

## Section 2

Step-by-Step Instruction

### Review and Preview

Students have learned that the Battle of Bull Run showed both sides that the war would not be easy to win. Now students will read how each side tried to rethink its strategy in order to defeat its enemy.

### Section Focus Question

**How did each side in the war try to gain an advantage over the other?**

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: McClellan tried to make his army bigger and stronger; Lee tried to invade the North to win support abroad and change northerners' public opinion about the war; Grant pushed to gain control over Confederate territory.*)

### Prepare to Read

#### Build Background Knowledge

L2

Have students write a description of the differences between an offensive and defensive strategy. Suggest that they think about strategies in sports such as football, basketball, or tennis. Use the Think-Write-Pair-Share (TE, p. T25) strategy to structure this activity.

#### Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 5,** Reading Readiness Guide, p. 48

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they want to know. The students will return to these worksheets later.

#### Answer

**Checkpoint** new rifles and cannons that were more accurate and had greater range than earlier ones; ironclad ships



#### Battlefield Report

“Our men were vomiting with excessive fatigue, over-exhaustion, and sunstroke; our tongues were parched and cracked for water, and our faces blackened with powder and smoke, and our dead and wounded were piled indiscriminately in the trenches.”

— Confederate soldier, describing a battle in Georgia

◀ Confederate troops

## Early Years of the War

#### Objectives

- Explain how new weapons made fighting the war more dangerous.
- Describe the course of the war in the East in 1862.
- Describe the early days of the war in the West and at sea.

#### Reading Skill

**Distinguish Events in Sequence** As you read this section, it is important to keep events in sequence. Ask yourself: Which event happened first? Next? Last? You might number events to help you organize their sequence. This will help you to understand the unfolding drama of the Civil War.

#### Key Terms and People

**ironclad** **casualty**  
**George McClellan** **Ulysses S. Grant**

**Why It Matters** The Union's crushing defeat at Bull Run made northerners realize that a long and difficult struggle lay ahead. Both the North and South tried to find the strategies and the leaders that would ensure victory and preserve their way of life.

**Section Focus Question: How did each side in the war try to gain an advantage over the other?**

#### New Technology in the War

New weapons made the Civil War more deadly than any previous war. Traditionally, generals had relied on an all-out charge of troops to overwhelm the enemy. But new rifles and cannons were far more accurate and had a greater range than the old muskets and artillery. They could also be loaded much faster. As a result, the attacking army could be bombarded long before it arrived at the defenders' position.

Unfortunately, Civil War generals were slow to recognize the problem and change tactics. Thousands of soldiers on both sides were slaughtered by following orders to cross open fields against these deadly new weapons.

Both sides also made use of **ironclads**. These were warships covered with protective iron plates. Cannon fire bounced harmlessly off this armor. The most famous naval battle of the war occurred when two ironclads, the Union's *Monitor* and the Confederacy's *Merrimack*, fought to a draw in March 1862. The use of ironclads marked the end of thousands of years of wooden warships. The Confederates used ironclads against the Union's naval blockade. Ironclad Union gunboats played an important role in the North's efforts to gain control of the Mississippi River.

**Checkpoint** What new technologies were used in the Civil War?

### Differentiated Instruction

**L1** English Language Learners **L1** Less Proficient Readers **L1** Special Needs

**Gaining Comprehension** Have students read the text of Early Years of the War as they listen to the Student Edition on audio CD. Monitor student answers to the Checkpoint question to make sure they

understand. Students can be provided with a copy of the CD to work independently at home or in the school Resource Center.

**SE on Audio CD**, Chapter 15, Section 2

## The War in the East

After the Union's defeat at Bull Run, Lincoln removed McDowell and put General **George McClellan** in command. The general was a good organizer, but he was very cautious. For seven months, he trained his army but did not attack. "If General McClellan does not want to use the army," a frustrated Lincoln complained, "I would like to borrow it for a time."

In March 1862, McClellan was finally ready. He moved some 100,000 soldiers by boat along Chesapeake Bay to a peninsula south-east of Richmond. As McClellan advanced toward the Confederate capital, he discovered that his force was far **superior** to the 15,000 enemy soldiers blocking the way. However, McClellan still did not have as many soldiers as he wanted because Lincoln had ordered 37,000 soldiers to stay behind to guard Washington, D.C. The general stopped his advance and asked for more troops.

McClellan waited nearly a month before moving again. This delay gave the Confederates time to **reinforce** their small army of defenders. On May 31, 1862, the Confederates stopped McClellan's advance near Richmond. In late June, McClellan had to retreat.

With Richmond no longer threatened, Lee decided to invade the North. He hoped that a victory on Union soil would help win support for the South in Europe and turn northern public opinion against the war. In early September, he slipped his army into western Maryland.

Now McClellan had a stroke of luck. A Union officer found a paper showing Lee's battle plan. McClellan thus learned that the Confederate army had divided into two parts.

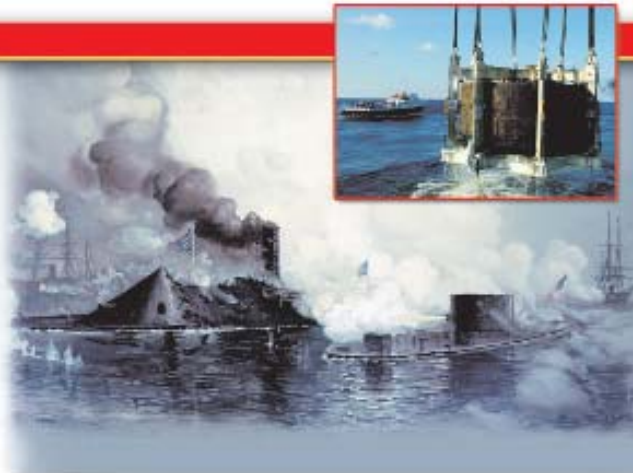
### Vocabulary Builder

**superior** (sah PIR ee ahr) **adj.** of greater importance or value; above average

### Vocabulary Builder

**reinforce** (ree ihn FORS) **v.** to make stronger; to make more effective

Inset shows the recovery of the *Monitor's* turret, or gun chamber, in 2002.



### Explore More Video

To learn more about this historic battle, view the video.

### Battle of Two Ironclads

The Civil War introduced ironclad warships. Here, an artist shows the battle between the Confederacy's *Merrimack* (left) and the Union's *Monitor* (right) off Hampton Roads, Virginia, in 1862. **Critical Thinking: Draw Conclusions** How would you expect an ironclad ship to fare in a battle against an older warship that lacked armor? Explain.

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## Vocabulary Builder

Use the information below to teach students this section's high-use words.

### High-Use Word Definition and Sample Sentence

<b>superior</b> , p. 519	<b>adj.</b> of greater importance or value; above average In some battles, a smaller force proved <b>superior</b> to a larger one.
<b>reinforce</b> , p. 519	<b>v.</b> to make stronger; to make more effective Expecting an enemy attack, soldiers tried to <b>reinforce</b> their defenses.

## Teach

## New Technology in the War

## The War in the East

pp. 518–519

### Instruction

12

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **superior** and **reinforce**, using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
- Read *New Technology in the War and The War in the East* with students, using the Oral Cloze technique (TE, p. T22).
- Discuss the new technology and its effect on strategy. Ask: **How did the new rifles and cannons force military leaders to change their tactics?** (*They could no longer order soldiers to charge against these weapons because the results were deadly.*)
- Ask: **Why did Lee want to invade the North?** (*After McClellan failed to take Richmond, Lee thought a victory on Union soil would gain European support for the South and turn northern public opinion against the war.*) Have students complete the biography worksheet General Robert E. Lee and ask them to explain why President Lincoln had hoped that Lee would lead the federal army.

**All in One Teaching Resources, Unit 5,** General Robert E. Lee, p. 53

### Independent Practice

Have students begin filling in the study guide for this section.

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the results of the battles.

### Explore More Video

### Discovery School Video

*The Monitor and the Merrimack* Show the video to help students understand this battle of the ironclads.

### Answer

**Draw Conclusions** It would be able to do a lot of damage to the older ship without being badly damaged itself.

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## The War in the West

p. 520


### Instruction

L2

- Ask students to read The War in the West. Remind them to look for the sequence of events.
- Ask: **How did Grant change the direction of the Union army?** (His military campaigns in the West were successful and enabled the North to gain important advantages.) **Why was Grant more effective than McClellan?** (He was willing to take chances.)
- Discuss the Battle of Shiloh and its consequences. Ask: **Why was control of the railroad junction at Corinth and the eventual control of the Mississippi River important to the Union army?** (These were major transportation routes for moving troops and supplies.)

### Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 15, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure they understand the events of the early years of the war. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they had expected to learn.

 **Teaching Resources, Unit 5**, Reading Readiness Guide, p. 48

### Assess and Reteach

#### Assess Progress

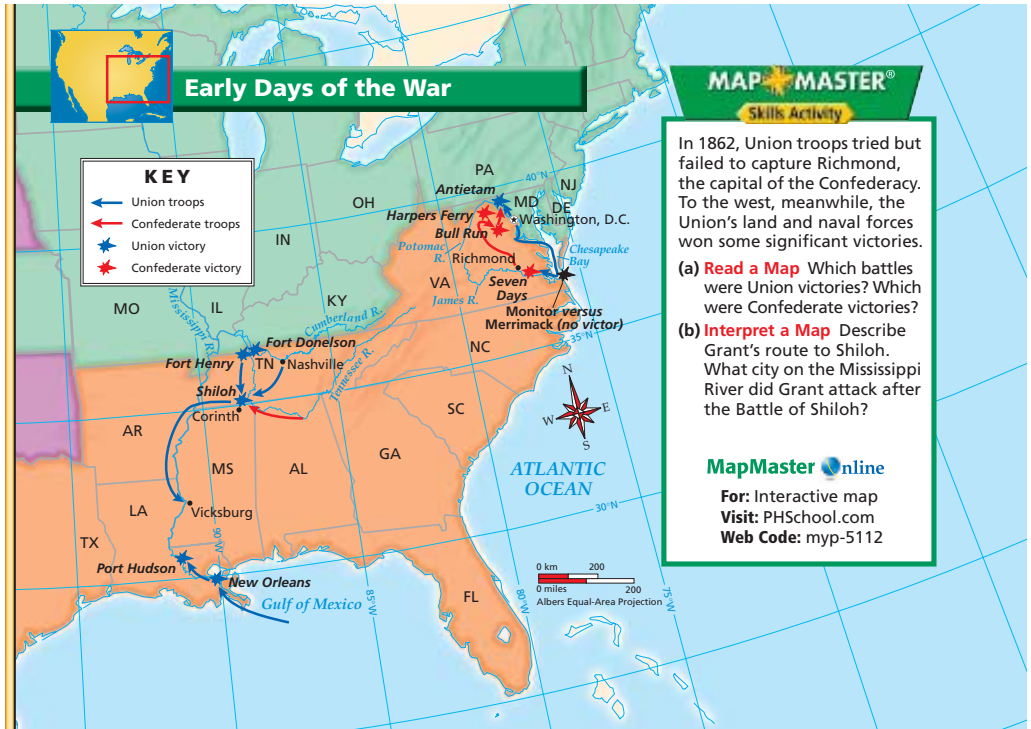
L2

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 5**, Section Quiz, p. 61

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies**, Chapter 15, Section 2



McClellan's troops attacked the larger part of Lee's army at Antietam Creek, near Sharpsburg, Maryland, on September 17, 1862. This was the bloodiest day of the Civil War. The Union army attacked again and again. It suffered about 12,000 **casualties**—the **military term for persons killed, wounded, or missing in action**. Lee lost nearly 14,000 men—almost one third of his army. He was forced to pull his battered army back into Virginia. To Lincoln's dismay, McClellan did not press his advantage by pursuing Lee.

Neither side won a clear victory at the Battle of Antietam. But because Lee had ordered a retreat, the North claimed victory.


 **Checkpoint** How did McClellan's caution hurt the Union?


### The War in the West

As McClellan moved cautiously, Union armies in the West went on the attack. General **Ulysses S. Grant** led the most successful of these armies. McClellan and Grant were very different. McClellan wore carefully fitted uniforms. Grant, once a poor store clerk, wore rumpled clothes. McClellan was cautious. Grant took chances.

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### Answers

 (a) Check to see that students find these places correctly. (b) Grant traveled from Fort Henry to Fort Donelson and then to Shiloh; Vicksburg

 **Checkpoint** It gave the Confederates time to reinforce their troops at Richmond and force the Union army to retreat. It prevented the Union army from further hurting Lee's troops at Sharpsburg.

### Differentiated Instruction

**L3** Gifted and Talented

**Research** Have students research the kinds of equipment that Union and Confederate soldiers typically carried. Then, have students either draw a picture of a representative from each side and label the items they carried or write a description.



Union forces made major advances in western land and naval battles in 1862, seizing control of most of the Mississippi River. In February 1862, Grant moved his army south from Kentucky. First, he captured Fort Henry on the Tennessee River. Then, he captured Fort Donelson on the Cumberland River.

Two water routes into the western Confederacy were now wide open. Grant's army continued south along the Tennessee River toward Corinth, Mississippi, an important railroad center.

Before Grant could advance on Corinth, Confederate General Albert Sidney Johnston attacked. On April 6, 1862, he surprised Grant's troops at the Battle of Shiloh. (For more on this battle, see the Geography and History feature in this chapter.)

The Battle of Shiloh was costly yet important for both sides. The South suffered nearly 11,000 casualties and the North more than 13,000. However, the Union forced the Confederate army to withdraw from the railroad center. Union forces also gained control of western Tennessee and part of the Mississippi River.

Two weeks after the Battle of Shiloh, a Union fleet commanded by David Farragut entered the Mississippi River from the Gulf of Mexico. On April 26, Farragut captured New Orleans, Louisiana. By summer, nearly the entire river was in Union hands.

**Checkpoint** What was the result of the Battle of Shiloh?

**Looking Back and Ahead** Northern and southern generals both tried to carry the war into enemy territory. At first, neither side gained a decisive advantage. In the next section, you will read how the Emancipation Proclamation changed the nature of the war.



### Distinguish Events in Sequence

What was the sequence of battles in the West? When did these occur?

## Section 2 | Check Your Progress

### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-5112

### Comprehension and Critical Thinking

- (a) **Describe** Explain what life was like for a Civil War soldier.  
(b) **Evaluate Information** How did harsh conditions and new technology result in a high number of casualties?
- (a) **Summarize** Why was General McClellan considered to be an ineffective leader?  
(b) **Organize Information** Make a chart that shows the place, casualties, leaders, outcome, and importance of the battles at Shiloh and Antietam Creek.



### Reading Skill

- Distinguish Events in Sequence** During the Battle of Shiloh, which came first: Grant captured Fort Henry, Johnston attacked, Grant won a stunning victory? Identify the signal clues that you used.

### Key Terms

Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- Both the Union and the Confederacy suffered many **casualties**.
- Ironclads** were of little importance in the war at sea.

### Writing

- Use library or Internet resources to find more information about one of the topics covered in this section. Suggestions for topics include the ironclad warships, the Battle of Shiloh, or the Battle of Antietam. Then, write a short introduction to a research paper that would present information about the topic.

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## Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



**Interactive Reading and Notetaking Study Guide**, Chapter 15, Section 2 (Adapted Version also available.)

## Extend

L3

Have students do further Internet research on Ulysses S. Grant. Then ask them to create an illustrative biography using what they learned about his life. For example, the biography could be in the form of a timeline with illustrations or a picture book. Then have students share their work with the class. Provide students with the Web Code to help start the activity.

### Extend Online

For: Help with the History Interactive activity

Visit: PHSchool.com

Web Code: mye-0269

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

## Answers

**Reading Skill** In February 1862, Grant captured Fort Henry and then Fort Donelson. In April 1862, troops met at the Battle of Shiloh. Late in April, Union forces captured New Orleans.

**Checkpoint** The South lost control of western Tennessee, a railroad junction, and part of the Mississippi River.

## Section 2 Check Your Progress

- (a) harsh, boring, miserable  
(b) New guns killed more soldiers, and malnutrition and exposure killed many prisoners.
- (a) He was overly cautious and failed to take advantage of opportunities.  
(b) Chart should include the following information: Shiloh—Corinth, Tennessee; 11,000 Confederates killed; 13,000

Union soldiers killed; Grant led Union and Johnston led Confederates; Confederates had to withdraw; the Union gained control of western Tennessee, a railroad junction, and part of the Mississippi River. Antietam Creek—Sharpsburg, Maryland; 14,000 Confederates killed; 12,000 Union soldiers killed; McClellan led the Union troops and Lee led the Confederates; Lee was forced to retreat but McClellan did not pursue the

Confederates, squandering an opportunity for a more decisive Union victory.

- Grant captured Fort Henry. Signal clues include the word *first*.
- Yes
- No, they were important to the North to control the Mississippi River.
- Paragraphs should include 2 or 3 major facts about the topic.