

Section 1

Sectionalism and Secession

INTRODUCE

Outline

- A. Attempts at Compromise
- B. *Uncle Tom's Cabin*
- C. Political Parties and Sectionalism
- D. The Election of 1860
- E. Louisiana Secedes

Materials

Textbook, pages 272-278

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 10-1

mystatehistory.com

Online Textbook

Bellringer

Ask students: What other options besides slavery were available for providing the labor needed on Louisiana's antebellum farms and plantations? What are the advantages and disadvantages of each option?

Building 21st-Century Skills: Understanding Cause and Effect

Ask students to write a response to each prompt: (1) If the *cause* is sugarcane is a labor-intensive crop, what is the *effect*? (*the planters' need for a large and inexpensive labor force*) (2) If the *cause* is the planters' need for a large and inexpensive labor force, what is the *effect*? (*an increased demand for slavery—the least-expensive labor force*) (3) If the *effect* is the admission of new states into the Union as free or slave, what is the *cause*? (*The United States acquired new territory that was eligible for statehood.*)

Section 1

Sectionalism and Secession

Bottom: The economic system of the South was dependent on the work of slaves.

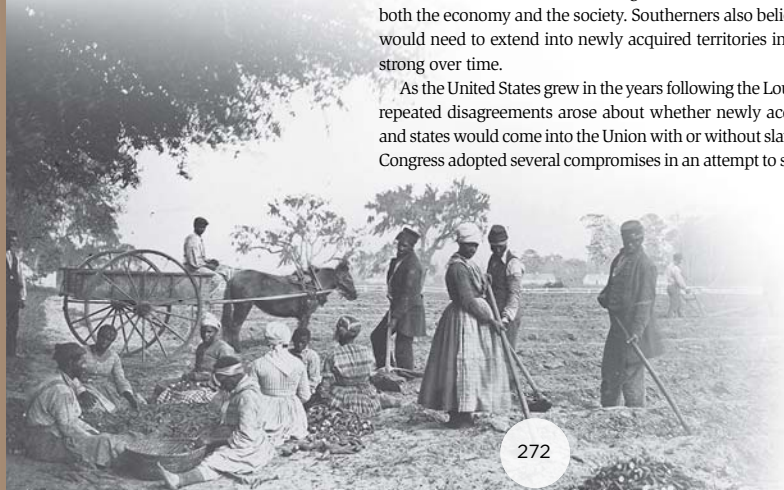
As you read, look for

- ▶ compromises that attempted to keep slavery issues from dividing the country;
- ▶ a book that caused strong but opposite reactions in the North and the South;
- ▶ how the election of Abraham Lincoln in 1860 led to the secession of southern states;
- ▶ conflicting feelings of Louisianians regarding secession, and their eventual acceptance of the idea;
- ▶ **terms:** states' rights, Missouri Compromise, Wilmot Proviso, Compromise of 1850, popular sovereignty, Fugitive Slave Act, sectionalism, Confederate States of America (CSA).

Between 1820 and 1850, political disputes arose over the related issues of slavery, its expansion, and states' rights. The principle of **states' rights** emphasizes the rights of individual states over the rights of the federal government. Antislavery and abolitionist sentiment grew in the North during those decades. Most of that section's states had outlawed slavery decades earlier. The states that had done so became known as free states.

In the South, the economic system was dependent on slavery. Thus, in slave states, ideas about freeing the slaves were seen as a threat to both the economy and the society. Southerners also believed that slavery would need to extend into newly acquired territories in order to remain strong over time.

As the United States grew in the years following the Louisiana Purchase, repeated disagreements arose about whether newly acquired territories and states would come into the Union with or without slavery. Members of Congress adopted several compromises in an attempt to satisfy both sides.



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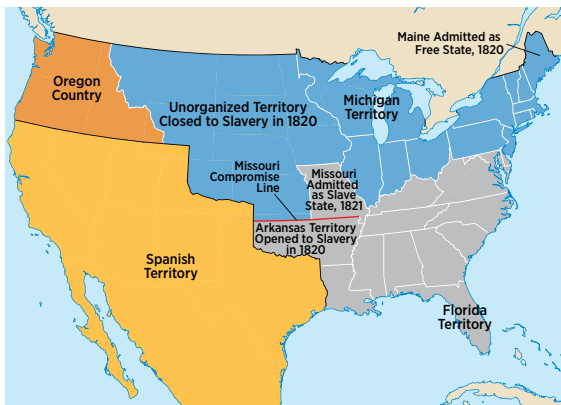
Social Studies Standard 1—Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

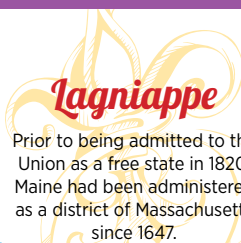
8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Attempts at Compromise

The **Missouri Compromise** of 1820 set a boundary between slave and free states, along the southern border of the new state of Missouri. That line was located at latitude 36 degrees 30 minutes north (36°30' N). That boundary also extended westward into new territories and was intended to provide a permanent line of separation between slave and free areas. Maine was admitted at the same time in order to maintain an even number of slave and free states within the nation.



Yet each time the nation added new territory, the same questions continued to *fester* (worsen, grow more troublesome). After 1846, the territories acquired in the aftermath of the Mexican-American War became the focus of disagreement. A Democratic congressman from Pennsylvania named David Wilmot wrote legislation that would prohibit slavery in any new territory acquired as a result of that war. The House of Representatives passed the **Wilmot Proviso** repeatedly. However, the Senate, which had a proslavery majority, blocked it. Regardless of the outcome, each time Wilmot's bill was introduced, it enhanced tensions over the issue of slavery.



Prior to being admitted to the Union as a free state in 1820, Maine had been administered as a district of Massachusetts since 1647.

MAP 10.1

The Missouri Compromise

Map Skill: Why would the Arkansas Territory be allowed to have slavery after 1820?



After serving in the U.S. House of Representatives as a Democrat from 1845 to 1851, David Wilmot took a leading part in founding the Republican Party in 1854 and was elected to the U.S. Senate as a Republican in 1861.

Above: David Wilmot. **Left:** A slave sale in New Orleans.

Higher Level Thinking

Have students create a chart with the following column headings: “Missouri Compromise,” and “Compromise of 1850.” Then have students create two rows with the headings “North” and “South.” Ask students to complete the chart by noting the elements of each compromise that favored the northern and southern sections of the country, respectively.

Answer to Map 10.1 Skill

because it was located below the 36°30' N line set by the Missouri Compromise

Using Geography Skills: Political Geography

Have students review the map of the Missouri Compromise. Ask students to name the twelve free states and the twelve slave states. (*Free: IL, IN, OH, PA, NJ, NY, CT, MA, RI, NH, VT, ME; Slave: MO, LA, MS, AL, GA, SC, NC, TN, KY, VA, MD, DE*) Ask students: What do you notice about the size of territory above the 36°30' line as compared to the territory below the line? (*Above is larger.*) Who owned the land west of the Louisiana Territory? (*Spain*)

Did You Know?

Several future famous military leaders of the Confederacy served in the Mexican War including P. G. T. Beauregard, Thomas “Stonewall” Jackson, Albert Sidney Johnston, and Robert E. Lee.

Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Higher Level Thinking

Project this quotation on a screen or Smart Board:

What had I done to deserve imprisonment in such a dungeon? I could not comprehend. There was a blank of some indefinite period, preceding my awakening in that lonely place, the events of which the utmost stretch of memory was unable to recall. I listened intently for some sign or sound of life, but nothing broke the oppressive silence, save the clinking of my chains, whenever I chanced to move. . . . I felt of my pockets, so far as the fetters would allow—far enough, indeed, to ascertain that I had not only been robbed of liberty, but that my money and free papers were also gone! Then did the idea begin to break upon my mind, at first dim and confused, that I had been

After your students have read this quotation, ask them:

1. What word is missing at the end of this passage? (*kidnapped*)
2. Based on this passage, this person was of what race? What evidence in the passage supports your answer? (*African American; As an African American traveling through slave territory, he had to carry “free papers” to prove that he was not a fugitive slave.*)
3. In what ways was this person robbed? (*He was robbed of his freedom, his money, and of documents proving he was a free man.*)
4. What do you predict will happen to this person? (*This passage is from Solomon Northup’s autobiography titled Twelve Years a Slave. In 1841, Northup, a free man, was kidnapped by alleged business associates and sold into slavery in Louisiana. After twelve years of enslavement, he regained his freedom.*)

Below: This 1893 painting, *The Underground Railroad*, by Charles T. Webber, shows people of the Underground Railroad (an informal connection of people and homes that helped fugitive slaves) leading runaway slaves to safety.

Finally, both houses of Congress reached a five-part compromise. The first three parts of the **Compromise of 1850** dealt specifically with new territories in the Southwest. First, California would enter the Union as a free state. Second, the people of the Utah and New Mexico Territories would decide the slavery issue for themselves. This process was called **popular sovereignty** (the ability of the people of an area to decide an issue, such as whether to allow slavery, for themselves). Third, Texas accepted revised borders with New Mexico in exchange for a payment from the federal government. Fourth, slavery continued to exist in the nation’s capital, Washington, DC, but the slave trade was abolished there. A law regarding *fugitive* (runaway) slaves was the fifth part of the compromise.

The most hotly contested parts of the legislation had been those that focused on newly acquired territories in the Southwest. But it was this fifth part that proved the most *incendiary* (tending to inflame or stir up people). The **Fugitive Slave Act** was designed to ensure southern slaveholders that they could reclaim slaves who escaped to free states. Under the new law, masters or their representatives had only to appear before specially appointed commissioners and swear that the slave in question belonged to them. The commissioners received ten dollars for a case that resulted in a slave being returned, but only five dollars when a claim was rejected. So the commissioners had an economic incentive to return slaves to masters who claimed them.

Northerners who held antislavery views were *incensed* (furious), particularly because the law required all citizens to assist officials who were looking for runaways. Instead of settling the matter, the Fugitive Slave Act led to a rise in antislavery feelings in the North. This created further disagreement between the two sections of the nation.



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Did You Know?

Abraham Lincoln was the first Republican Party candidate elected to the presidency. He only received 40 percent of the popular vote in the election of 1860.

Higher Level Thinking

Ask students: In what region of the country did Abraham Lincoln receive all of his electoral support? (*the North*) How did Lincoln manage to win the presidency with only 40 percent of the popular vote? (*The Democratic Party vote was divided between two candidates—Stephen Douglas and John C. Breckinridge.*)

Higher Level Thinking

The presidential candidate who receives a majority of electoral votes is elected president. Encourage students to review “The Election of 1860” map, and then ask them to determine the total number of electoral votes in the Election of 1860 by adding up all the states’ electoral votes. (303) Next, add up the electoral votes Abraham Lincoln won. (180) Finally, divide Lincoln’s electoral vote total by the total number of electoral votes to determine his electoral vote percentage ($180 \text{ Lincoln votes} \div 303 \text{ total electoral votes} = 59.4\%$). Ask students: How many electoral votes were needed for a majority? (152) Did Lincoln earn a majority of electoral votes? (Yes)

Answer to Map 10.2 Skill

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Answer to Figure 10.1 Skill

Abraham Lincoln was not even on the ballot in Louisiana and nine other slave states.

The Election of 1860

By the time of the presidential election of 1860, the previous party system, dominated by the Democrats and Whigs, had come apart. Northern and Southern Democrats split over the issue of slavery, and offered two separate candidates for president that year. Meanwhile, some southerners who wished to stay in the Union formed the Constitutional Union Party and put forth a third candidate.

Abraham Lincoln of Illinois was the fourth candidate in the presidential race of 1860. He represented the six-year-old Republican Party. Republicans believed that slavery was a negative social force and that it dishonored the dignity of free laborers. The party’s motto, “Free soil, free labor, free men,” made clear that the party was opposed to the extension of slavery into new territories. However, Republicans promised to leave slavery as it was in the current slave states. This was not enough for many southerners, who felt slavery had to expand into the new territories as the nation grew. Most southerners were so anti-Republican that Abraham Lincoln did not even appear on the ballot in ten of the fifteen slave states, including Louisiana.

MAP 10.2

The Election of 1860

Map Skill: How many electoral votes did John C. Breckinridge win?

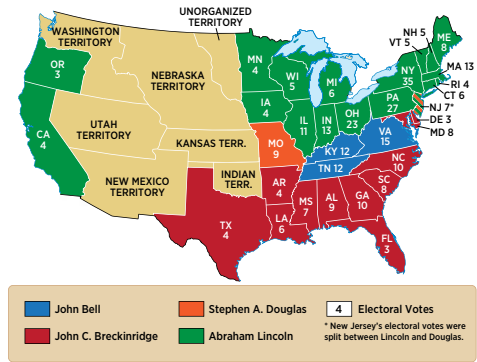
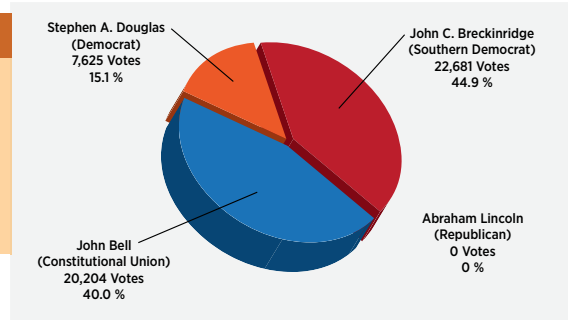


Figure 10.1

The 1860 Election in Louisiana

How was it possible that Abraham Lincoln received no votes in Louisiana?



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Notes

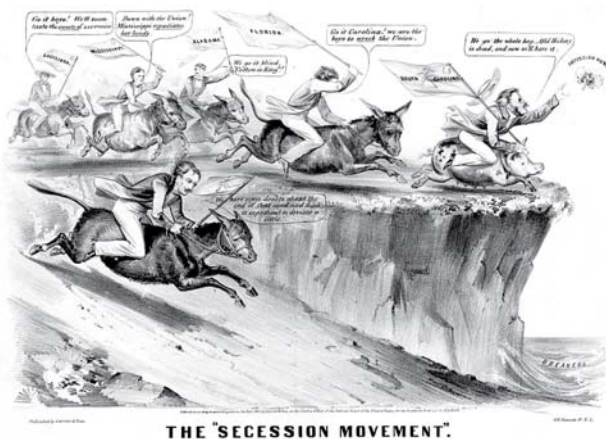
Thus, when Lincoln was elected president in November 1860, many southerners felt his election was unfair. Some believed the election of a Republican president was the final straw. They felt that it gave them the right to secede from the United States and form a new union of slaveholding states. In December, South Carolina was the first state to take this action.

Louisiana Secedes

Although he had originally opposed withdrawing from the Union, Louisiana Governor Thomas Overton Moore began to move the state toward secession soon after Lincoln's election, by taking over federal facilities along the Mississippi River. Despite Moore's actions, it was unclear whether a majority of voters wanted to secede. Because the state's economy depended on trade that linked markets in New Orleans with northern and international markets, many businesspeople were undecided about secession. Sugar planters were also concerned about how the loss of the protective federal tariff would affect prices and markets for their crop.

Despite these economic concerns, many others believed that the state ought to secede. On Thanksgiving Day 1860, Presbyterian minister Benjamin Palmer gave a sermon in New Orleans called "The South: Her Peril and Her Duty." Palmer made the argument that southerners had a God-ordained duty to protect their slaves and to defend slavery. His sermon, which was printed and distributed throughout the region, became widely influential among those who were considering secession.

Beyond religious convictions, others believed that the South's strong and honorable men could defeat the North quickly in a war and make a new nation where slavery would be secure. This belief in honorable southern manhood failed to take into account that the industrializing North had a larger population of potential soldiers. It also had a stronger manufacturing base that could make weapons and other necessary supplies quickly.



Top Right: Abraham Lincoln. **Bottom:** This cartoon, called "The Secession Movement," shows southern states, led by South Carolina, rushing headlong "off the cliff" to secession.

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Using Reading Skills: Interpreting Quotations

After the presidential election of 1860, Governor Thomas Overton Moore announced, "I do not think it comports with the honor and respect of Louisiana, as a slaveholding state, to live under the government of a Black Republican." Ask students: To whom is Governor Thomas Overton Moore referring when he uses the phrase "a Black Republican"? (Abraham Lincoln) What does Moore mean by this? (The term refers to those persons sympathetic to the abolition of slavery.) Why did Moore perceive a Republican president as a threat to a slaveholding state? (The Republican Party opposed the spread of slavery to the territories.)

Using Reading Skills: Vocabulary Enhancement

Have students write a definition of *illegitimate*. Ask them to share their definitions to determine their level of understanding. Then, provide the following definition: "not according to accepted standards or rules." Finally, ask students to write a sentence about a current event that incorporates the term *illegitimate*. Have volunteers write their sentences on the board.

Review

Ask students: What evidence could southerners use to support their position that Lincoln's election to the presidency in 1860 was illegitimate? (*Lincoln did not appear on the ballot in ten slave states; he was a sectional candidate only winning the popular vote in northern states; nationwide, Lincoln only won 40 percent of the popular vote.*)

Did You Know?

The seizure of federal property (arsenals, forts, harbors, mints, and post offices) in the South by secessionists led to war. Eventually, a federal force's refusal to surrender Fort Sumter in Charleston harbor ignited the Civil War.

Did You Know?

The Biblical notion of slavery closely resembled the concept of "indentured servitude." It was often caused by a person's indebtedness, and there were clearly stated Biblical protections for people in this predicament, e.g., in the seventh year, all debtor/slaves were released from their debts.

Section 2

The Civil War Begins

As you read, look for

- ▶ the incident in Charleston, South Carolina, that started the Civil War;
- ▶ how news of casualties at Shiloh and other battles dampened enthusiasm for serving in the Confederate army;
- ▶ the daring acts of David Farragut on the Mississippi River that led to the surrender of New Orleans and Baton Rouge;
- ▶ actions of General Benjamin Butler in New Orleans that made him a hated figure;
- ▶ the outcome of sieges at Port Hudson and Vicksburg;
- ▶ terms: **Conscription Act, blockade, Confiscation Act, profiteering, Anaconda Plan, siege.**

Just as Governor Moore had taken control of federal facilities in Louisiana, CSA forces in South Carolina demanded that U.S. forces withdraw from Fort Sumter, a federal fort that guarded the entrance to Charleston's harbor. Louisiana native Pierre Gustave Toutant (P. G. T.) Beauregard had been placed in charge of Confederate troops in the city. When federal forces tried to resupply their troops, P. G. T. Beauregard ordered an artillery assault to prevent it. Without the supplies or arms they needed to defend themselves, the federal troops quickly surrendered.

The Confederate assault on Fort Sumter led to cries for war on both sides. When President Lincoln called for 75,000 volunteers to help put down the Confederate rebellion, four more southern states seceded and joined the CSA. The Civil War had begun.



The firing on Fort Sumter by Confederate cannons began before dawn on April 12, 1861. When fires broke out in the fort and supplies ran out, the Union commander surrendered the fort on April 13.

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Social Studies Standard 1—Historical Thinking Skills

See Page T260

Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras



The four states that seceded after the Civil War began were, in order, Virginia, Arkansas, North Carolina, and Tennessee.

Section 2

The Civil War Begins

INTRODUCE

Outline

- A. Soldiers: Volunteers and Conscripts
- B. The War Comes Home
- C. General Butler Takes Command
- D. Union Occupation Spreads
- E. The Anaconda Plan

Materials

Textbook, pages 279-286

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 10-2

mystatehistory.com

Online Textbook

Bellringer

Have students complete the Crisis at Fort Sumter simulation as found at this website: www.tulane.edu/~sumter/.

Using Geography Skills:
Political Geography

Project a map of the Confederate States of America onto a screen or Smart Board such as the map found at this website: www.whiteheadna.com/miltry_recs/cvlwar/images/map1861.jpg. Ask students to locate and identify each of the eleven states of the Confederacy.

In Other Words

Speak fluent English—speak English well (“flowingly”)

Using the Internet

Ask students to read this short biography of P. G. T. Beauregard as found at this website: www.knowla.org/entry/1036/.

Did You Know?

Pierre Gustave Toutant Beauregard briefly served as superintendent of the United States Military Academy.

Engagement

Offer students extra credit for correctly identifying the other famous Confederate general who served as superintendent of the United States Military Academy. (*Robert E. Lee*)

Developing Writing Skills

Before an impending battle, a soldier would often write a letter to loved ones in case he perished in the next day’s fighting. Ask students to imagine it is April 13, 1861. They have survived the first day of the firing on Fort Sumter, but the conflict is not over yet. Have students write a letter to their parents, spouse, and/or children on what they have witnessed.

Special FEATURE

Below: The “Stars and Bars” of the Confederacy. **Middle:** Beauregard Parish Courthouse. **Bottom:** P. G. T. Beauregard Equestrian Statue at the main entrance of New Orleans’ City Park. **Bottom Left:** Fort Sumter.

Who Ordered the First Shots Fired on Fort Sumter?

Pierre Gustave Toutant Beauregard, more commonly known as P. G. T. Beauregard, was born in St. Bernard Parish on May 28, 1818. He was proud of his Creole and French heritage and didn’t speak fluent English until age eleven. Inspired by the heroic stories of French Emperor Napoleon Bonaparte, Beauregard devoted his life to the military. He graduated second in his class from the United States Military Academy at West Point in 1838.

After Louisiana seceded from the Union in 1861, Beauregard resigned his position in the U.S. army and joined the Confederate army. His first post was as brigadier general stationed in Charleston, South Carolina. On April 12, 1861, he ordered Confederate troops to fire on Fort Sumter, which was still controlled by the United States—thus beginning the Civil War! Beauregard went on to become one of just eight full generals in the Confederate army. He commanded troops at the First Battle of Bull Run, the Battle of Shiloh, the Siege of Corinth, and in the defense of Virginia and Charleston, South Carolina. In April 1865, Beauregard, along with General Joseph E. Johnston, convinced Jefferson Davis that the war was lost.

Beauregard was one of the few Confederate veterans to become rich. After the war was over, Beauregard returned to New Orleans and began to work on repairing the railroads across Louisiana destroyed during the war. He also supported the Louisiana Lottery. Beauregard died on February 20, 1893, but his legacy can be seen throughout Louisiana. Beauregard Parish is named for him, as well as the Louisiana National Guard’s Camp Beauregard. Would you like to learn more about this unique Louisiana soldier?



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Notes

Did You Know?

Ironically, the term *Shiloh* in Hebrew means “place of peace.”

Using the Internet

Share with your students this video (2:45) overview of the Battle of Shiloh as found at this website: www.history.com/topics/american-civil-war/american-civil-war-history/videos/the-battle-of-shiloh#the-battle-of-shiloh.

Using Geography Skills: Physical and Political Geography

Share a map of the Union blockade with students as found at this website: <http://gulfwrecks.net/images/BlockadeRunners/federal-blockade-us-naval-blockade.gif>. Ask students: Which Confederate port cities along the Gulf of Mexico were directly affected by the Union blockade? (*Corpus Christi, Galveston, New Orleans, Mobile, and Pensacola*) How many Union squadrons enforced the blockade? (*four*) Which Union squadron blockaded New Orleans? (*West Gulf Squadron*)

Did You Know?

On April 22, 1862, the *Daily Picayune* ran the following headline:

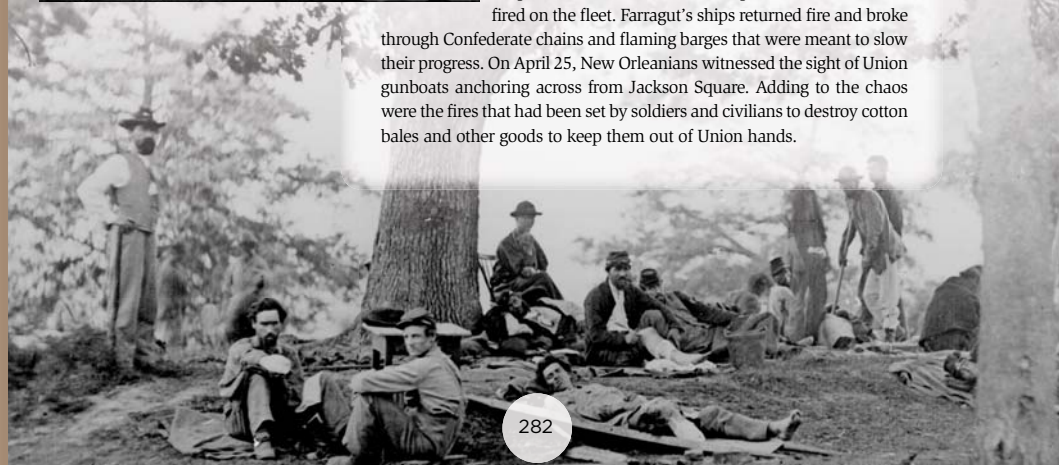
“The Forts Hold Their Own and Are Likely to Do So”

With the capture of New Orleans, the *Philadelphia Inquirer* ran this headline: “GLORIOUS NEWS!: Rebel Report of the Capture of New Orleans”

Below and Bottom: Conditions in army camps were primitive and unsanitary, leading to many deaths from untreated wounds and disease.

Lagniappe

For more than a century, historians accepted the estimate that 620,000 soldiers had died during the Civil War. In 2012, using census and digital records, historians adjusted that estimate to 750,000 deaths.



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The War Comes Home

Given the huge number of battle casualties, reluctance to serve was understandable. The Battle of Shiloh, which took place in Tennessee on April 6 and 7, 1862, ended with one in five men—more than twenty-three thousand in all—killed, wounded, captured, or missing. At that time, it was the bloodiest battle in American history. Many Louisiana soldiers fought at Shiloh, and P. G. T. Beauregard directed the Confederate effort on the second day. Over the next few weeks, wounded soldiers and the bodies of those killed arrived back in Louisiana, bringing the war home to the civilian population.

Because water transport was so important to the South’s economy, the Union quickly adopted the strategy of a blockade of the region’s ports. A **blockade** is the use of naval forces to isolate a seaport and prevent ships from entering or leaving it. By July 1861, the Union navy had established an effective blockade of all southern ports, including the mouth of the Mississippi River and the port of New Orleans. The goal of the blockade was to prohibit shipping, thus damaging the southern economy, and to prevent Confederates from receiving war supplies including weapons.

With a Union blockade at the mouth of the Mississippi, food and supplies had already begun to run short in New Orleans. Because ships could neither leave nor enter the port, normal business operations stopped. Despite repeated warnings that New Orleans was vulnerable to Union attack, Fort Jackson and Fort St. Philip were the city’s only protection to the south. Louisiana had seized the forts, located about seventy miles below New Orleans on both banks of the river, shortly before seceding.

A Union naval fleet led by flag officer David Farragut began to bombard those forts in mid-April of 1862. Finally, on the night of April 24, Farragut made his move. He attempted to lead his fleet upriver past the forts and through the obstructions placed in the river by the Confederates. A spectacular naval battle took place as Confederates fired on the fleet. Farragut’s ships returned fire and broke

through Confederate chains and flaming barges that were meant to slow their progress. On April 25, New Orleanians witnessed the sight of Union gunboats anchoring across from Jackson Square. Adding to the chaos were the fires that had been set by soldiers and civilians to destroy cotton bales and other goods to keep them out of Union hands.

Developing Writing Skills

Place students in pairs and have them write two newspaper headlines—from a Union and a Confederate perspective—about Farragut’s capture of New Orleans on April 25, 1862.

Diverse Learners

David Farragut’s father, Jorge, was a Spanish merchant who served in the American Revolution and the War of 1812.

Confederate troops under Major General Mansfield Lovell had already begun to leave the city and retreat to Fort Moore in Tangipahoa Parish. Many New Orleanians were upset that their city had not been better defended. They alternately blamed Lovell and Confederate President Jefferson Davis. Nor did the angry population readily accept Union occupation. The first American flag hung by Farragut's forces was pulled down, torn to pieces, and distributed to members of a mob by a man named William Mumford. Mumford was later hanged for this action.

General Butler Takes Command

On May 1, David Farragut turned the city over to Union General Benjamin Butler. Farragut then started upriver toward his next objective, the capture of Baton Rouge. Meanwhile, Butler took immediate actions to get New Orleans and its people under control. He supported an existing free market to feed the hungry. He also put civilians and slaves to work cleaning the dirty city in the hopes of avoiding a yellow fever outbreak in the coming months.

Unrest in Occupied New Orleans

Still, many in the city continued to confront or resist Union occupation. Soldiers and officers were particularly surprised by the disrespect shown them by the city's women. Confederate-loyal women expressed their displeasure by wearing small Confederate flags and ribbons, and crossing the street or leaving a streetcar to avoid contact with Union soldiers. In other cases, women or their children actually spat on the occupying troops. Outraged, General Butler issued his infamous General Order No. 28 on May 15. The order demanded that the city's women cease to "insult or show contempt" to Union officers or soldiers. If they did not, Butler threatened punishment.



Lagniappe

When the U.S. Navy was established, Congress did not allow the aristocratic-sounding rank of "admiral." A few rear admirals, then a vice admiral, were named during the Civil War. But in 1866 David Farragut was named the U.S. Navy's first full admiral in honor of his wartime achievements.

Top Right: Admiral David Farragut.

Bottom Left: General Benjamin Butler, the "Bluebeard of New Orleans."

Bottom Right: *Commodore Farragut's Squadron and Captain Porter's Mortar Fleet Entering the Mississippi* from *Harper's Weekly*; May 17, 1862.



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Teacher Note

Here is the full text of Benjamin Butler's General Order No. 28:

As the officers and soldiers of the United States have been subject to repeated insults from the women (calling themselves ladies) of New Orleans in return for the most scrupulous non-interference and courtesy on our part, it is ordered that hereafter when any female shall by word, gesture, or movement insult or show contempt for any officer or soldier of the United States she shall be regarded and held liable to be treated as a woman of the town plying her avocation.

—By command of Major-General Butler

Did You Know?

William Mumford was tried before a military tribunal. The ever-controversial General Benjamin Butler decided to make Mumford an example and sentenced him to death. Mumford was executed near the U.S. Mint in New Orleans. As the execution date approached, Mumford's wife pleaded with Butler for her husband's life. Butler refused to commute the sentence, but he did promise to provide her assistance due to the impending loss of her husband. Several years later, Mrs. Mumford approached Butler, who was at this point a Massachusetts congressman, because she was experiencing financial hardship. Among other things, Butler secured her employment with the Internal Revenue Board.

Diverse Learners

Place students in pairs, and then instruct student pairs to take a sheet of paper and create a T Chart. At the top of the paper, label the left side "Wise Decisions" and the right side "Unwise Decisions." Next, have students read about Benjamin Butler's tenure as commander of New Orleans and make note of his various decisions as commander, placing these notes in the T Chart column they deem correct. After completing the T Chart, have students share some of their entries with the class. Finally, instruct student pairs to write a paragraph about their assessment of Butler's leadership. Be sure to remind students that leaders are usually judged by the quality of their decisions.

In Other Words

nurseries of treason—places where treason could be learned at an early age

treason—betraying or attempting to overthrow the government of one's country

Discussion

Ask students: What do you think was happening in New Orleans schools to prompt General Butler to call them “nurseries of treason”? (*In some schools, students were singing “Dixie” and “The Bonnie Blue Flag” rather than the national anthem; young ladies were taught to refer to the Federal troops as “Yankee Scum”; some school directors were paying the salaries of a male teacher who was absent from school in service to the Confederacy.*)

Teacher Note

In the latter stages of the Civil War, some New Orleans teachers were fined (\$100 to \$250) when students in their charge were caught drawing Confederate flags in their copybooks or when students were caught walking around a Union flag rather than walking under it.

Below: General Benjamin Butler.

Bottom: This engraving depicts starving people of New Orleans being fed by U.S. military authorities in 1862.



Nurseries of Treason

Because the schools were teaching their students lessons in Confederate patriotism, Butler considered them “nurseries of treason.” He closed the schools two weeks early. Over the summer, he had northern schoolbooks shipped to the city. He also demanded that teachers take an oath of loyalty to the Union in order to keep their jobs. Many refused to do so and lost their positions. Some parents kept their children home rather than have them taught by Unionist teachers.

Confiscation of Confederate Property

Butler confronted Confederate-loyal people in other ways as well. He vigorously enforced the **Confiscation Act**. This allowed the Union army to *confiscate* (take possession of) the property of those who continued to support the Confederacy. His confiscation of the property of many wealthy New Orleanians, including their family silver, and his harsh treatment of the city's women earned him the nicknames “Spoons” and “Beast” Butler.

As troops under Butler's direction began to expand their occupation south of the city, he continued to exercise the rights of confiscation. Union troops fed themselves by taking the property of those Confederates they encountered along Bayou Lafourche and Bayou Teche. Oftentimes, people who had very little to begin with were even more desperate after Union troops moved through.

Butler's Removal

Despite the Union military successes, back in New Orleans General Butler became involved in repeated conflicts with foreign *consuls* (officials appointed by one country to look after their citizens and business interests in another). Many consuls remained in the city, and often they supported the Confederacy. Butler was also accused of allowing his brother to engage in war **profiteering** (making an unfair profit on essential goods during emergency times). The brother did this by importing food and other goods for resale at very high prices. Butler's many disputes and the suggestion of corruption—though never proved—led to his dismissal. General Nathaniel Banks replaced Butler in December 1862.



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Notes

Union Occupation Spreads

Union occupation spread to other parts of the state as well. In early May 1862, Baton Rouge fell to Farragut's fleet. Although Confederate troops contested its possession, the city stayed in Union hands for the rest of the war.

The Anaconda Plan

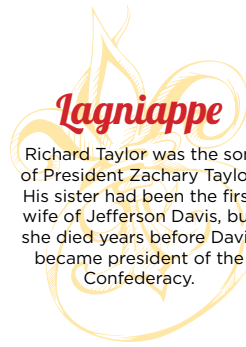
Now Farragut and other naval officers turned their sights upriver, where the Union goal was to take control of the river at Vicksburg, Mississippi. The strategy for controlling the Mississippi River was called the **Anaconda Plan**. Its goal was to squeeze its opponent into submission, like an *anaconda* (a large snake that crushes its prey in its coils) did its victim. Union control of the river would separate Confederate forces in western Louisiana, Texas, and Arkansas from the rest of the Confederacy. This would weaken an already outnumbered army.

Banks also used his ground forces to challenge Confederates in other parts of the state. Union forces had taken control of much of southeastern Louisiana, including Houma and Thibodaux, in 1862. In early 1863, Banks began to move Union forces into southwestern Louisiana, hoping to extend Union control to all parts of the state. Union troops engaged Confederate forces under the command of Richard Taylor.

Despite determined fighting by the Confederates, by the end of April, Union forces controlled most of southwestern Louisiana, including Alexandria, New Iberia, and Vermilionville (today's Lafayette). General Banks even managed to capture Opelousas, forcing the Confederate state government to move to Shreveport.

The Siege at Port Hudson

After establishing control over much of the bottom half of the state, Banks led an overland campaign to take control of Port Hudson, about thirty miles north of Baton Rouge. Union naval forces had been unable to gain control of the Confederate outpost. Confederate soldiers had dug a large network of trenches to protect the fort and give them cover from gunfire.



Richard Taylor was the son of President Zachary Taylor. His sister had been the first wife of Jefferson Davis, but she died years before Davis became president of the Confederacy.

In Other Words

trenches—deep, narrow holes in the ground used as protection for soldiers

Did You Know?

The turning point in the Battle of Baton Rouge was the failure of the engines of the CSS *Arkansas*, which was unable to support the Confederate infantry attack. Among the casualties in this battle was Lieutenant Alexander H. Todd, the brother-in-law of President Abraham Lincoln.

Did You Know?

The siege at Port Hudson during the late spring and early summer of 1863 produced great hardships for both the Confederate and Union armies. The heat, bad water, mosquitoes, lice, and snapping beetles plagued soldiers. Gradually, the siege reduced the Confederate food supply to the point where soldiers ate horses, mules, and even rats.

Higher Level Thinking

Ask students: If you were a Union officer and you could throw one object over to the beleaguered and starving Confederate forces in Port Hudson to convince them to surrender, what would it be? (*A Union officer claimed that he wrapped the Vicksburg surrender notice around a stick and threw it into a Confederate trench. Shortly thereafter, the Confederates, who realized their situation was hopeless, surrendered.*)



The 2nd Louisiana Colored Regiment fought bravely on the Union side at the Battle of Port Hudson.

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Using the Internet

Share with your students an article on Port Hudson as found at this website: www.nps.gov/nr/travel/louisiana/por.htm. After students have read the article, have them note five facts they learned about this battle.

Diverse Learners

Regarding the gallantry of African American soldiers under his command, Union General Nathaniel P. Banks, reported, "The severe test [Battle at Port Hudson] to which they were subjected, and the determined manner in which they encountered the enemy, leaves upon my mind no doubt of their ultimate success."

ASSESS

Answers to “Reviewing the Section”

1. The **Confiscation Act** allowed the Union army to take the property of those who supported the Confederacy. **Profiteering** is making an unfair profit on essential goods during emergency times, such as war. The **Anaconda Plan** was a Union strategy to squeeze its Confederate opponent into submission, like the anaconda snake would do to its victim. Union control of the Mississippi River would isolate western Louisiana, Texas, and Arkansas from the rest of the Confederacy.

2. Confederate forces in South Carolina demanded that U.S. forces withdraw from the federal Fort Sumter, which guarded the entrance to Charleston’s harbor. General P. G. T. Beauregard, ordered an artillery assault to prevent the federal forces from resupplying their troops. The federal troops surrendered, and both sides called for war.

3. On the positive side, Butler supported a free market to feed the hungry, and he put civilians and slaves to work cleaning the city to avoid a yellow fever outbreak. On the negative side, he issued General Order No. 28, directed against women. He closed the schools early and had northern schoolbooks shipped in. He demanded that teachers take a loyalty oath. He enforced the Confiscation Act. He had conflicts with foreign consuls. He was accused of allowing his brother to engage in war profiteering.

Teacher Note

Share with your students the account of a survivor (Mary Ann Loughborough) of the siege at Vicksburg by reading excerpts from *My Cave Life in Vicksburg* as found at this website: www.gutenberg.org/files/35700/35700-h/35700-h.htm.

With a force of more than thirty thousand men, Banks ordered three unsuccessful attacks on the much smaller but well-protected Confederate force. Union soldiers suffered many casualties but made little progress. When Banks could not find enough volunteers for a fourth attack, he decided to surround and wait out the Confederates. The siege that followed lasted forty-eight days, the longest in Civil War history. A **siege** is a tactic where an army tries to capture a fort or town by surrounding it and preventing supplies from reaching it.



Above: The siege of Vicksburg.

The Vicksburg Campaign

Ultimately, events upriver at Vicksburg, Mississippi, led to a Confederate surrender. Vicksburg was located on a very high bluff approximately 150 miles above Port Hudson. It was well protected by a large Confederate force and had enough firepower to prevent a large Union naval fleet from passing below. For more than a year, Union forces had been trying to find a way to move troops along the river on the Louisiana side so they could cross the river south of Vicksburg and reach the city overland.

Union troops and slaves taken from nearby plantations had even begun to dig a canal designed to reroute water from the Mississippi. This would create a shortcut for transporting troops to Vicksburg. After months of work, the canal collapsed. In the end, Union General Ulysses S. Grant had to march his troops more than one hundred miles to achieve his objective. The troops were then ferried across the river so they could begin their advance on Vicksburg.

Like General Banks at Port Hudson, Grant created a siege around Vicksburg. After being forced to hide in caves to avoid Union bombardment and eating all the food available—including rats and mules—Confederate forces surrendered on July 4, 1863. Coincidentally, this was the same day Confederate General Robert E. Lee began his retreat from Gettysburg, Pennsylvania, having been defeated on the battlefield the previous day. Upon hearing the news, the remaining Confederate forces at Port Hudson surrendered to General Banks on July 9, 1863.

Reviewing the Section

1. Define in sentence form: Confiscation Act, profiteering, Anaconda Plan.
2. What incident in South Carolina marked the beginning of the Civil War?
3. What were some of the positive and negative actions of General Benjamin Butler in New Orleans?

Using the Internet

Project an animated overview of the Vicksburg Campaign on a screen or Smart Board from this website: www.historyanimated.com/VicksburgAnimation.html.

Share with your students a brief video on the Battle of Vicksburg, as found at this website: www.history.com/topics/american-civil-war/american-civil-war-history/videos/the-union-siege-of-vicksburg#the-union-siege-of-vicksburg.

Section 3

The Last Years of the War

As you read, look for

- ▶ the removal of state government to new capitals;
- ▶ two governors who served Louisiana during difficult times;
- ▶ the purpose of the Emancipation Proclamation;
- ▶ events of April 1865 that ended the war and created an uncertain future for all people of the South;
- ▶ terms: **chicory**, **Emancipation Proclamation**, **assassination**.

The Confederate losses of Vicksburg and at Gettysburg turned the tide of war in the Union's favor, but the conflict continued for another year and a half. In Louisiana, the troops, the government, and displaced civilians—both free and slave—were on the move in the last years of the war.

Government in Exile

When Baton Rouge surrendered to Union forces in May 1862, Governor Moore was forced to move the state government. He relocated first to Opelousas and then to Shreveport. Serving as governor through most of the war, Moore was working under extreme hardship. Louisiana provided its required number of soldiers to the Confederacy, but this left Moore very little manpower to protect the people. On one occasion, a Confederate officer confiscated weapons and ammunition Moore had purchased for home defense. Still, Moore persevered and was instrumental in convincing CSA President Jefferson Davis to create a Confederate command in western Louisiana. Major General Richard Taylor was put in charge of the force.



Above: Major General Richard Taylor.
Left: The St. Landry Parish Courthouse in Opelousas served as the temporary capitol of Louisiana's Confederate government in 1862.



Social Studies Standard 1—Historical Thinking Skills

See Page T260

Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Section 3

The Last Years of the War

INTRODUCE

Outline

- A. Government in Exile**
- B. The Red River Campaign**
- C. Life in Occupied Louisiana**
- D. Emancipation Begins**
- E. The War Ends**
- F. Uncertainty at War's End**

Materials

Textbook, pages 287-293

Student Workbook

Teacher Tech DVD

Lesson Plan

Guided Reading, 10-3

mystatehistory.com

Online Textbook

In Other Words

was instrumental in—played a key role in

Bellringer

Project a modern map of the state of Louisiana onto a screen or Smart Board such as the one found at this website: www.nationsonline.org/maps/USA/Louisiana_map.jpg. Ask students to locate Baton Rouge, Opelousas, and Shreveport. Then ask: With each relocation of the state capital, in what general direction(s) is the new capital located in relation to the old capital? (*west and north*)

Did You Know?

Henry Watkins Allen studied law at Harvard University. He was both an attorney and a successful sugar planter. He served in both the Mississippi and Louisiana state legislatures before enlisting in the military with the outbreak of the Civil War.

Using the Internet

You can find a short audio biography of Henry Watkins Allen at www.sos.la.gov/HistoricalResources/AboutLouisiana/LouisianaGovernors1861-1877/Pages/HenryWatkinsAllen.aspx.

Did You Know?

A campaign is a series of military operations undertaken to achieve a major objective in a war. Ask students: What was the major objective of the Red River Campaign? (*The objective was to capture Shreveport and place all of Louisiana under Union control.*)

Teacher Note

A map of the Red River Campaign can be found at this website: www.historynet.com/louisiana-quagmire-the-unions-failed-red-river-campaign-1864.htm.

Lagniappe

Some observers at the time suggested that Nathaniel Banks started the Red River Campaign to make himself famous so he would be an attractive candidate for president in 1864.

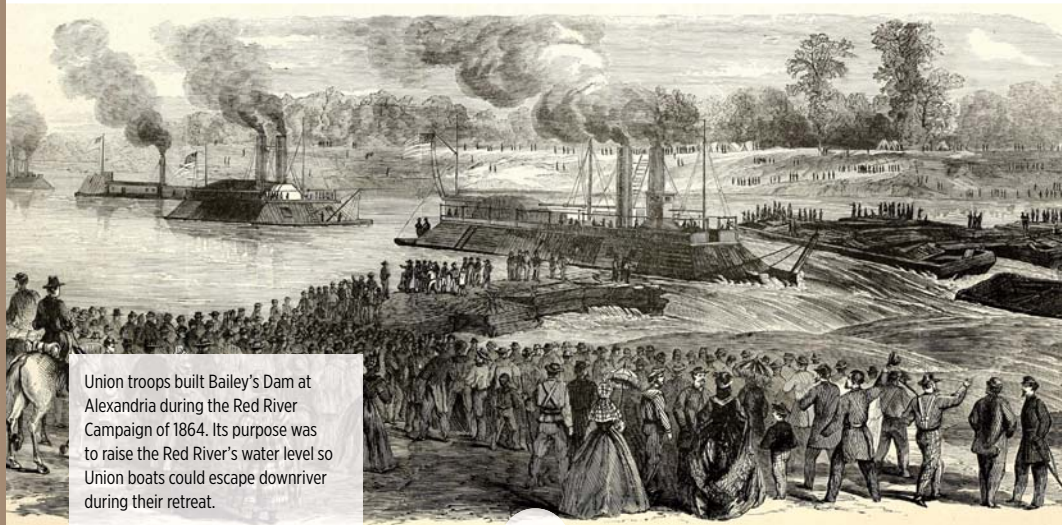
Henry Watkins Allen ran unopposed for governor in 1863. When Moore's term ended, Allen took charge of Confederate Louisiana. Allen had volunteered early in the war and had been injured at the Battle of Shiloh. He also fought in the battle to protect Baton Rouge. He was so badly injured there that he had to use crutches for the rest of his life.

Despite his injuries, Allen was an energetic and creative leader who served under extremely difficult circumstances. Food and other basic supplies were hard to come by in Confederate-held areas. Allen opened a trade channel with Mexico through Texas. Although some in the Confederacy criticized the decision, the trade route allowed him to exchange cotton for desperately needed food and medicine. Allen also established a group of state stores where citizens could buy supplies at fair prices. He even paid benefits to families whose household heads were serving in the war.

The Red River Campaign

During the spring of 1864, Union General Nathaniel Banks led a campaign in which he hoped to take possession of Shreveport. By doing so, he could put the entire state of Louisiana in Union hands. The campaign is generally criticized for poor decision-making on both sides.

Confederate Major General Richard Taylor did score one impressive victory over Union forces near Mansfield in early April. However, he was unable to take control of Banks's army as it tried to retreat. Union naval forces also had a difficult time returning down the Red River. In the end, the Red River Campaign yielded little in the way of meaningful military victory. Still, Taylor and other forces pushed Union troops back toward central Louisiana, preventing them from occupying the entire state and from extending Union control into Texas.



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Notes

Reading Primary Documents

U.S. General Joshua Chamberlain, who was chosen by General Grant to receive the formal the surrender of the Army of Northern Virginia, wrote this about the Confederates standing before him:

Before us in proud humiliation stood the embodiment of manhood; men whom neither toils and sufferings, nor the fact of death could bend from their resolve; standing before us now, thin, worn and famished, but erect, and with eyes looking level into ours, waking memories that bound us together as no other bond; was not such manhood to be welcomed back into a Union so tested and assured? On our part not a sound of trumpet more, not roll of drum; not a cheer, nor word, nor whisper, or vain-glorying, nor motion of man, but an awed stillness rather, and breath-holding, as if it were the passing of the dead.

Read these words aloud and ask the class for their reaction to them.

Higher Level Thinking

Confederate records of casualty rates are incomplete. However, the records we do have indicate Louisiana suffered 3,059 Confederate casualties during the Civil War—one of the lowest casualty figures among the former Confederate states. Ask students: Why was Louisiana's total casualty figure relatively small? (*The capture of New Orleans occurred at the end of the first year of the Civil War, lessening the number of casualties the state might have suffered.*)



Uncertainty at War's End

The war had ended, but questions about what would come next for the still-divided nation were unanswered. Adding to the uncertainty, five days after the Confederate surrender at Appomattox Court House, President Lincoln was assassinated by an actor and Confederate sympathizer named John Wilkes Booth. **Assassination** is the murder of a prominent person, usually for political reasons. The president died from his wounds on the morning of April 15, 1865.

At a time when strong leadership was needed, uncertainty prevailed in the South as well. The CSA ceased to exist and its member states were left to fend for themselves. Much of the South's infrastructure had been destroyed by war and occupation. Hundreds of thousands of men were dead, and families were left to recover—often with no head of household or one who had been badly wounded.

It would take months for many soldiers to make their way home to Louisiana. It would take years for life to return to normal. Even then, the state was never again as it had been before the war, particularly because slavery came to an end. Former slave owners lost not only their laborers but also the economic value they represented. Based on the average value of slaves in the state in 1860, estimates for the loss in economic terms are as high \$500 million in Louisiana alone.

Although they now had their freedom, the former slaves also had a difficult journey ahead. Their fates, which had once been in the hands of their owners, now fell to individuals and families. Many freed slaves went in search of friends or relatives from whom they had been separated. Many couples, some recently reunited, sought formal marriage ceremonies to give their unions the force of law. Many newly freed people migrated to cities like New Orleans, looking for economic opportunities beyond agriculture. Former slaves who stayed in the same locations still had to learn to negotiate for wages with their former masters.



Top: Surrender at Appomattox Court House.

Higher Level Thinking

After slavery had been outlawed, suppose the southern states had chosen to remain out of the Union, even until today. Ask students to imagine in what ways our lives would be different.

Discussion

Ask students: After a Civil War lasting four years, what types of problems do you think Louisiana faced when peace was finally restored?

CHAPTER REVIEW

Reviewing the Content: Who Wants to Be a Millionaire?

Assign each student a section of this chapter to review while also drafting five review questions (with four possible answer choices) based on this content. Use their submissions as a basis for creating a “Who Wants to Be a Millionaire?” review game using the template as found at this website: www.internet4classrooms.com/technology_tutorials/powerpoint_game_templates/technology_tutorials.htm.

Chapter Review

Chapter Summary

Section 1: Sectionalism and Secession

- Between 1820 and 1850, political disputes between North and South arose over slavery, its expansion, and states' rights.
- The Missouri Compromise established a boundary separating slave and free areas in the Louisiana Territory.
- The Compromise of 1850 included California joining the Union as a free state; the abolition of the slave trade (but not slavery) in Washington, DC; and a stronger fugitive slave law.
- *Uncle Tom's Cabin* by Harriet Beecher Stowe increased public opposition to slavery in the North.
- The Republican Party, founded in 1854, opposed the expansion of slavery.
- In 1860, southern and border states split their vote among John Bell, John C. Breckinridge, and Stephen A. Douglas. This allowed Republican Abraham Lincoln, with electoral support in northern and western states, to win the presidency.
- Abraham Lincoln's election led to seven southern states, including Louisiana, seceding from the Union.

Section 2: The Civil War Begins

- The Civil War began when Confederate forces fired on federal troops at Fort Sumter, which guarded the entrance to Charleston's harbor in South Carolina. Federal troops surrendered to Confederate forces commanded by Louisiana native, P. G. T. Beauregard.
- Major Chatham Roberdeau Wheat recruited 500 men, many from New Orleans' wharves and docks, for a battalion that earned the name “Fighting Tigers.”

- A Union blockade of all southern ports included the mouth of the Mississippi River. In April 1862, David Farragut captured New Orleans, then placed it under the command of General Benjamin Butler, who outraged citizens through his harsh orders and actions.
- As part of the Union army's Anaconda Plan to control the Mississippi River, General Nathaniel Banks laid siege to Port Hudson. The defenders of Port Hudson surrendered after hearing of the fall of Vicksburg.

Section 3: The Last Years of the War

- In May 1862, Baton Rouge fell to Union forces. Governor Thomas Overton Moore relocated the state government to Opelousas, then to Shreveport. Beginning in 1864, Governor Henry Watkins Allen brought much needed food and medicine to the state through trade with Mexico.
- Union General Banks led the Red River Campaign to try to capture Shreveport and gain control of the rest of Louisiana. Confederate Major General Richard Taylor's forces prevented Banks from obtaining his objectives, and Union forces withdrew to central Louisiana in the spring of 1864.
- On April 9, 1865, Confederate General Robert E. Lee surrendered to Union Lt. General Ulysses S. Grant in Appomattox Court House, Virginia, effectively ending the Civil War. Shreveport was the last capital to surrender, on June 2.
- Actor John Wilkes Booth assassinated President Lincoln five days after Lee's surrender. Louisiana and the nation faced many problems at war's end.



The P. G. T. Beauregard House in New Orleans.

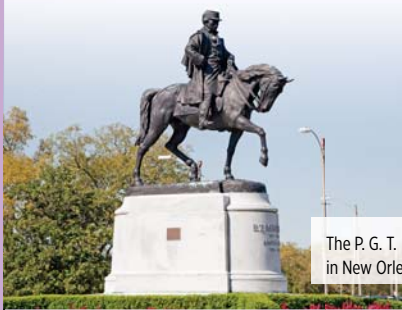
Notes

Activities for Learning

Understanding the Facts



1. What three issues led to political disputes between North and South in the years 1820 to 1850?
2. Which two states were admitted to the Union as a result of the Missouri Compromise? Where was the boundary line drawn between free and slave areas?
3. Which part of the Compromise of 1850 proved most controversial?
4. In the novel *Uncle Tom's Cabin*, which character was the slave? The cruel master? Where was the setting for most of the novel?
5. Which political party was formed in the 1850s? What was its motto?
6. Which seven southern states were the first to secede from the Union?
7. How did President Lincoln and the southern states respond to the firing on Fort Sumter?
8. Describe the "Fighting Tigers" who served under Major Chatham Roberdeau Wheat.
9. What strategy did the Union use to damage the southern economy?
10. The citizens of New Orleans gave what three nicknames to the despised Union General Benjamin Butler?
11. What was the goal of the Anaconda Plan?
12. Which two Confederate strongholds on the Mississippi River were captured by siege?
13. In what ways did Governor Allen's leadership help Louisiana citizens during the war?
14. Where did the Red River Campaign take place?
15. When the slaves were freed, what was the economic loss in Louisiana?



The P. G. T. Beauregard statue in New Orleans

Developing Critical Thinking



1. The phrases "runaway slave" or "fugitive slave" reflect whose perspective? Suggest another phrase that reflects the slave's perspective.
2. Why did some individuals refer to the Civil War as "a rich man's struggle but a poor man's fight"?

Writing across the Curriculum



Telegrams were an important but expensive means of communication during the nineteenth century: the longer the telegram the more it cost. You are the commander of Confederate forces at Port Hudson during the siege. Write three separate telegrams (each message is to be 25 words or less) updating headquarters on the condition of your men, your food supplies, and the strength of the enemy. Be sure each telegram has historical authenticity by incorporating information from photographs and primary sources as found at this website: www.nps.gov/nr/twhp/wwwlps/lessons/71hudson/71hudson.htm.

Exploring Louisiana on the Internet



Go www.nps.gov/hps/abpp/battles/bystate.htm and find the battles fought in Louisiana. How many Civil War battles were fought in Louisiana? Which battle had the greatest number of casualties?

Building 21st-Century Skills: Interpreting Political Cartoons



The purpose of a political cartoon is to illuminate an "essential truth." A political cartoonist often uses a combination of individuals, objects, and words to communicate this truth. In order to interpret a political cartoon, begin by identifying the individuals and objects used by the cartoonist. What do these objects symbolize? Note any words or numbers used, especially the caption. Finally, describe any action in the cartoon. What is the message of this combination of individuals, objects, words, and/or action?

Now look at the political cartoon found on page 283. What event or person from this chapter is the cartoon's subject? What is the cartoon's message?

Answers to "Activities for Learning"

Understanding the Facts

1. slavery, its expansion, and states' rights
2. Missouri and Maine; 36°30' N
3. Fugitive Slave Act
4. Uncle Tom; Simon Legree; Louisiana
5. the Republican Party; "Free soil, free labor, free men"
6. South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas

7. Lincoln called for 75,000 volunteer soldiers; four more southern states seceded.
8. Major Wheat recruited 500 volunteers, mostly Irish and German immigrants from New Orleans. His unit had a reputation for being ferocious fighters in battle, but also rowdy and undisciplined.
9. the blockade
10. Bluebeard of New Orleans, Spoons Butler, and Beast Butler
11. to seize control of the Mississippi

River and split the Confederacy

12. Port Hudson and Vicksburg
13. Governor Allen opened trade with Mexico, bringing much needed food and medicine to the state. He also established state stores that charged fair prices for supplies, and he paid benefits to the families of servicemen who were fighting in the war.
14. central and northwest Louisiana
15. The economic loss was estimated to be as high as \$500 million.

Developing Critical Thinking

1. The terms "runaway slave" or "fugitive slave" reflect the perspective of the slave owner. Possible answers include "freedom seeker" or "liberated person."
2. Wealthy plantation owners had brought on the war by encouraging secession, but the Conscription Act exempted large slaveholders from military service. A wealthy man could also hire a substitute to fight in his place. The common man held no slaves and could not pay for a substitute, so he had no choice but to fight in the war.

Writing across the Curriculum

Read students' telegrams.

Exploring Louisiana on the Internet

23 battles; Battle of Port Hudson

Building 21st-Century Skills

General Benjamin Butler is the subject of this cartoon. He is oversized, has a deranged look in his eyes, and is wearing pirate's garb. He is holding a cutlass dripping in blood, and also clutching the hair of a woman pleading for her life. John Bull, the personification of Great Britain, protests in the background. The caption "Bluebeard of New Orleans" likens General Butler to a bloodthirsty pirate. (The original Bluebeard was a character who murdered his wives.)