



## What You Will Learn...

## Main Ideas

1. The Emancipation Proclamation freed slaves in Confederate states.
2. African Americans participated in the war in a variety of ways.
3. President Lincoln faced opposition to the war.
4. Life was difficult for soldiers and civilians alike.

## The Big Idea

The lives of many Americans were affected by the Civil War.

## Key Terms and People

emancipation, p. 529

Emancipation Proclamation, p. 529

contrabands, p. 531

54th Massachusetts Infantry, p. 531

Copperheads, p. 532

habeas corpus, p. 532

Clara Barton, p. 534



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TAKING NOTES

Use the graphic organizer online to take notes on the effects of the Civil War on the lives of African Americans, soldiers, and women and children.

# Daily Life during the War

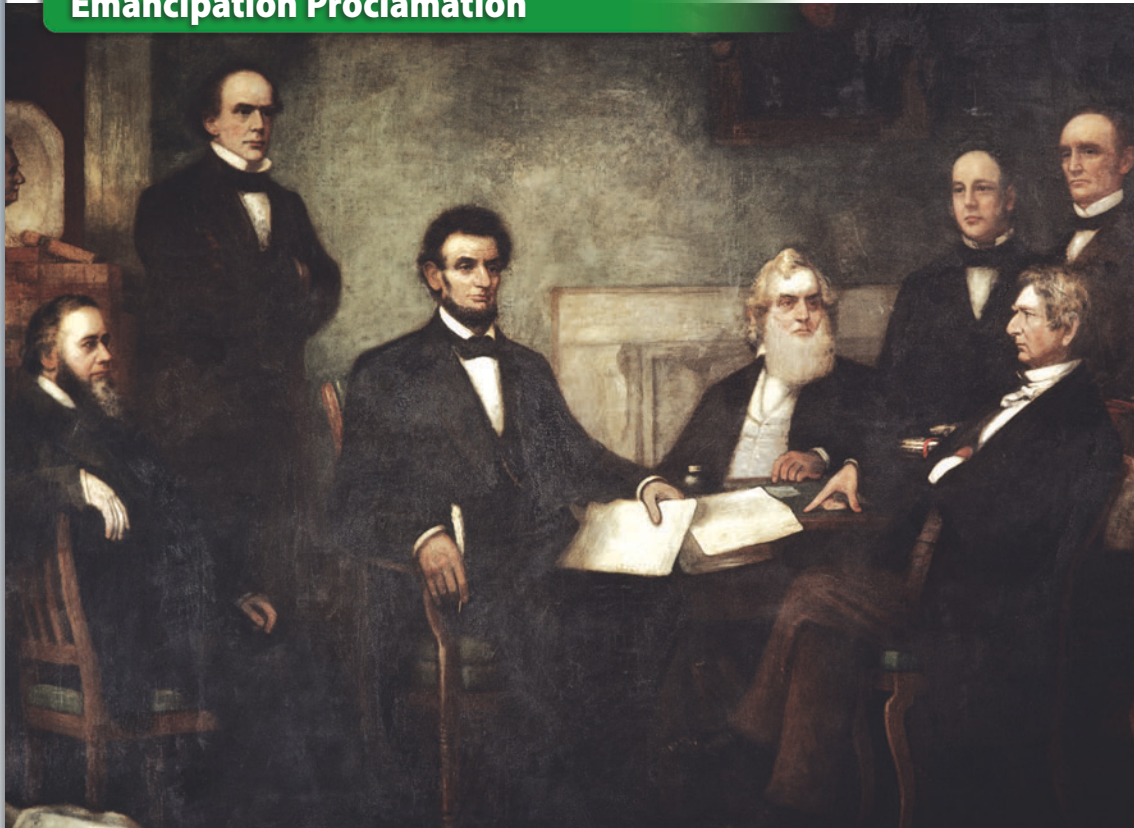
## If YOU were there...

You live in Maryland in 1864. Your father and brothers are in the Union army, and you want to do your part in the war. You hear that a woman in Washington, D.C., is supplying medicines and caring for wounded soldiers on the battlefield. She is looking for volunteers. You know the work will be dangerous, for you'll be in the line of fire. You might be shot or even killed.

## Would you join the nurses on the battlefield?

**BUILDING BACKGROUND** The Civil War touched almost all Americans. Some 3 million men fought in the two armies. Thousands of other men and women worked behind the lines, providing food, supplies, medical care, and other necessary services. Civilians could not escape the effects of war, as the fighting destroyed farms, homes, and cities.

## Emancipation Proclamation



## Emancipation Proclamation

At the heart of the nation's bloody struggle were millions of enslaved African Americans. Abolitionists urged President Lincoln to free them.

In an 1858 speech, Lincoln declared, "There is no reason in the world why the negro is not entitled to all the natural rights numerated in the Declaration of Independence—the right to life, liberty, and the pursuit of happiness." Yet as president, Lincoln found **emancipation**, or the freeing of slaves, to be a difficult issue. He did not believe he had the constitutional power. He also worried about the effects of emancipation.

### Lincoln Issues the Proclamation

Northerners had a range of opinions about abolishing slavery.

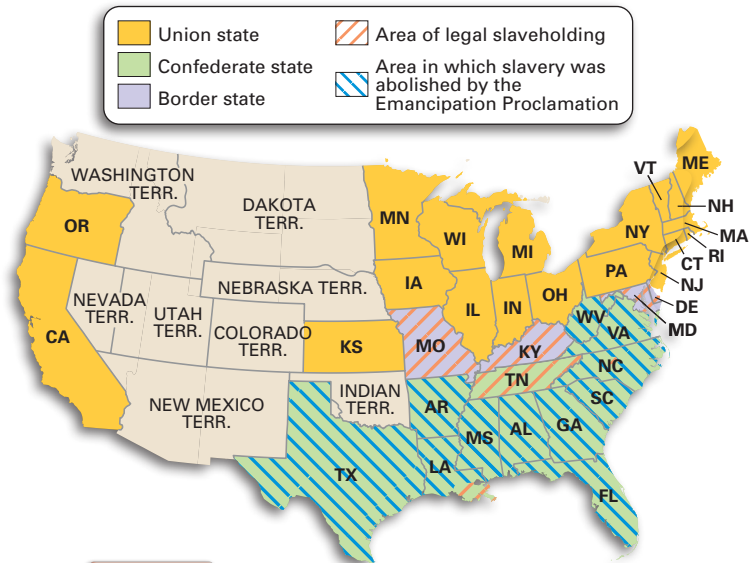
- The Democratic Party, which included many laborers, opposed emancipation. Laborers feared that freed slaves would come north and take their jobs at lower wages.
- Abolitionists argued that the war was pointless if it did not win freedom for African Americans. They warned that the Union would remain divided until the problem was resolved.



The painting at left shows Lincoln and his cabinet after the signing of the Emancipation Proclamation. Above is a photo of former slaves who were freed by the proclamation.

*How do you think the Emancipation Proclamation would affect the Civil War?*

## Emancipation Proclamation



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Place** In which places was slavery still legal after the Emancipation Proclamation?

- Lincoln worried about losing support for the war. Previous wartime Confiscation Acts that had attempted to free the slaves had been unpopular in the border states.
- Others, including Secretary of War Edwin Stanton, agreed with Lincoln that the use of slave labor was helping the Confederacy make war. Therefore, as commander in chief, the president could free the slaves in all rebellious states. Freed African Americans could then be recruited into the Union army.

For several weeks in 1862, Lincoln worked intensely, thinking, writing, and rewriting. He finally wrote the **Emancipation Proclamation**, the order to free the Confederate slaves. The proclamation declared that:

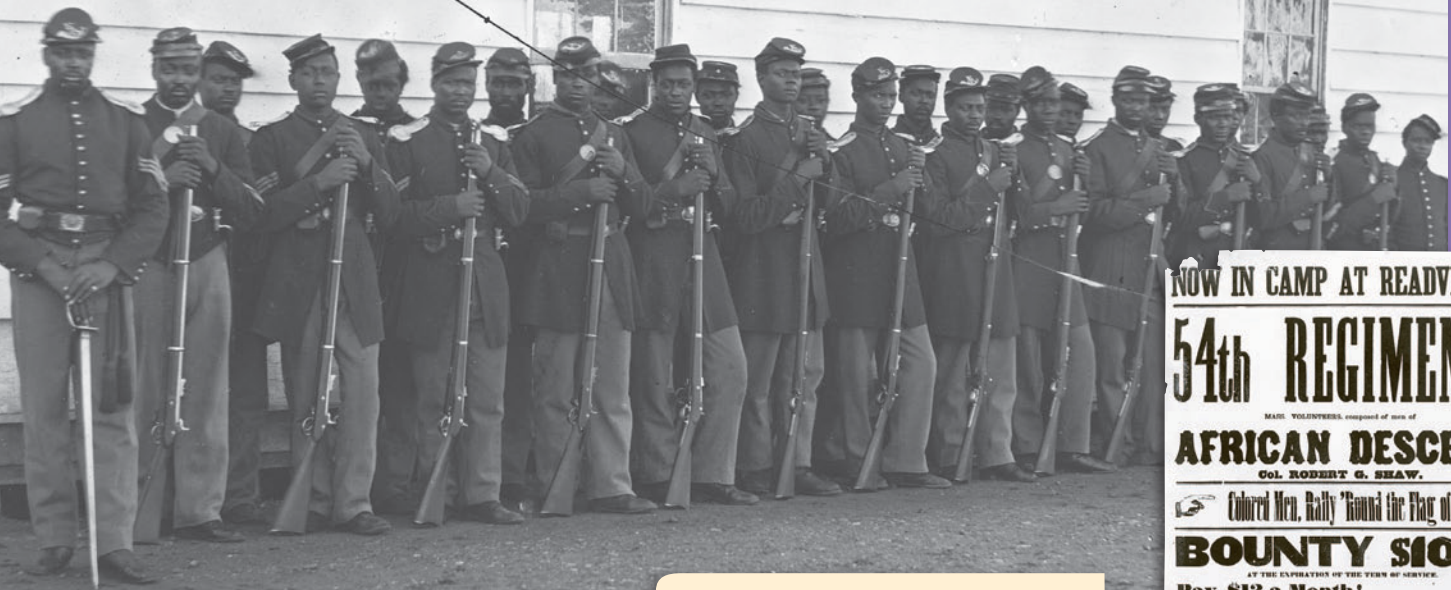
"... all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free."

—Emancipation Proclamation, 1862

The Emancipation Proclamation was a military order that freed slaves only in areas controlled by the Confederacy. In fact, the



## New Soldiers



African American soldiers, such as the 54th Massachusetts Infantry and Company E of the 4th U.S. Colored Infantry, shown here, fought proudly and bravely in the Civil War. At right is a flyer used to recruit African American soldiers.



VIDEO **H**  
54th Regiment HISTORY

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proclamation had little immediate effect. It was impossible for the federal government to enforce the proclamation in the areas where it actually applied—the states in rebellion that were not under federal control. The proclamation did not stop slavery in the border states, where the federal government would have had the power to enforce it. The words written in the Emancipation Proclamation were powerful, but the impact of the document was more symbolic than real. It defined what the Union was fighting against, and discouraged Britain from aiding the Confederacy.

Lincoln wanted to be in a strong position in the war before announcing his plan. The Battle of Antietam gave him the victory he needed. He issued the Emancipation Proclamation on September 22, 1862. The proclamation went into effect on January 1, 1863.

## Reaction to the Proclamation

New Year's Eve, December 31, 1862: In “night watch” meetings at many African American churches, worshippers prayed, sang, and gave thanks. When the clocks struck midnight, millions were free. Abolitionists rejoiced. Frederick Douglass called January 1, 1863, “the great day which is to determine the destiny not only of the American Republic, but that of the American Continent.”

William Lloyd Garrison was quick to note, however, that “slavery, as a system” continued to exist in the loyal slave states. Yet where slavery remained, the proclamation encouraged many enslaved Africans to escape when the Union troops came near. They flocked to the Union camps and followed them for protection. The loss of slaves crippled the South’s ability to wage war.

**READING CHECK** **Finding Main Ideas** How did northerners view the Emancipation Proclamation?

## Primary Source

### LETTER

**June 23, 1863**

Joseph E. Williams, an African American soldier and recruiter from Pennsylvania, wrote this letter describing why African Americans fought for the Union.

*"We are now determined to hold every step which has been offered to us as citizens of the United States for our elevation [benefit], which represent justice, the purity, the truth, and aspiration [hope] of heaven. We must learn deeply to realize the duty, the moral and political necessity for the benefit of our race...Every consideration of honor, of interest, and of duty to God and man, requires that we should be true to our trust."*

—quoted in *A Grand Army of Black Men*, edited by Edwin S. Redkey

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

**Why did Williams think being soldiers was so important for African Americans?**

## African Americans Participate in the War

As the war casualties climbed, the Union needed even more troops. African Americans were ready to volunteer. Not all white northerners were ready to accept them, but eventually they had to. Frederick Douglass believed that military service would help African Americans gain rights.

*"Once let the black man get upon his person the brass letters, U.S.; . . . and a musket on his shoulder and bullets in his pocket, and there is no power on earth which can deny that he has earned the right to citizenship."*

—Frederick Douglass, quoted in *The Life and Writings of Frederick Douglass*, Vol. 3

Congress began allowing African Americans to volunteer as laborers in July 1862. The War Department also gave **contrabands**, or escaped slaves, the right to join the Union army in South Carolina. Free African Americans in Louisiana and Kansas also formed their own units. By the spring of 1863, African American army units were proving themselves in combat. They took part in a Union attack on Port Hudson, Louisiana, in May.

One unit stood out above the others. The **54th Massachusetts Infantry** consisted mostly of free African Americans. In July 1863 this regiment led a heroic charge on South Carolina's Fort Wagner. The 54th took heavy fire and suffered huge casualties in the failed operation. About half the regiment was killed, wounded, or captured. Edward L. Pierce, a correspondent for the *New York Tribune*, wrote, "The Fifty-fourth did well and nobly...They moved up as gallantly as any troops could." William Carney, a sergeant in the regiment, became the first African American to receive the Congressional Medal of Honor after he was shot several times while keeping the U.S. flag aloft during the battle. The bravery of the 54th regiment made it the most celebrated African American unit of the war.

About 180,000 African Americans served with the Union army. They received \$10 a month, while white soldiers got \$13. They were usually led by white officers, some from abolitionist families.

African Americans faced special horrors on the battlefield. Confederates often killed their black captives or sold them into slavery. In the 1864 election, Lincoln suggested rewarding African American soldiers by giving them the right to vote.

#### READING CHECK Analyzing Information

How did African Americans support the Union?



## Growing Opposition

The deepening shadows in Lincoln's face reflected the huge responsibilities he carried. Besides running the war, he had to deal with growing tensions in the North.

### Copperheads

As the months rolled on and the number of dead continued to increase, a group of northern Democrats began speaking out against the war. Led by U.S. Representative Clement L. Vallandigham of Ohio, they called themselves Peace Democrats. Their enemies called them Copperheads, comparing them to a poisonous snake. The name stuck.

Many **Copperheads** were **midwesterners that sympathized with the South and opposed abolition**. They believed the war was not necessary and called for its end. Vallandigham asked what the war had gained, and then said, "Let the dead at Fredericksburg and Vicksburg answer."

Lincoln saw the Copperheads as a threat to support of the war effort. To silence them, he suspended the right of habeas corpus.

**Habeas corpus** is a constitutional protection against unlawful imprisonment. Ignoring this protection, Union officials jailed their enemies, including some Copperheads, without evidence or trial. Lincoln's action greatly angered Democrats and some Republicans.

### Northern Draft

In March 1863, war critics erupted again when Congress approved a draft, or forced military service. For \$300, men were allowed to buy their way out of military service. For an unskilled laborer, however, that was nearly a year's wages. Critics of the draft called the Civil War a "rich man's war and a poor man's fight."

In July 1863, riots broke out when African Americans were brought into New York City to replace striking Irish dock workers. The city happened to be holding a war draft at the same time. The two events enraged rioters, who attacked African Americans and draft offices. More than 100 people died.

In this tense situation, the northern Democrats nominated former General George McClellan for president in 1864. They called

### Infantry Family

While wealthy civilians could avoid military service, poorer men were drafted to serve in the Union army. This member of the 31st Pennsylvania Infantry brought his family along with him. His wife probably helped the soldier with many daily chores such as cooking and laundry.

*Why would soldiers bring their families to live with them in camp?*



for an immediate end to the war. Lincoln defeated McClellan in the popular vote, winning by about 400,000 votes out of 4 million cast. The electoral vote was not even close. Lincoln won 212 to 21.

### READING CHECK Identifying Cause and Effect

Who opposed the war, and how did Lincoln respond to the conflict?

## Life for Soldiers and Civilians

Young, fresh recruits in both armies were generally eager to fight. Experienced troops, however, knew better.

### On the Battlefield

Civil War armies fought in the ancient battlefield formation that produced massive casualties. Endless rows of troops fired directly at one another, with cannonballs landing amid them. When the order was given, soldiers would attach bayonets to their guns and rush toward their enemy. Men died to gain every inch of ground.

Doctors and nurses in the field saved many lives. Yet they had no medicines to stop infections that developed after soldiers were wounded. Many soldiers endured the horror of having infected legs and arms amputated without painkillers. Infections from minor injuries caused many deaths.

Despite the huge battlefield losses, the biggest killer in the Civil War was not the fighting. It was diseases such as typhoid, pneumonia, and tuberculosis. Nearly twice as many soldiers died of illnesses as died in combat.

### Prisoners of War

Military prisoners on both sides lived in unimaginable misery. In prison camps, such as Andersonville, Georgia, and Elmira, New York, soldiers were packed into camps designed to hold only a fraction of their number. Soldiers had little shelter, food, or clothing. Starvation and disease killed thousands of prisoners.

## LINKING TO TODAY

### Battlefield Communications

The drummer was an essential member of every Civil War unit. Drummers served army commanders by drumming specific beats that directed troop movements during battle. Different beats were used to order troops to prepare to attack, to fire, to cease fire, and to signal a truce. Drummers had to stay near their commanders to hear orders. This meant that the drummers—some as young as nine years old—often saw deadly combat conditions.

The Civil War gave birth to the Signal Corps, the army unit devoted to communications. Today battlefield communications are primarily electronic. Radio, e-mail, facsimile, and telephone messages, often relayed by satellites, enable orders and other information to be transmitted nearly instantaneously all over the globe.

#### Drum Corps of 61st New York Infantry



#### Modern battlefield communications



### ANALYSIS SKILL

#### ANALYZING INFORMATION

Why is communication so important on the battlefield?



## Life as a Civilian

The war effort involved all levels of society. Women as well as people too young or too old for military service worked in factories and on farms. Economy in the North boomed as production and prices soared. The lack of workers caused wages to rise by 43 percent between 1860 and 1865.

Women were the backbone of civilian life. On the farms, women and children performed the daily chores usually done by men. One visitor to Iowa in 1862 reported that he “met more women . . . at work in the fields than men.” Southern women also managed farms and plantations.

One woman brought strength and comfort to countless wounded Union soldiers. Volunteer **Clara Barton** organized the collection of medicine and supplies for delivery to the battlefield. At the field hospitals,



### Clara Barton

founded the American Red Cross.

the “angel of the battlefield” soothed the wounded and dying and assisted doctors as bullets flew around her. Barton’s work formed the basis for the future American Red Cross.

In the South, Sally Louisa Tompkins established a small hospital in Richmond, Virginia. By the end of the war, it had grown into a major army hospital. Jefferson Davis recognized her value to the war effort by making her a captain in the Confederate army.

**READING CHECK Analyzing** How did women help the war effort on both sides?

**SUMMARY AND PREVIEW** Many lives were changed by the war. In the next section you will learn about the end of the war.

### THE IMPACT TODAY

Providing assistance to victims of war is still part of the American Red Cross’s mission today. In addition, the American Red Cross aids victims of natural disasters, provides services to the needy, supports military members and their families, and collects and distributes lifesaving blood.

## Section 4 Assessment



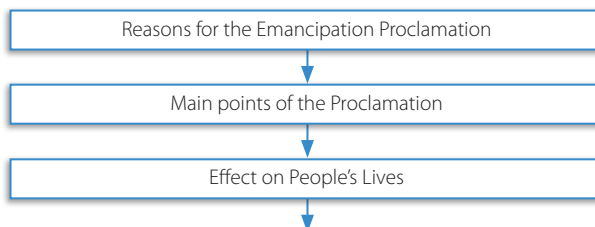
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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did some Americans want to end slavery?  
**b. Contrast** How did reactions to the **Emancipation Proclamation** differ?  
**c. Elaborate** Do you think that the **emancipation** of slaves should have extended to the border states? Explain your answer.
- a. Recall** Why did some northerners want to recruit African Americans into the Union army?  
**b. Contrast** In what ways did African American soldiers face more difficulties than white soldiers did?
- a. Identify** Who were **Copperheads**, and why did they oppose the war?  
**b. Evaluate** Should President Lincoln have suspended the right to **habeas corpus**? Why?
- a. Describe** What were conditions like in military camps?  
**b. Draw Conclusions** How did the war change life on the home front?

### Critical Thinking

- Identifying Effects** Review your notes. Then copy the graphic organizer below. Use it to summarize the reasons for the Emancipation Proclamation, its main points, and its effects on different people.



### FOCUS ON WRITING

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- Taking Notes on Life During the War** Take notes on the emancipation of the slaves, African American soldiers, and women who provided medical care for soldiers. Answer the following questions: Who? Where? When? Why? and How?