

# US History I

(HON SOC STDY 6, SOC STDY 6)

**Learning in Place, Phase IV**

**May 18 – June 5**



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**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**United States History I U.S. History to 1865-Present: Learning in Place, Phase IV**

**May 18-22**

✓	Task	Text	Write
	How did the issues of states' rights and slavery increase sectional tension between the North and the South?	Passage 1, Image 2	<ol style="list-style-type: none"> <li>1. Complete the graphic organizer using the reading passage entitled "<i>Issues That Divided The Nation</i>". In the summary column of the Cornell Graphic Organizer, explain how the issues of slavery and state rights created tension between the North and South.</li> <li>2. Study the political cartoon; then answer questions #1-10.</li> </ol>
	How did efforts to address issues of slavery between Northern and Southern states help resolve their differences?	Task 3	<ol style="list-style-type: none"> <li>3. Based on Document A, discuss three reasons (evidence) why it was important to keep the United States expanded and together. Use Document A to create a Claim that answers the Driving Historical Question. Based on your claim, provide three explanations why your evidence supports the claim.</li> </ol>
	Did the South have a right to secede from the Union?	Image 4, Passage 5	<ol style="list-style-type: none"> <li>4. Review the map in Image 4. Create a symbol for and label the Free States; create a symbol and label the Confederate States; and create a symbol and label the Slave States loyal to the Union.</li> <li>5. As you read Passage 5, Highlight "Key Philosophies of the Declaration of Independence."</li> <li>6. Using the Image 4 and Passage 5, compose a 5-sentence paragraph that answers the Driving Historical Question. Use your highlighted material in Passage 5 to justify your answer.</li> </ol>

May 25-29

✓	Task	Text	Write
	Describe the contributions of the three generals: Grant, Lee, and Jackson during the Civil War, including at the Battle of Manassas.	Passage 6, Passage 7, Document 8	<p>Read the text and complete the following tasks.</p> <ol style="list-style-type: none"> <li>1. In a graphic organizer of your choosing, list the roles of Ulysses S. Grant, Robert E. Lee, and Thomas “Stonewall” Jackson including whether they were Union or Confederate and their major accomplishments during the war.</li> <li>2. In a complete paragraph, answer the question: Do you believe the death of Thomas “Stonewall” Jackson altered the course of the Civil War. Cite reasons from the text.</li> <li>3. Using Document 3, describe the results of First Battle of Manassas including key figures, the importance of the battle, and which side was victorious.</li> </ol>
	<p>A: Describe the start of the Civil War.</p> <p>B: Describe the outcome of the Civil War.</p>	Passage 9, Image 10	<ol style="list-style-type: none"> <li>4. Read the text and answer the questions.               <ol style="list-style-type: none"> <li>a) What can you infer about the location of Fort Sumter? Cite details from the text to support your answer.</li> <li>b) What is meant by the phrase, “tempting prize”? Who was Fort Sumpter a tempting prize for?</li> <li>c) Why did Union Major Anderson take possession of Fort Sumter? Cite details from the text to support your answer.</li> <li>d) What did the Confederacy mean when it ordered General Beauregard to attach “in such a manner as you determine to reduce it”?</li> </ol> </li> <li>5. Read the letters between Ulysses S, Grant and Robert E, Lee and answer the questions.               <ol style="list-style-type: none"> <li>a) Describe the style of the two letters. Cite text from each letter to support your answer.</li> <li>b) What do you think the phrase “effusion of blood” means in both letters?</li> <li>c) What does Grant’s letter try to convince Lee to do? What reasons does Grant use to support his request?</li> <li>d) On what point do Grant and Lee agree? On what point do they disagree?</li> <li>e) Summarize the main message of Lee’s response in one paragraph.</li> </ol> </li> </ol>
	Describe the Emancipation Proclamation.	Passage 11	<ol style="list-style-type: none"> <li>6. Read the text and answer the questions.               <ol style="list-style-type: none"> <li>a) What do you think the words “emancipation” and “proclamation” mean?</li> <li>b) After reading the text, what do you think the term “Emancipation Proclamation” means?</li> <li>c) Why did President Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?</li> <li>d) What did the Emancipation Proclamation mean for slaves?</li> <li>e) Identified two ways the Proclamation was limited. Cite evidence from the text to support each answer.</li> <li>f) How did the Emancipation Proclamation affect the Civil War?</li> </ol> </li> </ol>

June 1-5

✓	Task	Text	Write
	What effect did the Civil War have on African Americans?	Passage 12	1. Read and answer the guided reading questions.
	What effect did the Civil War have on soldiers and women?	Passage 13	2. Read and answer the guided reading questions. 3. Write a poem that describes the effects of the Civil War on Union/Confederate soldiers or women. Your poem can be any style you wish. It does not have to rhyme, but most follow the rules of the type of poem you choose.
	Describe the impacts of the Civil War.	Table 14 and Photo 15	4. Use table 3 to answer the following questions: a. What is the title? b. How is the data being presented? (chart, bar graph, line graph, pie graph, timeline, list, other) c. Why do you think the author's decided to display the data in this way? d. What is the subject of the table? e. What do the columns represent? f. What information is being presented in each row for each column? g. How does this relate to the title? h. What conclusions can you draw about the lives of soldiers based on the data provided? i. What impact would this data have on both the Union and Confederacy at the end of the war? 5. Use Photo 4 to answer the following questions a. Where was this photo taken? b. When was this photo taken? c. Describe what you see in the photo? d. What was the cause of what you see? e. How would this have impacted the South and its ability to recover after the Civil War?

## Passage 1

# Issues that Divided the Nation

## (Build Up to the American Civil War)

During the build up to the Civil War, sectionalism began to develop in the United States. Sectionalism is the belief that a person's region was superior to other sections of the country. The most sectional tension was between the North and South, but the West was also developing an identity of its own and was willing to side with either of the other sections if it would help them grow. All of the issues that divided the nation during the build up to the Civil War, there are four categories they can be classified under: Slavery, Cultural (Social), Economic, and Constitutional (Political). All of these issues led to sectionalism in the United States and pushed the country to the brink of war.

The two sides of the debate over slavery were divided between the two main sections of the United States; the North and South. Many Northerners viewed slavery as evil and wrong and some were involved in the abolitionist movement. The North did not obey fugitive slave laws because they said they were cruel and inhumane. No states in the North allowed slavery and the North and the abolitionists who lived there harbored fugitive slaves and helped them escape to Canada along the Underground Railroad. In the South, on the other hand, the people said that slavery was necessary to their way of life even though the majority of southerners did not even own slaves. Those who did own slaves, said slavery was good for the slaves because they were cared for in every way and given a job and that slavery was good for the slave owners because it allowed southern whites to achieve a high level of culture. Some people in both the North and the South even justified or condemned slavery through references in the Bible. Both sides of the slavery argument had strong supporters and both disliked the other side.

The cultural (social) differences between the North and South also caused conflict and added to sectional differences. In the North, society was much more urban (cities) and industrial while the majority of people were employed. Northerners tended to be less religious but more educated and the section was the power base of several political groups, including the Whigs, Republicans, and the Northern part of the Democratic Party. In the South, most people made a living through agriculture (farming) and lived further apart than people in the congested cities of the North. Religion was more important in the daily life of southerners but the average person was less educated and nearly all southerners were Democrats. These cultural differences made both the North and South think it was better than the other and kept the sections from trying to understand each other.

Economics was another large difference between the two major sections of the United States. The Northern economy was centered on manufacturing and industry (factories). They called for a high tariff (tax on imported goods) to protect that industry from foreign competition. The North was dependent on other parts of the country for most of its agricultural needs. The northern part of the country also had most of the country's factories, roads, canals, and railroads. In the South, agriculture and large plantations were the basis of the economy centered on "king cotton." The South opposed tariffs because they believed they would scare off foreign buyers of their goods and cost them more to live the lives they were used to because they had to import many of their goods. The people in the South were more self-sufficient than the North, but still needed some goods produced the northern industries. The South also wanted to develop more infrastructure (roads, cities, railroads, etc.), but felt like they were neglected by the government and other sections when it came to development. Economics only furthered the issues between the North and South.

The biggest issue that divided the North and South, however, was their views on the Constitution (Political). The North tended to have a "looser" interpretation of the Constitution and wanted a strong national government. They believed that the national government had absolute power and more authority over the country's issues. Some Northern politicians, like Abraham Lincoln, believed that the United States was one nation and not a collection of independent states. They said the nation could not be separated or divided. The South, on the other hand, supported state's rights (the idea that the individual states should have more power than the federal government). They read the Constitution more "strictly" than the northerners and also believed that state governments could nullify (or do away with) federal laws they did not agree with. Most Southerners also believed that because the states had freely created and joined the union (country) they could freely leave it as well. Constitutional (Political) issues caused the most conflict between the North and South leading up to the Civil War.

These issues that divided the nation leading up to the Civil War, created social, economic, and political tensions within the United States. Only temporary fixes through compromises and laws, such as the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act kept the peace. By 1860, however, the election of Abraham Lincoln made the South feel that no compromises could cure the wounds of so many years of disagreement. Fort Sumter, South Carolina provided the stage for the first sign of open aggression between the Union and the newly formed Confederate States of America.

**Issues of Sectionalism That Caused Bitter Division between the North and South**

Sectional Differences	North	South
Slavery		
Social (Cultural)		
Economic		
Political (Constitutional)		

**Paragraph Summary:** Based on the evidence in the graphic organizer, discuss how the issue of slavery and state rights created tension between the North and South.

## Image 2

Study the political cartoon. Then answer questions 1-10.

Driving Historical Question: How did the issues of states' rights and slavery increase sectional tension between the North and the South?

Document A



Study the above political cartoon (Document A); then answer the questions 1-10

1. List the objects or people you see in the cartoon.	2. Which of the objects on your list are symbols?	3. What do you think each symbol mean?
4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?	5. Describe the action that is taking place in the cartoon.	6. Explain the message of the cartoon.
7. List evidence from the cartoon that led you to your conclusion regarding the message or main idea.	8. What special interest groups would agree/disagree with the cartoon's message? Why?	9-10. Does the action in the political cartoon support a "claim" to the driving historical question? If yes, how? If no, why?



## Task 3

Use Document A to address the following question

Driving Historical Question: How did efforts to address issues of slavery between Northern and Southern states help resolve their differences

### Document A



## THE MISSOURI COMPROMISE

Henry Clay crafted the Missouri Compromise to keep the United States expanded and together. The economy of the southern slave states relied on tobacco, cotton, and an abundance of farm land. Southern farmers aggressively pursued western expansion to continue agricultural production. The Northern states, having an industrialized economy, did not rely on land. However, the northern states refused to allow slavery in expansion states, as this would upset the legislative balance of the federal government. The Missouri Compromise admitted Missouri as a slave state, Maine as a free state, and barred future states from instituting slavery above the 36°30 parallel.



Based on Document A, discuss three reasons (evidence) why it was important to keep the United States expanded and together.

Use Document A to create a Claim that answers the Driving Historical Question.

<p><u>Claim:</u></p>
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Based on your claim, provide three explanations why your evidence supports the claim.

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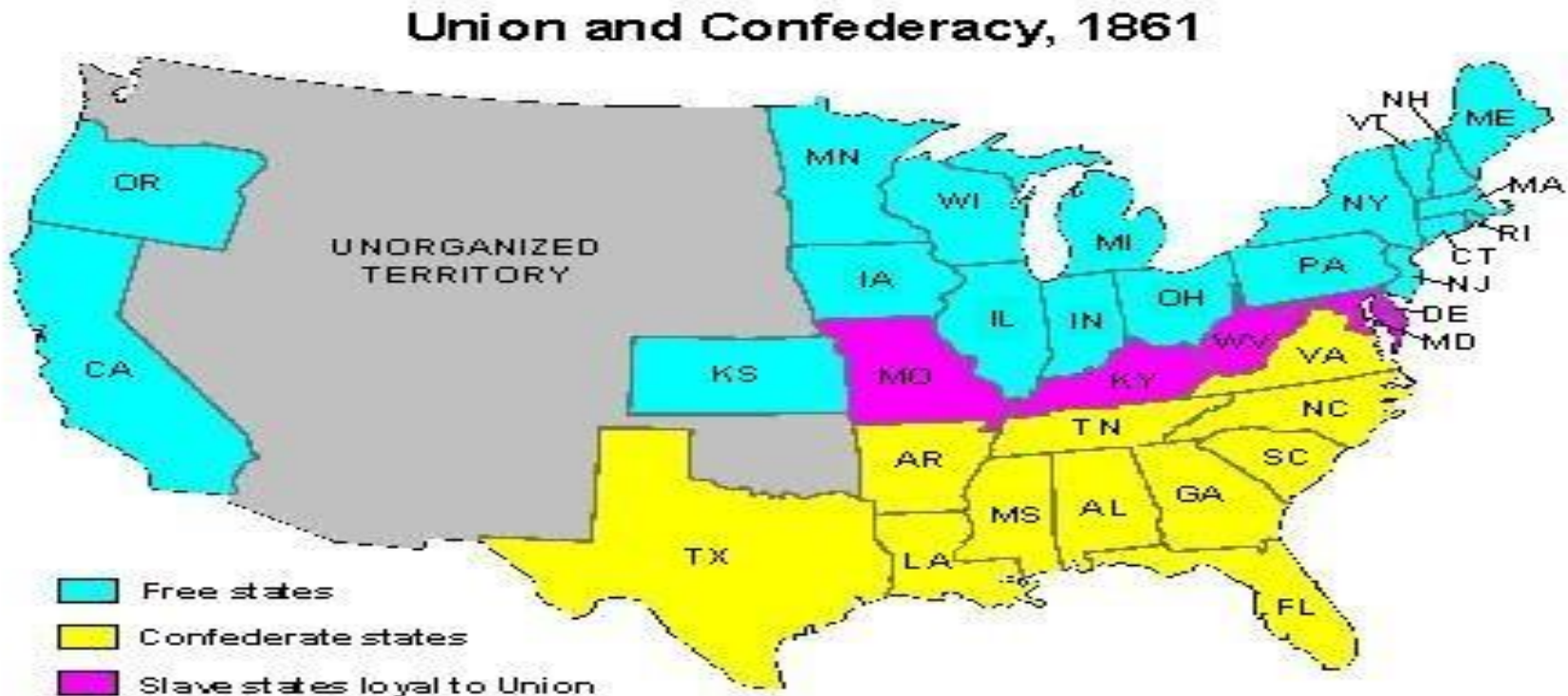
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## Image 4

*Driving Historical Question: Did the South have a right to secede from the Union?*



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## Passage 5

### Key Philosophies in the Declaration of Independence

The key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.

### The Key Philosophies in the Declaration of Independence are

- People have certain “unalienable rights” (rights that cannot be taken away – life, liberty, pursuit of happiness).
  - People establish government to protect those rights.
  - Government derives power from the people.
  - People have a right and a duty to change a government that violates their rights.
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## Passage 6

### Generals of the Civil War

#### Ulysses S. Grant: General of the Union Army

Ulysses Grant was an unlikely hero. He never wanted to be a soldier but went to West Point anyway. When war broke out, he took command of a group of volunteer soldiers. Like George Washington, Grant would not give up, and his constant attacks began to hurt the South. As a reward for his victories, Lincoln named him general in chief of the Union Army in 1864. Grant ordered most of his troops to head deep into the South while he led the Army of the Potomac to the final showdown with Robert E. Lee's Army of Northern Virginia.

#### Robert E. Lee: The Man at the Heart of the Confederacy

When Abraham Lincoln had to choose someone to lead the Union Army, he turned to one of America's finest military leaders of that time- Virginian Robert Edward Lee. But Lee, soft-spoken and humble said, "I cannot raise my hand against my birthplace, my home, my children." Lee became the leader of the Army of Northern Virginia, the largest force in the Confederate Army. Lee had been against secession, but he believed that a nation held together by force was a bad thing. Lee led his soldiers with courage and honor, but when it became clear that the South could not win, it was he who urged Jefferson Davis to accept defeat and to end the war. He urged all southerners to reunite as Americans.

#### Thomas "Stonewall" Jackson: The South's Great Soldier

Brilliant, determined, intense-these words describe Virginia Thomas Jackson, one of the Confederacy's most skilled generals. Under his leadership, many early battles of the Civil War were won by the South. Jackson earned his famous nickname after the First Battle of Bull Run, where he was describe as standing "like a stone wall" in the heat of battle. He was beloved by his soldiers but was accidentally shot by a Southern sentry one night. His death was a blow to the Confederacy's chances of winning. (Our America by Five Ponds Press)

## Passage 7:

### The Death of Stonewall Jackson

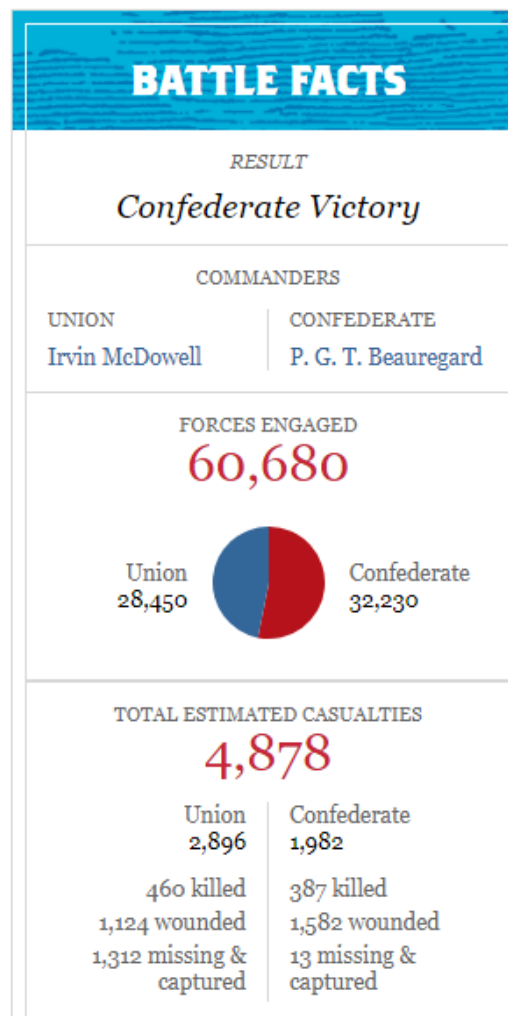
Before daybreak on May 3, 1863, Capt. Richard E. Wilbourn, signal officer on Jackson's staff, arrived at Lee's headquarters to tell him about the [general's wounding](#) and report on the progress of the battle. "I reached Gen. Lee about an hour before day and found him laying on the ground [a]sleep," wrote Wilbourn shortly thereafter. "I told him Gen. J. was wounded . . . then he said, 'thank God it is no worse, God be praised that he is yet alive.'" Lee then listened as Wilbourn described the victorious Confederate flank attack. After he finished, the general remarked, "Capt. any victory is dearly bought that deprives us of the services of Jackson even temporarily."

Later on May 3 Lee sent a brief note to Jackson—who was recovering in a field hospital after having his left arm amputated—in which he stated, "Could I have directed events, I should have chosen for the good of the country to be disabled in your stead." The next day an ambulance carried Jackson to Guiney's Station, a safe location south of Fredericksburg. News at first was good. The general appeared to be recovering nicely from the surgery. By the night of Thursday May 7, however, Jackson showed unmistakable signs of pneumonia. Over the next two days, his body weakened dramatically, and he drifted in and out of consciousness. On Sunday, May 10, at 3:15 p.m., Stonewall Jackson died.

General Lee immediately sent word to Secretary of War James A. Seddon. "It becomes my melancholy duty to announce to you the death of General Jackson." The next day he wrote his son Custis a letter in which he succinctly summed up his thoughts on Jackson's death. "It is a terrible loss," he told him, "I do not know how to replace him." All that remained was for Lee to announce the sad news to the army. (Courtesy the Virginia History and Culture Museum Website)

## Document 8

On July 16, 1861, the new Union volunteer army under **Brig. Gen. Irvin McDowell** marched from Washington DC toward the Confederate army under **Gen. Pierre G. T. Beauregard**, drawn up behind Bull Run creek west of Centreville. Beauregard's men defended the strategic railroad junction at Manassas, just west of the creek. On July 17, McDowell sent a small force across Bull Run at Blackburn's Ford to test the Confederate defenses. A brief skirmish ensued, with light casualties and little result. McDowell made plans to attack the north or left end of Beauregard's line, while making a simultaneous demonstration where the Warrenton Turnpike crossed the creek at a stone bridge. Early on July 21, two of McDowell's divisions crossed at Sudley Ford and attacked the Confederate left flank on Matthews Hill. Fighting raged throughout the morning as Confederate forces were driven back to Henry Hill and more Union brigades crossed Bull Run. In the afternoon, Confederate reinforcements arrived via railroad from **Gen. Joseph Johnston's** army in the Shenandoah Valley, among them a brigade of Virginians under **Brig. Gen. Thomas J. Jackson**. Jackson organized a defense of Henry Hill bolstered by artillery. McDowell also ordered more infantry and artillery to Henry Hill, where the fiercest fighting of the new war occurred. Additional Confederate reinforcements broke the Union right flank, and Jackson held his ground on Henry Hill "like a stone wall." Under counterattack and with no reinforcements, the Federals retreated which soon deteriorated into a complete rout. The next day, the shattered Union army reached the safety of Washington and the first battle of the war was over.



## Passage 9

### First Shots of the Civil War

Union Major Robert Anderson wrote, Fort Sumter is a tempting prize, the value of which is well known to the Charlestonians, and once in their possession, with its ammunition and armament and walls uninjured and garrisoned properly, it would set our Navy at defiance, compel me to abandon this work, and give them the perfect command of this harbor.

Union Major Anderson took possession of Fort Sumter in December 1860, following South Carolina's secession from the Union. However, his position left him trapped by the Confederate military and with a limited supply of ammunition and vital supplies.

Francis Pickens, governor of South Carolina, instructed Anderson to leave the fort, but Anderson refused. South Carolina's growing military presence in the harbor prompted President Buchanan to send troops and supplies to aid Anderson. However, Confederate ships fired upon the Union supply ship and it retreated.

More states seceded from the Union and joined the Confederacy. On April 10, 1861, after learning that newly elected President Lincoln planned to send reinforcements to Fort Sumter, the Confederacy gave General Beauregard an order to attack in such a manner as you may determine to reduce it, unless Anderson removed his troops from the fort.

Anderson refused to retreat. On April 12, the Confederate army attacked Fort Sumter. The Civil War had begun!

## Image 10

### Surrender at Appomattox

On April 3, 1865, after four long, bloody years, Union troops finally captured the Confederate capital of Richmond, Virginia. The Confederate government fled the city. The two generals arranged terms of surrender at a courthouse in Appomattox, Virginia.

*"The results of the last week must convince you of the hopelessness of further resistance on the part of the Army of Northern Virginia in this struggle. I feel that it is so, and regard it as my duty to shift from myself the responsibility of any further effusion of blood by asking of you the surrender of that portion of the Confederate States army known as the Army of Northern Virginia."*

Ulysses S. Grant to Robert E. Lee  
April 7, 1865

*"I have received your note of this date. Though not entertaining the opinion you express of the hopelessness of further resistance on the part of the Army of Northern Virginia, I reciprocate your desire to avoid useless effusion of blood, and therefore, before considering your proposition, ask the terms you will offer on condition of its surrender."*

—Robert E. Lee to Ulysses S. Grant  
April 7, 1865



## Emancipation Proclamation

President Lincoln first proposed the idea for the Emancipation Proclamation to his advisors in the summer of 1862. He thought that if Confederate slaves were freed, the Confederacy could no longer use their labor. He also predicted that freed slaves would join the Union cause. However, Lincoln waited for an event that would prove the Union could support such a bold proclamation.

On September 17, 1862, at the Battle of Antietam, Union and Confederate forces clashed on Union soil in the bloodiest single-day battle in American history. The battle resulted in a Union victory, giving President Lincoln the confidence and opportunity to issue the Emancipation Proclamation.

On January 1, 1863, the Emancipation Proclamation declared that all slaves in the ten rebelling Confederate states were free. This applied to 3.1 million slaves in the Confederate states but did not apply to slaves in the Union-sided Border states. Additionally, freedom to all slaves depended on the Union winning the Civil War. With every Union victory in the South, more Confederate slaves were given their freedom.

In effect, the Emancipation Proclamation changed the character of the war. It expanded the focus of the Civil War to the emancipation of slaves as well as the preservation of the Union. The Proclamation also allowed black men to enter the Union army and navy. By the end of the Civil War, approximately 200,000 black men had joined the Union cause for freedom.

## Passage 12

### African Americans During the Civil War

#### Not Allowed to Fight

It may seem only natural for us today that African-Americans would have fought on the side of the North in the Civil War. After all, they would have been fighting for their freedom and the end of slavery. However, despite wanting to end slavery, people in the North did not want African-Americans to become part of the army. Even President Lincoln was afraid that the border states would secede if he allowed former slaves to fight in the war.

- Why did President Lincoln not want to let African Americans fight for the Union?

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#### African-American Soldiers Join the Army

Some abolitionists, such as Frederick Douglass, argued that African-Americans should be allowed to fight. As the war continued, the North needed more able-bodied men to fight. In early 1863, the Union decided to officially allow African-Americans to join the army. White and black soldiers would still be in separate regiments and black regiments would have white officers.

- Describe the regiments African Americans served in:

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#### The First Black Regiments

The first black regiments played an important role. Many white people believed that the former slaves would not be brave enough to fight in battle. The first black regiments proved them wrong. They fought with courage and bravery in the face of gunfire and death. Two of the first African-American regiments fought under General Nathaniel Banks at the Battle of Port Hudson. General Banks would later praise them on their valor and character.

#### The Courage to Fight

It took a lot of courage for any soldier to fight in the Civil War, but it was even more dangerous for black soldiers. If black soldiers were captured by the Confederates while fighting for the Union, they were executed or sold back into slavery. The Confederates also executed any captured white officers of black regiments.

- Why was it more dangerous for African American soldiers during the Civil War?

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- Why do you think African American were willing to join the Union Army despite it being more dangerous?

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One of the most famous black regiments was the 54th Massachusetts Infantry Regiment. Their story was told in the award winning 1989 movie Glory. Their most famous battle was when they led the Union charge on Fort Wagner. They lost around 40% of their troops including their commander Colonel Robert Shaw. However, their bravery was an inspiration to all Union troops, especially other black regiments.

#### More African-American Soldiers

As the war continued, more black soldiers enlisted to fight for the North. They became a major part of the Union armed forces. By the end of the war, around 180,000 African-Americans had fought making a major difference and helping the North to win the war.

- How do you think the addition of African American soldiers help lead to the eventual outcome of the war?

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### African Americans in the South

African-Americans also participated in the Confederate Army. They were mostly used as workers, although they were sometimes forced into battle when the fighting became fierce. Near the end of the war, in 1865, the South finally approved black soldiers.

- What roles did African Americans typically serve in the Confederate Army?

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- Why do you think their role changed by the end of the war?

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### Interesting Facts About African Americans During the Civil War

1. Through much of the war, black soldiers were paid \$10 a week. This was \$3 less than white soldiers. Equal pay was eventually granted by Congress in 1864.
2. Senator Howell Cobb of Georgia said "...if slaves make good soldiers, then our whole theory of slavery is wrong."
3. Around 40,000 African-American soldiers died during the war. Around 70% of them died from disease and infection.
4. Harriet Tubman, an escaped slave who worked on the Underground Railroad, worked as a spy for the North during the Civil War.
5. Slaves who escaped to the Union Army were called contrabands.

Source:

[https://www.ducksters.com/history/civil\\_war/african\\_americans.php](https://www.ducksters.com/history/civil_war/african_americans.php)

## Passage 13

### Women

The war also affected the lives of American women. Most women stayed with their homes and families during the fighting. They ran the family farms, businesses, plantations; and served as nurses and worked in factories. In addition, they aided the war effort by sewing uniforms, providing shelter for soldiers and weaving as spies for the Union and Confederate governments. Clara Barton is a good example of the contributions made by women during the Civil War. She was a Civil War nurse who traveled behind the battle lines to distribute supplies to wounded soldiers. Following the war, she established the American Red Cross.

- What roles did women play during the Civil War? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How was this change from their previous roles? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Who was Clara Barton? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What impact did she have on today's society?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Soldiers

Civil War soldiers were involved in extremely brutal combat. Advances in artillery and weapons made this an especially deadly war. Grenades, torpedoes, and repeating rifles were used for the first time during the war. Cannon shots could travel hundreds of yards and pointed bullet could fire with greater accuracy and travel greater distances. If a soldier survived all of this to reach the enemy line, the battle became a man to man fight to the death. Although approximately 620,000 Americans died during the Civil War, most of the deaths were not caused by combat. Disease was a major killer. Dirty water, lack of sewers, spoiled foods, and the unsanitary treatment of injuries killed many men. Filthy clothing and bedding filled with lice, ticks and fleas added to the poor health of the soldiers. Diseases such as measles, pneumonia, chicken pox, and tuberculosis, as well as intestinal ailments killed twice as many men as battle.

- What made the Civil War especially deadly?  
\_\_\_\_\_  
\_\_\_\_\_
- What cause most of the Civil War deaths?  
\_\_\_\_\_  
\_\_\_\_\_

- Describe the conditions in the Civil War camps that led to disease.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What types of diseases killed many of the soldiers?  
\_\_\_\_\_  
\_\_\_\_\_

As the war stretched out over four long years, able-bodied men were in short supply. This was especially true in the South with its smaller population. As a result, Southern troops became increasingly younger. Although most Civil War soldiers were between the ages of eighteen and thirty years of age; men as young as seventeen were allowed to join the Confederate army. Some surviving war records also reveal that boys as young as thirteen and fourteen lied about their age in order to enlist. As confederate army became younger and less experienced, it also became more poorly equipped and clothed. Shortages of food and material goods became quite severe as the Union army interrupted the Confederate army's supply lines.

- As the war dragged on, what was the impact on Southern soldiers?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Table 14

### CASUALTIES OF THE CIVIL WAR

	Union Troops	Confederate Troops
Total Troops	1,566,678	1,082,119
Wounded	275,175	194,000*
Died of Wounds	110,070	94,000
Died of Disease	249,458	164,000

— Garraty and McCaughey, *The American Nation*, Harper and Row, 1987;  
\*Shelby Foote, *The Civil War: A Narrative*, Vintage Books, 1986

## Photo 15

“Burnt District” Richmond, VA April 1865



Citation: <https://www.loc.gov/item/2018671684/>