; sixty three
3. men's social club, food and other necessities, women and children
4. Fifty
5. moderate; hostile and divisive
6. moderates, Radicals
7. William T. Sherman
8. Thomas Jefferson, Andrew Jackson

Chapter 32: Extremes

Completion

1. Thirteenth
2. Nathan Bedford Forrest

Chapter 33: Reconstruction

Completion

1. Fourteenth Amendment
2. Memphis, New Orleans

3. Republican; liberals
4. forbearance/forgiveness
5. E. C. Boudinot
6. both; lost them

Chapter 34: Impeachment

Completion

1. Military; military
2. Confederates
3. Carpetbaggers; Scalawags
4. impeached; U.S. Senate

Chapter 35: Black and White

Completion

1. Jay Gould, Jim Fisk
2. Abel Corbin, brother-in-law
3. half, Carolina
4. rise
5. railroads, Panic, depression
6. J. P. Morgan, Cornelius Vanderbilt, Collis P. Huntington, James J. Hill, Jay Gould
7. Nathan Bedford Forrest, Ku Klux Klan
8. Ku Klux Klan, trial by jury of their peers
9. Liberal; Horace Greeley

Chapter 36: Corruption

Completion

1. Credit Union, Union Pacific, fifty
2. James Garfield, Schuyler Colfax
3. Amnesty, 1872

4. overbuilt
5. Abel Corbin, John McDonald, William W. Belknap, Robert Schenck, Orville Babcock
6. U. S. Grant

Chapter 37: Redemption

Completion

1. White
2. New Orleans, Liberty Place
3. Samuel Tilden; Florida, South Carolina, Louisiana
4. Federal troops
5. Palmer, Sarah Frances
6. Florida