

# KEY FEATURES **OF** **MODERN** **HISTORY** **1**

5TH EDITION

YEAR 11

**obook**  
**assess**

Bruce Dennett | Stephen Dixon | Bernie Howitt | Angela Wong

**OXFORD**

**OXFORD**  
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research,  
scholarship, and education by publishing worldwide. Oxford is a registered  
trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by  
Oxford University Press  
253 Normanby Road, South Melbourne, Victoria 3205, Australia

© Bruce Dennett, Stephen Dixon, Bernie Howitt, Angela Wong 2018

The moral rights of the author have been asserted

First published 2000 as Key Features of Modern History

Second edition 2003

Third edition 2005

Fourth edition 2008

Fifth edition 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system,

or transmitted, in any form or by any means, without the prior permission in writing of Oxford  
University Press, or as expressly permitted by law, by licence, or under terms agreed with the  
appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope  
of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any  
acquirer.

National Library of Australia Cataloguing-in-Publication data

Key features of modern history / Bruce Dennett; Stephen Dixon; Bernie Howitt; Angela Wong

5th edition

ISBN 978 0 19 031046 2 (paperback)

Includes index.

For secondary school age.

History, modern—textbooks.

World history—textbooks.

Dixon, Stephen, 1950– author.

Howitt, Bernie, author.

Wong, Angela, author.

### **Reproduction and communication for educational purposes**

The Australian Copyright Act 1968 (the Act) allows a maximum of one chapter  
or 10% of the pages of this work, whichever is the greater, to be reproduced  
and/or communicated by any educational institution for its educational purposes  
provided that the educational institution (or the body that administers it) has  
given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited  
Level 15, 233 Castlereagh Street  
Sydney NSW 2000  
Telephone: (02) 9394 7600  
Facsimile: (02) 9394 7601  
Email: [info@copyright.com.au](mailto:info@copyright.com.au)

Edited by Natasha Broadstock

Typeset by OUPANZ

Proofread by Jocelyn Hargrave

Indexed by Tina Hutchings

Printed in Hong Kong by Paramount Printing Company Limited

### **Disclaimer**

Indigenous Australians and Torres Strait Islanders are advised that this publication may include  
images or names of people now deceased.

*Links to third party websites are provided by Oxford in good faith and for information only.  
Oxford disclaims any responsibility for the materials contained in any third party website  
referenced in this work.*





# CONTENTS

Using Key Features of Modern History 1 .....vi

## PART A INVESTIGATING MODERN HISTORY – THE NATURE OF MODERN HISTORY

### Chapter 1

#### The Investigation of Historic Sites and Sources: the Trenches of the First World War and the Archaeology of Fromelles..... 4

- 1.1 Introduction..... 6
- 1.2 The nature and importance of archives to historians ..... 8
- 1.3 The reconstruction of historic sites: the Western Front ..... 10
- 1.4 The contribution of archaeological and scientific techniques in the investigation of the past..... 13

### Chapter 2

#### The Contestability of the Past: Pearl Harbor ..... 17

- 2.1 Introduction..... 18
- 2.2 The attack at Pearl Harbor ..... 21
- 2.3 How historians test hypotheses about the past ..... 24
- 2.4 The role of sources and evidence in the evaluation of different theories and remembrances of the past..... 27

### Chapter 3

#### The Construction of Modern Histories: the Holocaust..... 31

- 3.1 Introduction..... 32
- 3.2 Different types of histories ..... 34
- 3.3 The historical context of the Holocaust ..... 36

- 3.4 The role of evidence, interpretation and perspective in the construction of historical accounts ..... 40
- 3.5 The role of selectivity, emphasis and omission in the construction of historical accounts ..... 46

### Chapter 4

#### History and Memory: Autobiography ..... 49

- 4.1 Introduction..... 50
- 4.2 History and memoir ..... 52
- 4.3 The contribution of oral history to understanding the past ..... 55
- 4.4 Expressions of collective memory ..... 57

### Chapter 5

#### The Representation and Commemoration of the Past: Film, Television and History..... 61

- 5.1 Introduction..... 62
- 5.2 The need for critical analysis of film and television representations of the past.. 64
- 5.3 Investigating the ways that films represent and commemorate the past..... 66

### Chapter 6

#### Historical Investigation ..... 73

- 6.1 Introduction..... 74
- 6.2 The process of historical investigation . 75
- 6.3 Historical investigation: the sinking of the *Titanic*..... 83



## PART B INVESTIGATING MODERN HISTORY – CASE STUDIES

### Chapter 7

#### Terrorism ..... 94

- 7.1 Introduction..... 96
- 7.2 What is terrorism? ..... 98
- 7.3 Have they acted as terrorists? ..... 100
- 7.4 The four waves of terrorism..... 106

### Chapter 8

#### The American Civil War ..... 113

- 8.1 Introduction..... 114
- 8.2 Slavery and human rights..... 118
- 8.3 The causes of the Civil War..... 120
- 8.4 The course of the Civil War ..... 124
- 8.5 The immediate consequences and legacy of the Civil War..... 130

### Chapter 9

#### The Decline and Fall of the Romanov Dynasty ..... 133

- 9.1 Introduction..... 134
- 9.2 The development of opposition to the Romanovs..... 139
- 9.3 The fall of the Romanov dynasty..... 145

### Chapter 10

#### The Cuban Revolution ..... 153

- 10.1 Introduction..... 154
- 10.2 The historical context of the Cuban Revolution ..... 158
- 10.3 The nature and course of the Cuban Revolution ..... 163
- 10.4 The aftermath of the revolution..... 167
- 10.5 Historical debate: what is the legacy of the Cuban Revolution? ..... 170

### Chapter 11

#### The Boxer Rebellion in China ..... 173

- 11.1 Introduction..... 174
- 11.2 The aims and membership of the 'Righteous and Harmonious Fists' ..... 178
- 11.3 The nature and extent of the Boxer Rebellion ..... 181
- 11.4 The implications of the rebellion for China and the Qing dynasty..... 186

### Chapter 12

#### The Origins of the Arab–Israeli Conflict..... 189

- 12.1 Introduction..... 190
- 12.2 Arab nationalism and Zionism: origins and aspirations ..... 193
- 12.3 The nature of Arab–Israeli tensions: the First and Second World Wars..... 195
- 12.4 Responses to the question of a Jewish homeland post–Second World War ..... 204



## PART C THE SHAPING OF THE MODERN WORLD

### Chapter 13

#### The First World War ..... 212

- 13.1 Introduction ..... 214
- 13.2 The outbreak of war in 1914..... 220
- 13.3 Experiences of soldiers in key battles on the Western Front ..... 224
- 13.4 The changing nature of war by 1918..... 228
- 13.5 The impact of war on civilians ..... 233
- 13.6 Victory and peace..... 240
- 13.7 The nature and legacy of the First World War and its influence on modernity ..... 242

### Chapter 14

#### The French Revolution ..... 245

- 14.1 Introduction ..... 246
- 14.2 The causes of the revolution ..... 252
- 14.3 The nature of the French Revolution..... 256
- 14.4 The legacy of the French Revolution and its influence on modernity ..... 260

### Chapter 15

#### The Age of Imperialism ..... 263

- 15.1 Introduction ..... 264
- 15.2 The historical context of nineteenth-century imperialism ..... 265
- 15.3 The nature of the Age of Imperialism..... 267
- 15.4 Ideas driving imperialism: nationalism, Christianity and the idea of a superior race ..... 272
- 15.5 Australia: a 'settler colony' ..... 275
- 15.6 Global resistance and the resilience of Indigenous groups ..... 280
- 15.7 The legacy of imperialism ..... 282
- Glossary ..... 285
- Index..... 290
- Acknowledgements..... 293

## USING KEY FEATURES OF MODERN HISTORY 1

New South Wales' most trusted modern history series has been updated for the new Stage 6 Modern History syllabus. The first of a two-volume series, *Key Features of Modern History 1* offers complete support for Year 11 teachers and their students, providing unparalleled depth and coverage and a range of new chapter features that will give students of all abilities the best chance of achieving success in Modern History.

Key enhancements:

- > All content has been explicitly aligned to the new Modern History Stage 6 syllabus (Year 11).
- > Subject experts Bruce Dennett, Stephen Dixon, Bernie Howitt and Angela Wong have developed comprehensive, engaging and appropriately levelled content.
- > Unambiguous language is used throughout the book, with plenty of visuals to engage students and support learning.
- > **obook assess** provides comprehensive student and teacher digital support including answers to every question in the book, class tests, videos and more.



'Focus questions', 'Key concepts and skills', and 'Learning goals' are clearly stated at the beginning of each chapter to guide teachers and students through the content.

Content includes up-to-date case studies, maps and rich visual and written source material.

Margin glossary definitions help students to quickly and easily find the meaning of unfamiliar terms, to aid understanding.



### 9.2b Understanding and using the sources

- 1 Why was the October Manifesto introduced, according to Source 1?
- 2 What changes were agreed to by Nicholas?
- 3 According to Source 1b, did Trotsky see the Tsar's desire for reform as genuine? Do Trotsky's comments suggest that revolutionary activity would increase or diminish after the issuing of the October Manifesto? Explain your answer.
- 4 The following questions refer to Source 1b.
  - a Which political parties did Lenin and Trotsky belong to?
  - b Which groups wished to retain the Tsar as head of state?
  - c State two policy differences that help explain why the Bolsheviks and Mensheviks disagreed with each other.

**Political developments following the 1905 Revolution**

Nicholas diluted the October Manifesto. He had hoped to buy peace with concessions and, feeling betrayed when strikes and protests continued, he returned to the methods of an autocrat. In the countryside, loyal troops moved through the villages with a campaign of burning and looting to subdue the rebellious peasants. On 16 December 1905, the St Petersburg soviet was closed and 1905 of its members arrested. A general strike in Moscow led to street fighting from 21 December 1905 until 2 January 1906, resulting in deaths for the strikers and the deaths of more than 1000 workers.

Nicholas had bitterly resented having to concede to a Duma, and tried to restrict its position by issuing a series of **Fundamental Laws** on 2 May 1906. These confirmed the Tsar's right to appoint his own ministers, legislate by decree and have complete control over foreign affairs. Laws passed by the Duma would require his approval. An Imperial Council, with half of its members appointed by the Tsar, would share power with the Duma.

The decision for the first Duma in 1906 and the second Duma in 1907 produced parliaments that were critical of the government, and both were dissolved by Nicholas after only a few months. Before the third Duma, Nicholas altered the electoral law to ensure that the representation of peasants, small landowners and urban dwellers was drastically reduced. The resulting Duma was a submissive and conservative body. It was allowed to serve its full term from 1907 to 1912, as was the fourth and final Duma from 1912 to 1917.

While the Duma met, the prime minister, Pyotr Stolypin, carried out a policy to repress the revolutionary elements, while offering limited land concessions to the peasants. This two-pronged approach was designed to consolidate the position of the Tsar by removing his revolutionary opponents and winning the loyalty and gratitude of the peasants.

### 9.2b Check your learning

- 1 What do you understand by the term 'revolution'? Do the events of 1905 merit the description of 'revolution'? Why or why not?
- 2 The events of 1905 have been called a 'dress rehearsal' for the Russian Revolution of 1917. What lessons might revolutionaries have drawn from the events of 1905?

### 9.3 The fall of the Romanov dynasty



SOURCE 21 This map shows Russia's south-west front line in 1914, including the location of the offensive led by Brusilov in 1916 and 1917.

War was declared between Germany and Russia in August 1914, and at first it seemed that the First World War would save the Romanov throne, not destroy it. Political differences were put aside as Russians joined to fight the common enemy in defence of the homeland. Volunteers hurried to join the army, and the Tsar blessed the troops as they left for the front. Even urban discontent – which had been expressed as an increasing number of political and economic strikes in the first half of the year – vanished. No strikes of any kind were recorded in the month of August 1914.

**The role of the First World War in the collapse of the Romanov dynasty**

At first, Russia's campaign on the south-west front seemed a story of unstoppable success. The Austrians were pushed back in Galicia, and the Germans were defeated at Gumbinnen. Then came the German response. At Tannenberg in August 1914, the Germans inflicted a heavy defeat on the Russians. Masses of prisoners, stores and guns were taken, and the Russian commander Vladimir Samsonov, shot himself. In September, another heavy defeat at the Masurian Lakes confirmed the end of the advance against the Germans and the beginning of a three-year attempt to hold back the German advance into Russia's western provinces. There were some campaign successes against the Austro-Hungarian Army, spearheaded by Russian General Aleksei Brusilov, but the optimistic mood that had greeted the war was changed to one of increasing disillusionment.



SOURCE 22 Russian boy soldiers are guarded by German troops after their capture at the Battle of Tannenberg, 1914.

Many chapters feature a 'Profile' which allows for more in-depth learning about a historically significant person, event or phenomenon.

- 15.3 Understanding and using the sources**
- 1 Analyse Source 6. What is it implying about King Leopold II's control of the Belgian Congo? Research the treatment of the indigenous peoples of the Congo under Belgian control and discuss whether the attitude shown in Source 6 is justified.
  - 2 Analyse Source 7 and explain what point it is making about the Age of Imperialism.
  - 3 Explain how steamships such as that shown in Source 8 could change international trade and increase the value of European colonies.

#### 15.3 Check your learning

- 1 What percentage of the planet did European countries control by 1914?
- 2 Create a flow chart that explains the two-way trade process that enriched imperialist countries in the nineteenth century.
- 3 Identify a specific example of imperialism that benefited the trade of an imperialist country. Research its impact on the population of the colonised country.
- 4 Conduct research to identify which areas of the planet had not been colonised by Europeans by 1914.



#### THE EAST INDIA COMPANY

Although the spreading of Christianity and 'civilised' Western ideas were used to justify imperialist expansion, these were not the core reasons behind colonisation. At the heart of imperialism was always the desire to secure profits for business owners and shareholders. Nowhere was this more evident than in the activities of the East India Company.

Known for a range of names during its years of operation, the East India Company was essentially an English private company formed to take advantage of new trading opportunities after the defeat of the Spanish Armada in 1588. In this conflict, England broke the monopoly British control Spain and Portugal had enjoyed in the East Indian spice trade.

Conflict with the Dutch in value was then called the Dutch East India from Indonesia) saw the Company focus its attention in India in the early seventeenth century, while also pursuing interests in the Persian Gulf, South-East Asia and East Asia.

**SOURCE 9** Tim Horder as Captain Beckett, Chairman of the East India Trading Company, in *Pirates of the Caribbean: Dead Men's Chest* (2006). The maritime company in the film was based on the real East India Company, with the process representing freedom from imperialist powers.

276 KEY FEATURES OF MODERN HISTORY 1 YEAR 11

The major products the Company traded in were cotton, silk, spices, tea and opium. The latter was eventually to bring it into conflict with China in the Opium Wars. The Company, displaying its inherent 'logic' of nineteenth-century imperialism, demanded to be able to sell Indian opium in China to pay for the Chinese tea it was selling in England. Twice after China banned the sale of opium to its citizens, wars were fought to ensure the Company had the right to sell opium to the Chinese.

For around 150 years, from the 1600s, the Company transported slaves to support its economic expansion.

The Company effectively ruled India on behalf of the British crown from 1838. Reassessing of the Company's imperialist actions in India eventually resulted in the Indian Mutiny of 1857. As a result of this conflict, the British Government took formal control of India in 1858, and ended the Company's Indian possessions, its administrative powers and its armies.

The Company lost all its power. It was finally dissolved in 1873, after over 300 years as a spearhead of English imperialism.



**SOURCE 10** An artist's view of Company ruling in a prison.



**SOURCE 11** A woman smokes an opium pipe in modern-day China.

#### 15.3 PROFILE TASKS

- 1 Which event paved the way for the establishment of the East India Company?
- 2 Research the Indian Mutiny and outline why the East India Company would have been overthrown by Indians.
- 3 Analyse Source 10 and explain how it could be used as evidence to help a historian understand the relationship between the East India Company and the Indian population.

Whatever the final figure, 'Bloody Sunday' had a profound effect on the attitude of the people towards the Tsar. Instead of 'Little Father', he became 'Nicholas the Bloody'. The traditional belief that the Tsar and the people were linked in a common bond – a view that Nicholas himself liked to foster – was shattered forever.

#### SOURCE 14

Along the bloody pavement ... there are signs of misery and sadness. Indeed, workers all dressed in their best clothes ... We had already noticed the Alexander Garden, on the other side of which by the Winter Palace square, when we heard the sound of laughter, the signal for the crowd to stop. The men came to a halt ... in front, on the right, was a detachment of police, but they showed no signs of hostility, the phalanx began moving again. The crowd was silent at the crowd ... Police ordered the crowd to stand and began moving in every direction ... It was quite clear that the authorities had made a terrible mistake: they had nearly anticipated the intention of the crowd ... the soldiers were in the place without any real intent. They suddenly believed that when they got there they would have done and the Tsar would come out to meet them at a last report on the balcony.

A. Karamzin, *The Twenty-Ninth March and History's Turning Point*, 1905

#### SOURCE 15

I have heard the assembled crowd accused of making worse than putting in the streets, leading the officers, and using language so that will not bear repetition, although they came, it is well, armed with knives, pieces of piping, sticks and some even with clubs.

I do know that the commanding officer of the Infantry ... was warned about the danger, saying that if they did not see, he would be compelled to fire on them ... the officers, on foot, would go right in among the people and try to reason with them, turning to do everything in their power to persuade the people to disperse peacefully.

Robert McCormick, the US Ambassador in St Petersburg, to Michael Bailew, and Glen Russell, *Russia: Why Revolution?* 1907

#### 9.2a Understanding and using the sources

Read the accounts by A. Karamzin and Robert McCormick of the Bloody Sunday march. In what ways do these accounts differ? How do you account for these differences?

#### 9.2a Check your learning

- 1 Research the living and working conditions of industrial workers in Russia, around 1900.
  - a Use a mind map or other graphic organiser to summarise your findings. Explain the main grievances of the industrial working class.
- 2 Research the system of agriculture in Russia, around 1900.
  - a Explain the main grievances of Russia's peasants.
- 3 Refer to Source 12, and find two further sources of evidence about farming methods in Russia, around 1900. Analyse these sources for their reliability.



#### CHAPTER 9 THE DECLINE AND FALL OF THE ROMANOV DYNASTY 141

'Check your learning' questions are given for each topic.

## obook assess

*Key Features of Modern History 1* is supported by a range of engaging and relevant digital resources via obook assess.

Students receive:

- > a complete digital version of the Student book with notetaking and bookmarking functionality
- > targeted instructional videos by one of Australia's most experienced Modern History teachers
- > interactive auto-correcting multiple-choice quizzes
- > access to work assigned by their teacher, such as reading, homework, tests and assignments
- > the ability to use their cloud-based obook anywhere, anytime on any device.

In addition to the student resources, teachers also receive:

- > detailed course planners and teacher notes
- > answers to every question in the Student book
- > printable (and editable) class tests with answers
- > the ability to set up classes, set assignments, monitor progress and graph results, and to view all available content and resources in one place.





# 8

## The American Civil War

### KEY CONCEPTS AND SKILLS

#### Analysis and use of sources

The American Civil War was the first war where photographs emerged as historical sources, enabling a visual record of the war. However, photography was in its infancy and struggled to record movement. Therefore it is vital that you investigate whether any photographs you are interpreting have been posed.

#### Historical interpretation

A civil war – that is, a war between differing factions in the same country – can be particularly brutal. Such a war can split families, and many people will have a strong emotional investment in the war and its outcome. Therefore it is important that you consider the origin of any sources you use, and that you are aware of potential bias in sources.

#### Historical investigation and research

Any investigation into the Civil War will require you to research competing views so that you can arrive at a balanced and valid conclusion.

#### Explanation and communication

As this is the first war where photographs can be part of the evidence you use to support an investigation, it is important that you reflect on how this may impact on the format you choose for your presentations. It is also important to realise that some images from the Civil War are quite graphic, so the appropriate and respectful use of these images becomes an important consideration.

### LEARNING GOALS

- > Understand the nature of the differences between the North and the South.
- > Discuss the effects of slavery on the South and the rights of slaves.
- > Outline the key battles of the war and reasons for Union victory.
- > Understand the legacy of the Civil War in US history.

*A soldier holding up the torn flag of the 8th Pennsylvania Reserve Colour Guard during the American Civil War*

### FOCUS QUESTIONS

- 1 What were the main causes of the American Civil War?
- 2 What were the reasons for Union victory?
- 3 What is the legacy of the Civil War?



# 8.1 Introduction

■ **factions**  
interest groups or politically based groups competing for power within an organisation or country

■ **Union**  
the states that stayed loyal to the United States and fought to retain a united single country

■ **Confederates/ Confederacy/ Confederate States of America (CSA)**  
the states that joined together to secede from (leave) the United States

In this chapter you will investigate the causes and consequences of the American Civil War, one of the most critical episodes in the history of the United States of America. The Civil War was fought between two **factions**: the **Union** in the North (the Yankees) and the **Confederates** in the South (the Southerners), who sought to leave the Union and establish a separate country.

The Civil War almost destroyed the United States – if the South had won, there would be two countries occupying the area that is now the United States. It was also the bloodiest war in American history. During the Civil War years (1861–65), more than 600 000 Americans died. More Americans were killed in the Civil War than in the First World War (115 000) and the Second World War (318 000) combined. The leadership of the North, provided by the Republican President Abraham Lincoln, was one of the key reasons for the survival of the Union.

The Civil War remains the most widely studied and discussed historical issue in the United States. Books, films, television programs and re-enactments about the war remain popular, and for academic historians, this period redefined the American nation.

## 8.1a Check your learning

Refer to Chapter 5 ('The Representation and Commemoration of the Past: Film, Television and History') to better understand the power of memory and the influence of films in the study of history. View one of the film and television programs dealing with aspects of the Civil War, such as Ken Burns' mini-series *The Civil War* (1990) or the films *Gettysburg* (1993) or *Glory* (1989). Explain whether you think such representations of the Civil War are valid as sources of historical information. Discuss how a historian could use them.



**SOURCE 1** Civil War enthusiasts taking part in a re-enactment of the Battle of Gettysburg on its 150th anniversary, 28 June 2013

# The economic and social differences between North and South

The Northern states and the Southern states were not alike. The North was more industrialised and urbanised. In contrast, the South had fewer large cities and its economy depended more on agriculture. In 1860, about 80 per cent of the labour force in the South was involved in agriculture, compared with 40 per cent in the North.

The North favoured high **tariffs**, while the South wanted lower tariffs. Tariffs on manufactured goods imported from other countries meant that the South had to pay more for such goods; but tariffs did not affect the North, as it produced these goods itself. It was often cheaper for the South to pay a tariff on imported goods than to ship products from the North.

The South did not like the fact that most of the big banks were in the North; if Southerners needed to borrow money, they generally needed to do so from Northern banks, and so many felt controlled by the North. The North received more migrants from Europe – people with new ideas and dreams of a new way of life. Southerners were more conservative and preferred the old, **agrarian** ways. They feared that the more populous North, growing rich on trade and industry, would threaten their independence and their way of life.

The way of life for the White population in the South, and in particular for Southern landowners, depended on slavery. The issue of slavery, along with that of **states' rights** (see Section 8.3), was central to the causes of the Civil War.

After decades of increasing tensions and compromises between the **Federal Government** and the Southern states, the state of South Carolina **seceded** from the Union in December 1860. Other Southern states seceded in the following months, and war between the Union and the Confederates began in April 1861. Less than a century after the formation of the United States in 1776, it had started to split into two countries.

■ **tariff**  
a tax put on imported goods to make them more expensive, so that people would buy US-made goods instead

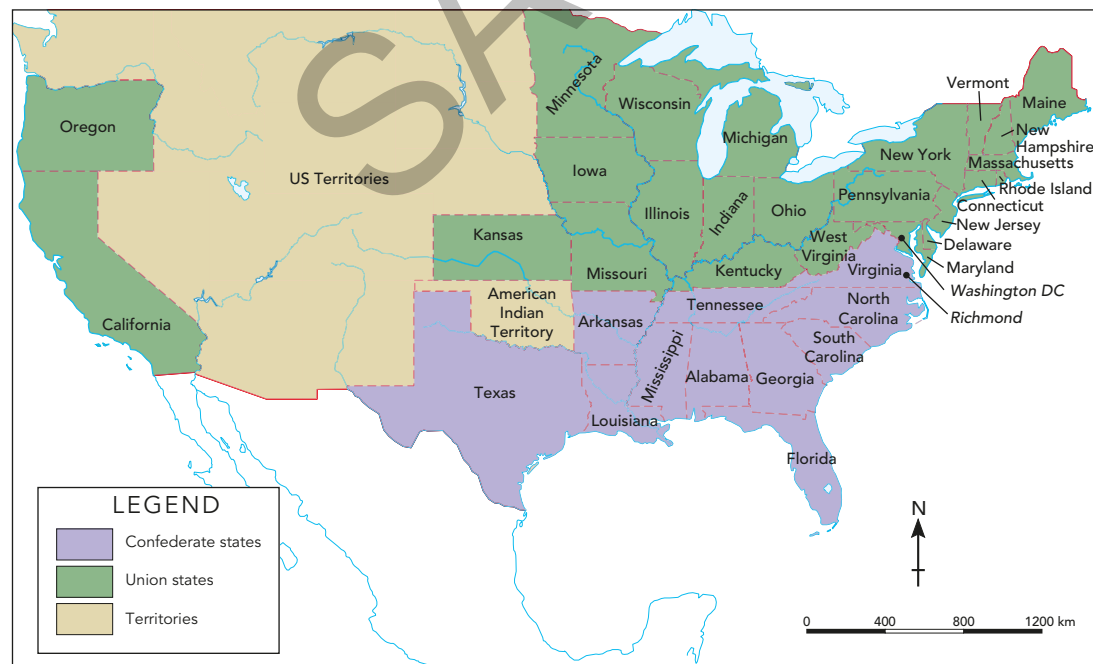
■ **agrarian**  
related to the use of land for farming

■ **states' rights**  
the rights that individual states believed they still held, despite the existence of a Federal Government

■ **Federal Government**  
the central (national) government of the United States, formed in 1789, after the individual states federated to become a single country

■ **secede**  
to leave or separate from the Union

UNION STATES AND CONFEDERATE STATES, 1863



**SOURCE 2** This map shows the Union states and the Confederate states in 1863. Note that 'territories' refer to areas that had not gained a large enough population to become states.



## Key events of the Civil War

1820

The Missouri Compromise: The pro-slave territory of Missouri applies to join the Union as a state in 1819. Until this time, pro-slavery and anti-slavery states had joined the Union in pairs to keep the balance in the US Senate. Missouri spoils the balance. The dispute is settled by letting the Northern 'free' state of Maine into the Union at the same time. The Missouri Compromise does not solve the problem; it simply postpones it for forty years.

1831



The Nat Turner slave rebellion in Virginia: Turner (an enslaved African American) and a group of followers kill 60 Whites. After the rebellion is put down, Turner and a hundred others are executed. The state government in Virginia starts to talk about abolishing slavery.

An engraving depicting the 'horrid massacre in Virginia' during the Nat Turner rebellion

1832

South Carolina defies the Federal Government over a national tariff law citing states' rights. President Andrew Jackson threatens to use the army to force South Carolina to accept the law, and the state backs down. This illustrates the views held by Southern states about their rights in relation to the Federal Government.

1846

The United States goes to war with Mexico and gains land in the south-west.

1850

The compromise of 1850: Land taken from Mexico creates new problems – should people in the new land be allowed to have slaves? The result is another compromise. California joins the Union as a 'free state', while the rest become territories and decide for themselves whether they will allow slavery. Again, the problem is put off until another time.

1852

Harriet Beecher Stowe writes the novel *Uncle Tom's Cabin*, attacking slavery. It has great influence in the North and causes resentment in the South.

A poster for *Uncle Tom's Cabin*, 1859



1854

The Kansas–Nebraska Act: As people move west, arguments increase about whether slavery should go with them. The new territories of Kansas and Nebraska attract a great deal of attention. Stephen Douglas, a Northern Democrat who wants to be president, argues that the new territories should make the decision for themselves. This is called 'popular sovereignty'. Pro- and anti-slavery groups flood the new territories with their supporters and this leads to violence.

The Republican Party is formed. The Republicans are outraged by the Kansas–Nebraska Act and oppose the idea of extending slavery any further. Abraham Lincoln becomes one of the early leaders of the new party.

1857

The Dred Scott case: This case, heard by the US Supreme Court, holds that slaves are always the property of their masters, even if they are taken into 'free states' or territories. This decision is greeted with approval in the South, but with increased calls from the North to make slavery illegal.

# 1859

John Brown's Raid: Brown, an anti-slavery campaigner, raids the federal arsenal at Harpers Ferry, Virginia, to steal guns and start a slave rebellion. The Union army stops him and Brown is hanged.



John Brown (played by Sterling Hayden) on the gallows in the 1982 mini-series *The Blue and the Gray*

# 1860

The Democratic Party splits over slavery into Northern and Southern Democrats. This ensures the election of Abraham Lincoln, the Republican candidate, to the sixteenth presidency of the United States. When Lincoln is elected, South Carolina becomes the first of the Southern states to leave the Union.

# 1861

The South forms the Confederate States of America (also known as the CSA or the Confederacy) and leaves the Union.

Jefferson Davis becomes President of the Confederacy.

The Confederates fire upon Fort Sumter, the Union fort in Charleston Harbor, South Carolina, and the Civil War begins.

The Battle of Bull Run is the first battle of the Civil War and the South wins. The North realises it will be a long war.



Slaves working on the fortifications of Savannah, Georgia, during the Civil War, 1863

# 1862

Robert E. Lee is given command of the army of Northern Virginia.

The Battle of Antietam, repelling an invasion of the North by Lee, is called a Union victory, but at a great cost of lives.

At the Battle of Fredericksburg, the Union attacks at the strongest point of the Southern line, suffers heavy losses and is forced to withdraw.

# 1863

Lincoln announces the Emancipation Proclamation, which frees all slaves.

The Battle of Gettysburg is perhaps the last real chance of success that the South has in the war. Gettysburg is a Union victory.

# 1864

Lincoln appoints Ulysses Grant as general-in-chief of the Union Army.

Lincoln is re-elected President.

# 1865

The Civil War ends.

Lincoln is assassinated. Vice-President Andrew Johnson becomes President.

The 13th Amendment to the US Constitution makes the abolition of slavery official.

# 1868

Ulysses Grant, the most successful Union general of the war, is elected as the eighteenth President of the United States.

The Confederate cemetery, Vicksburg, Mississippi



## 8.1b Check your learning

Research two sources that provide evidence about the economic and social differences between the North and the South around the mid-nineteenth century. Evaluate the reliability and usefulness of each source in explaining why the Civil War occurred.



## 8.2

# Slavery and human rights

### Declaration of Independence

the official document in which the United States declared its independence from Great Britain

### plantations

large farms where slave labour was used to produce crops such as cotton, tobacco and sugar

### peculiar institution

the term used by Southerners for the system of slavery

The noble statement made by Thomas Jefferson in the **Declaration of Independence** about all people being equal was contradicted by the fact that slavery was legal in the United States. Many American politicians struggled with this contradiction – that their society was meant to be free and fair, but at the same time it allowed slavery.

The first Black slaves arrived in the United States around 1619. Slavery expanded as the **plantation** economy of the South developed. An estimated three million slaves were brought into the United States between 1619 and 1865 to provide cheap labour for the tobacco, sugar cane and cotton plantations. As the number of slaves grew into millions in the South, laws were adjusted to control slavery. By 1740 slaves had become ‘chattels’; that is, they were regarded as property that could be bought, sold and used as the owner pleased. The changes to the law produced what has been called the ‘**peculiar institution**’ of slavery in the Southern states.

Cotton production was the main reason why slavery flourished in the Southern states. A huge demand for raw cotton to feed the textile mills in Great Britain made cotton growing very profitable, and by the 1830s cotton was the most important crop in the Southern economy. Cotton farming was extremely labour intensive, and Southern planters came to rely on slave labour. The Yankees in the North had less need for slaves in their industries and farms, and slavery may have declined gradually in the South, as it had in the North, had it not been for cotton. This fundamental difference was one of the key causes of the American Civil War.

### SOURCE 4 A

slave family in a cotton field near Savannah, Georgia, 1860s



## The effects of slavery on the South

Not everyone in the South owned slaves. Out of eight million Whites, about 380 000 owned slaves in 1860. Nevertheless, the class of rich landowners with slaves, known as **planters**, controlled the South. Slavery might have helped the Southern economy in the short term, but some historians argued that it discouraged the development of new industry and new ideas.

Slavery was seen by many Southerners as the means to keep all Whites more or less equal. Without slavery, they argued, Whites would have to perform menial jobs; with slavery, the Blacks performed such tasks, keeping the Whites in a class above. Southerners were critical of developments in the North, where Whites did manual work in harsh conditions in factories, claiming this created inequality among Whites and was, therefore, contrary to American ideals.

### Life for slaves

In the 1800s, slaves suffered the following conditions:

- > They were regarded as 'chattels'.
- > They could be separated from their families and sold to different 'masters'.
- > The Whites tried to eliminate memories of their past and culture.
- > By law, slaves could not own property, leave their master's land without permission, be out after dark, join groups of other slaves (except on work gangs or in church), carry guns, ever hit a White person (even in self-defence), or learn to read or write.
- > Whites could kill slaves without penalty.

There were, however, differences in how slaves were treated, depending on their age, gender, skills, location and luck. Some masters could be kind and thoughtful; others could be extremely cruel.

Occasionally, slaves did gain their freedom. Some managed to get extra work and save money to 'buy themselves' from their owners. Some slaves were set free in thanks when their owner died. For the most part, however, slaves gained their freedom by running away. Free Blacks and ex-slaves played an important part in the Civil War; for example, they made up 10 per cent of the Union Army. One of the most famous Black units was the 54th Massachusetts Infantry that was featured in the 1989 film *Glory*.

Slave-owners claimed 'their Blacks' were 'happy'; however, this was not supported by the facts that slaves saw Abraham Lincoln as a hero, and that Whites were always on the alert for slave revolts or runaway slaves.

■ **planter**  
a landowner in the South owning 20 or more slaves



### 8.2 Check your learning

- 1 When did the first slaves arrive in the United States?
- 2 Why did slavery become important to the South?
- 3 To what does the phrase the 'peculiar institution' refer?
- 4 How many slaves were brought into the United States between 1619 and 1865?
- 5 How many Southern Whites owned slaves?
- 6 How was slavery meant to avoid inequality among Whites?

### 8.2 Understanding and using the sources

What insight does Source 4 give you into the condition and lifestyle of slaves in the South?



## 8.3

# The causes of the Civil War

### ■ constitution

a set of rules by which a country is governed

The debate among historians and writers about the causes of the Civil War has been going on for a long time. There is, however, general agreement about some of the causes:

- > the different views of politicians in the North and South about states' rights under the **US Constitution**
- > the fear in Southern states that slavery would be abolished by the government
- > the westward expansion of US settlement; as more territories became states, this created increasing tensions about the balance of states for and against slavery
- > the catalyst, finally, was the election of Abraham Lincoln as president in the 1860 election.

## The South and states' rights

The differences between North and South, and the fear in Southern states that a powerful North threatened their independence and way of life, became evident in the differing views of each about the powers of the Federal Government. The Northern view was that the Federal Government was dominant and its authority was greater than that of the states. In the South, there was a strong belief in 'states' rights': the idea that the rights of individual states were more important than the Federal Government. Southern politicians argued that if they disapproved of the Federal Government, they could leave the Union, because the states had joined the Union of their own free will and were therefore entitled to leave whenever they wanted.

## States' rights crisis in 1832

A clash between the state of South Carolina and the Federal Government about states' rights erupted in 1832. The president at the time was Andrew Jackson, who believed that the interests of the people were best served by a strong Federal Government. Jackson made this clear during a dispute over a new tariff law.

South Carolina was against the new law; it did not have manufacturing industries and wanted to buy goods more cheaply from Great Britain. South Carolina claimed that the law favoured the Yankee Northern states, where most of America's industries were located, but disadvantaged the Southern states. Political leaders in South Carolina argued that any federal laws that were not in their interests could be declared void or nullified by the state. South Carolina accepted the tariffs only after President Jackson authorised the use of armed forces against it if the tariff law was not enforced.

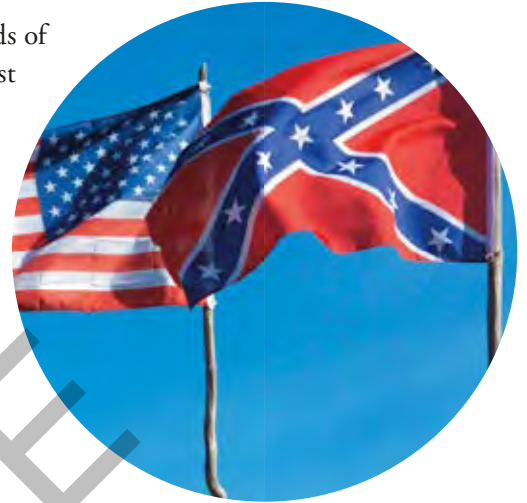
## Slavery and the growth of the abolitionist movement

The argument about the significance of slavery as a cause of the Civil War has been ongoing since the 1860s. At times, historians have believed that slavery was the only real cause of the war, while at other times, they have felt it wasn't really that important. In fact, slavery was a vital cause as it became the symbol of the differences between North and South.

The **abolitionist movement** had gained strength in the North during the 1830s. In the 1850s, the issue resulted in a split within the Democratic party into Northern and Southern Democrats and the emergence of a new political party, the Republicans. Clearly, the issue of slavery had a great deal of influence on events.

The South believed that slaves were needed to work their plantations. To Southerners, slavery was part of their way of life – it had existed for hundreds of years and it was legal. When people in the North started to speak out against slavery and demand that it be made illegal, Southerners saw this as another example of the North trying to tell them what to do.

The continuing tension between North and South was stirred up by events such as John Brown's raid on Harpers Ferry, Virginia, in 1859. Brown was a radical Northerner who believed that slavery was against the will of God. He staged an unsuccessful raid of the federal arsenal at Harpers Ferry, with the aim of stealing guns to arm the slaves for a massive slave revolt.



■ **abolitionist movement**  
the campaign to end slavery in the United States

## Westward expansion

When the United States was formed, it was made up of only 13 states, all on the east coast. The men who wrote the Constitution hoped that the problems of slavery would just go away with time, but as the United States grew, westward expansion kept the nation's attention on slavery. People in the North did not want slavery to expand, while people in the South felt that since slavery was legal, they should be able to have slaves wherever they wanted and wherever they went. As the **frontier** moved west, there were arguments about whether slaves should be allowed in the new territories.

The problem was that the newly opened territories would eventually become states. Under the Constitution, each state had two senators. The Senate was the most important law-making and decision-making body in America. If the anti-slavery groups from the North acquired more senators, they could pass laws to make slavery illegal. If the pro-slavery South acquired more senators, they could maintain the status quo. Neither side wanted the other to gain the advantage. The result was a series of compromises that kept the balance between '**slave states**' and 'free states', and therefore a balance between 'slave senators' and 'free senators'.

First came the Missouri Compromise of 1820, when Missouri wanted to be let into the Union. Missouri would have been a 'slave state', giving the South two extra senators. The problem was solved by allowing Maine to enter the Union at the same time. Maine was a 'free state' in the far North. This compromise lasted until 1850, when another set of compromises was needed over the land that had just been won from Mexico. These held until Kansas and Nebraska wanted to join the Union and yet another compromise, the Kansas–Nebraska Act, was passed in 1854.

■ **frontier**  
the outer limit of settled land

■ **'slave state'**  
a state that allowed slave labour

## Lincoln's election and the start of the Civil War

The Republican candidate for the presidency in 1860 was Abraham Lincoln. His main opposition, the Democratic Party, had become so badly divided over slavery that they put up two candidates, one from the North (Stephen Douglas) and one from the South (John Breckinridge). Lincoln won the election with strong support from the North, even though he was hated in the South, where people feared that he would ban slavery.





**SOURCE 5** The Lincoln Memorial, Washington DC

The new president made it as clear as he could that he would not force the South to give up slavery, but the Southerners were in no mood to listen. As soon as Lincoln was elected, Southern states began to leave the Union. The first state to leave the Union was South Carolina, quickly followed by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. They became the Confederate States of America on 4 February 1861, with Jefferson Davis of Mississippi as their president.

Lincoln took the view that although slavery was legal, breaking away from the Union was illegal and constituted a rebellion. He publicly stated that he would not abolish slavery, but would fight to keep the Union together; in other words, it was a matter of national unity.

When Southern forces, also known as rebels or Confederates, fired on the Union's Fort Sumter in Charleston Harbor, South Carolina, the Civil War began. At this point, four more states – Virginia, Arkansas, Tennessee and North Carolina – also broke away from the Union to join the Confederate states, bringing the total to 11.

#### SOURCE 6

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension ...

... I declare that – I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.

... In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to 'preserve, protect, and defend it.'

Excerpts from President Lincoln's inauguration speech, 4 March 1861

#### SOURCE 7

[From the date of the adoption of the Constitution to 1860] the productions of the South in cotton, rice, sugar, and tobacco, for the full development and continuance of which the labor of African slaves was and is indispensable, had swollen to an amount which formed nearly three-fourths of the exports of the whole United States and had become absolutely necessary to the wants of civilized man. With interests of such overwhelming magnitude imperiled, the people of the Southern States were driven by the conduct of the North to the adoption of some course of action to avert the danger with which they were openly menaced.

Excerpt from Jefferson Davis' address to the Congress of the Confederate States of America, 29 April 1861

### 8.3a Understanding and using the sources

- 1 Identify Abraham Lincoln's view on slavery, according to Source 6.
- 2 Discuss why Jefferson Davis considers slavery to be indispensable, according to Source 7.
- 3 Explain how Sources 6 and 7 are useful for a historian investigating why the Southern states decided to leave the Union.

**SOURCE 8** Arguments for and against the right of the Southern states to leave the Union, dealing with the themes of states' rights and national unity. The arguments 'for' are like those presented by Confederate President Jefferson Davis. The arguments 'against' are similar to those used by US President Abraham Lincoln.

'FOR': THE SOUTHERN ARGUMENT	'AGAINST': THE NORTHERN ARGUMENT
The states joined the Union of their own free will. If they change their mind and want to leave, they must be allowed to do so.	The Union, once made, cannot be broken up unless all the states agree. An individual state cannot make an individual decision to leave the Union.
The states existed before the Union and are the real basis of the government of the people. They are therefore more important than the Union.	To break away without the agreement of the other states is against the law and is therefore rebellion.
The government in Washington is too far away and doesn't know what the people in each state want. State governments are closer to their people and have a better idea of what the people want, and the people want to leave the Union.	The nation as a whole has to be more important than any single state. The good of the nation is more important than the wishes of individual states.
The South has had slaves for hundreds of years. No matter what Northerners may think about it, slavery is legal. Some Northerners now want to stop Southerners taking their slaves – in other words, their property – with them wherever they go. This is typical of how the North tells the South what it should do. The South doesn't tell the North to give its factory workers better pay or shorter hours.	Slavery is against the spirit of the Declaration of Independence and everything that America is meant to be. Lincoln cannot and will not make slavery illegal unless the Southern states agree. He is only against the idea that slavery be allowed to spread.

**SOURCE 9** Jefferson Davis (1808–89) – President of the Confederate States of America from 1861 to 1865

**SOURCE 10** Abraham Lincoln in 1863. Many regard him as the greatest US president.

### 8.3b Understanding and using the sources

Examine Source 8. Think about the arguments presented and discuss them in a group. As a class, conduct a debate about whether the South should leave the Union, with one side arguing for and one against the proposal.



# 8.4

## The course of the Civil War

At the start of the war in 1861, both sides were confident that the conflict would be over quickly.

- > Many in the South believed all that was needed was a strong show of force to convince the North to leave them alone. Southerners also believed that European powers would intervene to help them. Southerners supplied much of the world's cotton, and they thought that any attempt by the North to stop the export of this key material to Europe would result in Great Britain and other European nations joining the war.
- > Northerners were confident of a quick victory because the North was more populous, had more industry and greater wealth, and controlled almost all the US Navy.

Both sides were wrong. The war turned into a long and bitter struggle that did not end until 1865. The American Civil War was the first industrial war, and was also one of the first wars that could be called a **total war**. Civilians on both sides felt its effects.

■ **total war**  
a war in which all  
aspects of society  
are involved

### The key battles

Many vital battles determined the outcome of the war and each side had real chances to win.

#### The First Battle of Bull Run (1861)

This was the first major battle of the Civil War and was a setback for the North. It was fought in northern Virginia, not far from the Union capital, Washington DC. A Union army of 30 000, under the command of General Irvin McDowell, faced a Confederate force of 20 000, led by General Beauregard. Both sides were equally inexperienced and the battle could have gone either way. However, in the end the South won and the Union troops ran all the way back to Washington. This proved to be a great surprise to the civilians who had driven out from the Union capital with picnic baskets in order to watch. They were forced to flee with the Union army, and a few lucky members of the rebel army enjoyed the lunches that were left behind.

#### The Battle of Antietam (1862)

McDowell was immediately replaced as Commander of the Union Army by General George McClellan. In September 1862, McClellan's army of 87 000 faced the invading Confederate army of 50 000, led by General Robert E. Lee, across Antietam Creek in Maryland. This was the bloodiest single day of the war – 24 000 men died, and it was possible to walk all the way across the battlefield on a carpet of corpses. During the battle, some of the wounded from both sides had crawled into haystacks to wait for help. As the battle raged, shells fired by the cannons started fires; these raced through the haystacks, and the wounded men – too weak to move – were burnt alive. The Confederate army withdrew, so the battle was technically a Union victory, but at enormous cost.

The next two commanders of the Union Army were General Ambrose Burnside and General Joseph Hooker. They were in turn replaced by General George Meade, as President Lincoln tried to find a general who might match the leadership of the South's General Lee.

## The capture of Vicksburg (July 1863)

In the west, the important Confederate town of Vicksburg on the Mississippi River fell to the Union after a long siege. Control of Vicksburg and a later Union success at Port Hudson in Louisiana gave the North command of the entire Mississippi River, cut Texas off from the rest of the Confederacy, and badly weakened the South's already poor supply and transport system. Along with other successes in the west, the capture of Vicksburg brought General Ulysses Grant to national attention.

## The Battle of Gettysburg (July 1863)

This battle was fought just before the surrender of Vicksburg. The Southern commander, General Lee, moved north into Pennsylvania; he hoped that, by doing so, he might force the Union to take some of the pressure off Vicksburg.

Gettysburg was the bloodiest battle of a war filled with bloody battles, with more than 50 000 men killed or wounded during three days of fighting.

Gettysburg was also one of the key battles of the Civil War and probably the last real chance the South had to win. It was also perhaps the worst battle that General Lee fought. His decision on the last day of the battle, to order troops to charge across open ground in the middle of the Union line, proved to be a disaster. Known as 'Pickett's Charge', after one of the generals who led it, this assault resulted in 50 per cent casualties for the Confederates. Lee's army retreated and was on the defensive for the rest of the war.

**SOURCE 11** Casualties on the field at Gettysburg – artillery and the new Minié ball bullets (whose design dramatically increased range, accuracy and speed of loading) made the open battlefield a lethal place.





## The campaigns of 1864–65

### home front

those citizens who remain at home during a war; the home front typically includes women, children and the elderly

By 1864, Lincoln had found the general he needed. Ulysses Grant was put in charge of all the Union armies. Some historians argue that Grant's understanding of modern industrial war made him as good a general as – if not better than – Robert E. Lee. Grant believed that the key to winning was to wage war in a way that would hurt the Southern **home front** – Grant's campaign in Virginia and General William Sherman's campaign in Georgia were clear examples of this plan.



SOURCE 12 A dramatic Civil War battle re-enactment

### war of attrition

a strategy to wear down the enemy with continuous actions to reduce their resources

### Grant's campaign in Virginia

Grant led the Union Army south into Virginia. He fought a series of bitter battles in May and June of 1864: the Wilderness, Spotsylvania, North Anna and Cold Harbor. Of these four battles, only Spotsylvania could be called a Union victory. However, Grant kept moving south, putting Lee under continual pressure.

Grant was in fact fighting a **war of attrition**. He knew that the North had more men and more resources, and therefore would ultimately win such a war. This is supported by the fact that when the war ended, the North had lost 359 000 men and the South had lost 258 000. The North won because it could afford more losses.



SOURCE 13 The ruined city of Richmond, Virginia – the Confederate capital – after suffering a Union siege

## Sherman's campaign in Georgia

Meanwhile, another Union general, William Sherman, was moving south into Georgia with a ruthlessness to match Grant's. A defeat at Kennesaw Mountain did not stop him. Sherman moved on. He captured the city of Atlanta in September 1864 and then set about destroying the economy of Georgia to diminish the provision of supplies to Confederate troops. Railway lines were torn up, crops and houses were burnt and livestock were killed. Sometimes, the Union troops got out of control, robbing and bashing civilians.

Sherman's 'march to the sea' from Atlanta to the coast at Savannah was an example of total war. The purpose was to make war on the Southern home front. Sherman did not apologise for this. He blamed the Southerners for starting the war and felt they were simply being punished, saying 'war is cruelty'.

## Confederate surrender

As the war moved into 1865, Grant set up another siege, this time around Petersburg, Virginia. When Lee could no longer defend the town, he moved west. By this time, however, Lee's army was reduced to only 25 000 men, and on 9 April 1865 he surrendered to Grant at Appomattox, Virginia.

---

### 8.4a Understanding and using the sources

- 1 What evidence do Sources 12 and 13 provide about the nature of warfare in the Civil War?
  - 2 What evidence does Source 13 provide about Grant's beliefs in regard to the way that the war would be won?
- 

## The roles and experiences of different groups during the Civil War

The roles of different groups and the impact of the war upon them varied according to the location, class, age and gender of the people involved. Poor and working-class men, as is the case with most modern wars, did most of the fighting. Many industrialists in the North grew rich. Civilians in the South suffered more, with homes, crops and towns destroyed by advancing Union forces and retreating Confederate armies. Civilians in the South also suffered more in terms of food shortages and rationing due to the **blockade** imposed by the Union Navy on Southern ports.

■ **blockade**  
the act of stopping ships from leaving or entering ports

## The role of African Americans during the Civil War

African American men were given the chance to fight for the North and against slavery. More than 30 000 free Black men joined Union armies, and reports of Black regiments that fought well helped to change racial attitudes and opinions about the **emancipation** of slaves.

■ **emancipation**  
the freeing of people from slavery

In September 1862, Lincoln's government issued the Emancipation Proclamation, which stated that slavery would not be affected in states that returned to the Union before 1 January 1863, but that any slaves in Confederate territories won by Union armies would be freed. The proclamation encouraged slaves to flee to Union lines, adding to the strength of the Union Army and reducing the manpower that slaves provided for the Confederate cause as farm workers and military labourers. By the end of the war, almost 200 000 Black men, mostly ex-slaves, had enlisted in the Union Army or Navy.



## The role of women during the Civil War

In the South, a significant portion of the male population of fighting age left their homes to join the Confederate Army. This meant that women took on numerous tasks, both to feed their families and to support the war effort. They worked long hours as farm labourers and assumed new roles supervising slaves and managing plantations.

In towns in both the South and the North, women took on jobs normally done by men, such as secretarial and clerical work. More women also went to work in factories; in the North, an estimated one-third of factory workers were female, working mainly in the textiles and shoe-making industries.

Women took on nursing roles in large numbers for the first time during the Civil War. Nursing in hospitals was previously a role for men, as it was not seen as appropriate for women to nurse males outside of their families. However, with so many sick and wounded soldiers requiring care, thousands of women worked as paid or volunteer nurses in camps and field hospitals. Stories of wartime nursing changed society's ideas about women in nursing, and after the war, formal nursing training developed and nursing came to be seen as a 'women's profession'.

### SOURCE 14

A nurse caring for soldiers in a Union barrack in Pennsylvania, 1861



SOURCE 15 On the home front, women went to work in factories.

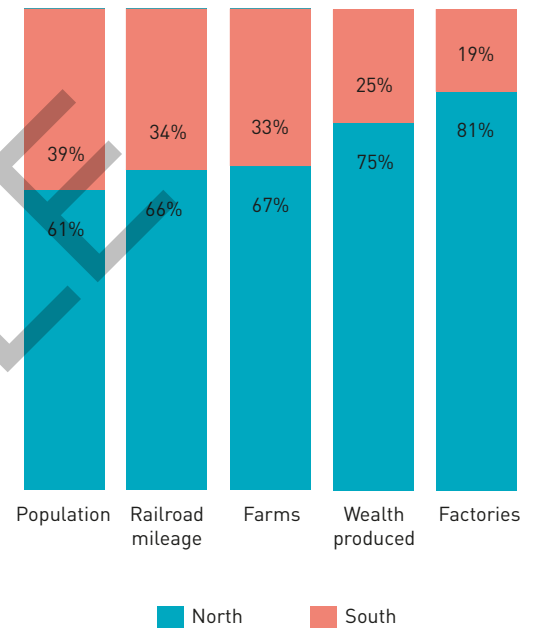


## The reasons for Union victory

The primary reason for the Union victory was that the North had more men and more resources. It had a much larger population, and was able to field more than two million soldiers during the course of the war; more than double the number of Confederate soldiers. Its industries were able to manufacture weapons, clothing and other materials in much larger quantities than the South. The North also controlled almost all the navy vessels. The South could not compete in any of these areas because it was primarily agricultural. The steady, calculated and at times inspirational leadership of Abraham Lincoln was also an important contributing factor.



**SOURCE 16** Men, cannon and mortar awaiting transportation to battle by Union navy ships, Yorktown, Virginia, 1862



**SOURCE 17** A comparison of Union and Confederate resources in the Civil War

### 8.4b Understanding and using the sources

Discuss how Sources 16 and 17 can be used to help explain why the Union won the Civil War.

### 8.4 Check your learning

- 1 Outline the role of slaves in the Civil War.
- 2 Explain the consequences of the Emancipation Proclamation for the South and the North.
- 3 Identify ways the role of women changed during the Civil War.
- 4 Research three sources that provide evidence about the roles of women during the war. Evaluate the reliability and usefulness of each source in explaining the way women's roles changed.



# 8.5

## The immediate consequences and legacy of the Civil War

The immediate consequences of the war were the preservation of the Union and the emancipation of four million slaves. More than 600 000 men had died during the war, with hundreds of thousands more left wounded or disabled.

### Immediate consequences for the South

When the war ended, Confederate soldiers returned to their home states, and women returned to their roles in the home. The South now faced a massive task of rebuilding, as the occupation of Southern land had left cities ruined, railways damaged and crops destroyed. However, the Federal Government did not treat the Southern rebels harshly. The President pardoned Southern leaders, and returned land that had been confiscated during the war.

### The end of slavery

In January 1864, the US Congress passed the 13th Amendment to the Constitution, abolishing slavery. However, the abolition of slavery did not ensure equal civil rights or an improvement in social status for Black Americans.

The 15th Amendment to the Constitution, introduced in 1869, gave Black males the right to vote. It declared that the right to vote could not be denied based on 'race, colour or previous condition of servitude', but this was not always enforced in the Southern states.

After the war, some ex-slaves moved north, but most remained in the South and became 'sharecroppers'. They lived and worked on plots of plantation lands as tenants, paying their landlords a share of the crops they produced. Their day-to-day lives were free from White supervision, but in reality, debts to their landlords meant they were not economically independent. Cotton prices fell in the 1870s, so many sharecroppers were perpetually in debt.

**Segregation** of Black and White communities in the South continued, with separate churches, schools and hospitals, and Black people were still treated as second-class citizens. It was not until the mid-twentieth century that African Americans achieved basic **civil rights**.

### A united nation

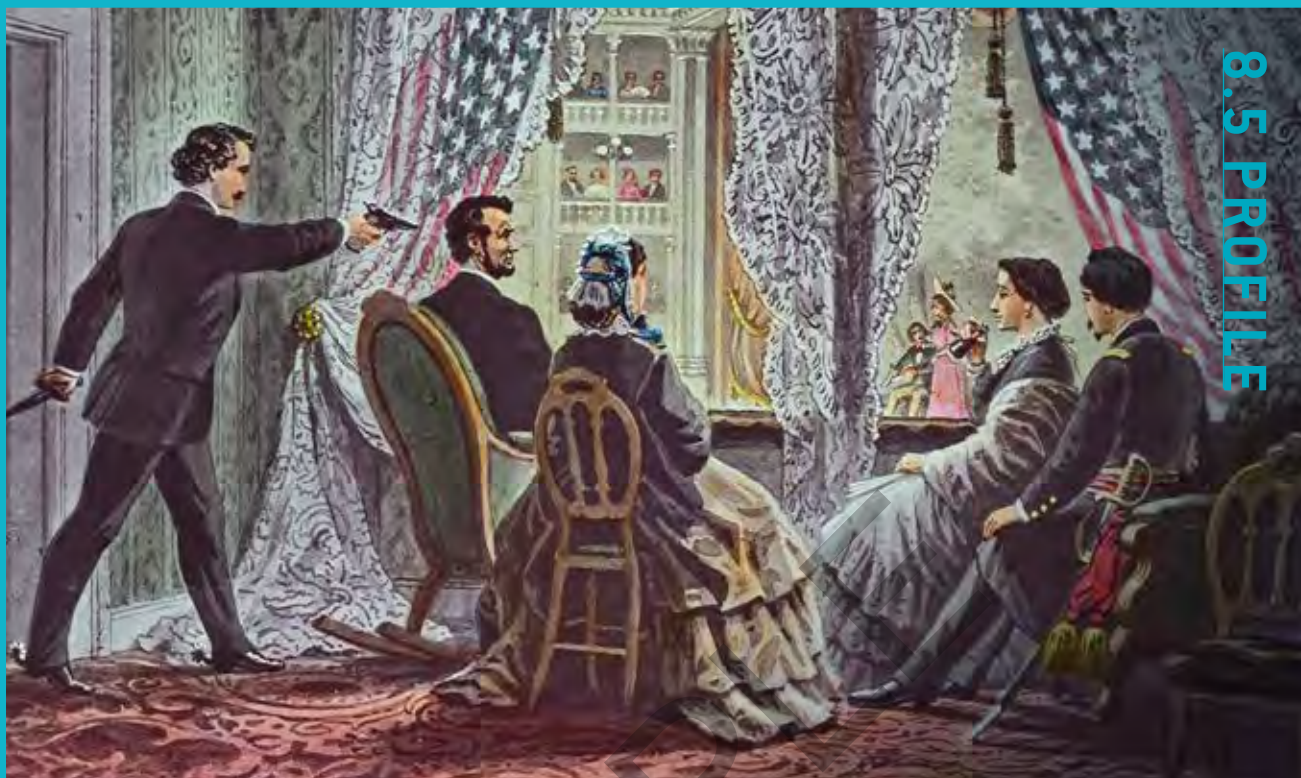
Before the war, 'the United States' was a plural noun, meaning separate states that had chosen to 'unite'. After the war, 'the United States' became a singular noun, with the emphasis on the 'union' of 'states'. The shift of power to the Federal Government, and dominance of Northern values of innovation and equality, accelerated the nation's development towards an urbanised and industrialised society, which would become a world power in the twentieth century.

### 8.5 Check your learning

- 1 Explain why the system of sharecropping has been described as 'slavery by another name'.
- 2 Use a graphic organiser to summarise the legacy of the Civil War.

■ **segregation**  
the practice of separating people in a community on the basis of race

■ **civil rights**  
the rights of individuals to equal treatment and equal opportunities



**SOURCE 18** An illustration depicting the assassination of President Lincoln, 1865

## THE ASSASSINATION OF ABRAHAM LINCOLN

Due to his leadership during the most critical domestic crisis in America's history, Lincoln is widely regarded as one of the greatest, if not the greatest, of the US presidents. His death at the hands of an assassin, on 15 April 1865, only six days after the end of the war, helped reinforce his status. He had won the Civil War and ended slavery. By dying in office, his reputation would never be tainted by the difficulties of reconstructing a divided nation.

Lincoln was shot in the head at close range as he sat with his wife and two guests in the presidential box at Ford's Theatre in Washington. He died the next morning. The assassin was John Wilkes Booth, an actor who sympathised with the Confederates. Booth and his fellow conspirators planned to kill not only the President, but also the Vice-President Andrew Johnson, and the Secretary of State William Seward.

Following the shooting, Booth suffered a broken leg jumping down to the stage, but he managed to escape capture in the theatre. On 26 April 1865, however, federal troops tracked him down and cornered him in a barn, where he was shot and killed.

### 8.5 PROFILE TASKS

Research the circumstances of Lincoln's assassination:

- 1 What motivated Booth and his co-conspirators and what were they trying to achieve?
- 2 The plot also involved killing the US Vice-President Andrew Johnson and Secretary of State William Seward on the same night. Write a news article based on your knowledge of the Lincoln assassination and the events that followed.

The Civil War dominates America's history. Historians continue to debate both the causes and the legacy of the war that cost the United States more lives than any other war, before or since. What isn't mentioned as often is how close the country came to dividing into two. It is an unanswerable question, but historians can pose the hypothetical question 'What if the South had won?' and create endless debates about what the world would look like today.

Many of the issues that divided Americans in the Civil War have continued to bubble away throughout the past 150 years. Consider ongoing tensions and movements concerning inequality, class and race in America today. It is up to you to consider just how much the Civil War solved and achieved in American history.



**SOURCE 19** The Confederate Memorial Carving in Stone Mountain, Georgia, depicts three Confederate heroes of the Civil War: President Jefferson Davis and Generals Robert E. Lee and Thomas J. 'Stonewall' Jackson. The carved surface is larger than a football field.



### FOR THE TEACHER

Check your [obook](#) [assess](#) for the following additional resources for this chapter:

#### Answers

Answers to each *Check your learning*, *Understanding and using the sources* and *Profile task* in this chapter

#### Teacher notes

Useful notes and advice for teaching this chapter, including syllabus connections and relevant weblinks

#### Class test

Comprehensive test to review students' skills and knowledge

#### [assess quiz](#)

Interactive auto-correcting multiple-choice quiz to test student comprehension





↓ Church Street, New York City, covered in ash and litter after the terrorist attack on the World Trade Center, a few blocks away, on 11 September 2001.

↑ Jubilant crowd gathering on the streets of Havana, Cuba, on 1 January 1959 to celebrate Fidel Castro and his rebel army's victory in the Cuban Revolution.

**OXFORD**  
UNIVERSITY PRESS  
AUSTRALIA & NEW ZEALAND

ISBN 978-0-19-031046-2



9 780190 310462

visit us at: [oup.com.au](http://oup.com.au) or  
contact customer service: [cs.au@oup.com](mailto:cs.au@oup.com)