**Chapter 16 The Civil War 1861 – 1865, pages 506 to 545**

**Section 1 The War Begin, pages 510 to 515**

**Main idea # 1 Americans choose Sides – Following the outbreak of war at Fort Sumter, Americans chose sides.**

1. What events led to the start of the Civil War, and when did it occur?

Confederate attack on Ft. Sumter April 12 1861

1. Describe the attack at Fort Sumter.

Confederates surrounded the fort with heavy guns and opened fire on April 12, 1861. Ft surrendered in 34 hours

1. What did Lincoln do after the attack on Fort Sumter?

Declared the southern states to be in a state of rebellion and asked state governors for 75,000 soldiers

1. What are Border States and why are they significant?

Kentucky and Missouri controlled parts of important rivers, Maryland separated Washington DC from the rest of the union.

1. List and describe the Northern resources.

Population, transportation, economic resources, money

1. Describe the strategy of the North? Who designed it?

Winfield Scott – destroy southern economy with a blockade of ports; control the Mississippi River to divide the south

1. What were the strengths of the south?

Strong military tradition; defend itself against invasion; northern supply lines; geography and landscape

1. How did the war affect family loyalties and friendships on each side?

The war deeply divided families and friends as people chose different sides

1. Why did the South have brilliant officers?

The south had a strong military tradition

1. Describe the strategy of the South?

Defend itself until the north grew tired of fighting; capture Washington DC; gain foreign allies through cotton diplomacy.

1. List three ways the southern strategy benefited from the fact that the North had to invade and control South.

North had to travel long distances; maintain long supply lines; wilderness made land difficult to cross; rivers formed natural defenses; southerners were more familiar with the land.

1. What was cotton diplomacy?

Great Britain would support the south because it needed the South’s cotton to support its booming textile industry.

**Geography Skills**

**History Close-Up Fort Sumter, page 511**

**Study the map of Charleston Harbor and then answer the following Geography Skills questions.**

1. **Human-Environmental Interaction** / Why would the Union Army need to resupply Fort Sumter? It was surrounded by Confederate forces and water and was running out of supplies.
2. **Place** / What advantage would a floating battery have?

It could move to find weak spots in the defenses and avoid fire.

**Analysis Skill**

**Analyzing Visuals – Resources of the North and South**

1. Do you think the North or the South could maintain better supply lines for their troops? Explain.

The north had better railroad lines available to maintain better supply lines.

1. Do you think the North or the South could provide more weapons for their troops? Explain.

North had more industrial establishments and factories to make weapons, more population to work in factories.

**Main Idea # 2**

**Preparing for war - The Union and confederacy prepare for war.**

1. Describe how the Northern and Southern armies grew.

Volunteer militias joined the two armies.

1. In what ways did civilians support the troops?

They raised money, provided aid for soldiers and their families, run emergency hospitals.

1. What was the purpose of the U. S. Sanitary Commission?

To send bandages, medicines, and food to Union army camps and hospitals.

1. What problems did both armies face at the start of the war?

Shortages of food, clothing, rifles; inexperienced volunteers who needed to be trained for combat.

1. How did soldiers and civilians prepare for war?

Soldiers volunteered, trained to learn combat techniques; civilians raised money, provided aid, served as nurses.

1. What types of supplies were issued to soldiers? Rifles, bayonets, tents.
2. Do you suppose the enthusiasm for the war shown by many of the young soldiers persisted beyond their first battle? Why? Yes, believed in the cause; no very gruesome and destructive.