

## Union Success in the West

In the West, Union forces had better results. As you have read, part of the Union strategy was to seize control of the Mississippi River. In February 1862, General Ulysses S. Grant attacked and captured Fort Henry and Fort Donelson in Tennessee. These forts guarded two important tributaries of the Mississippi.

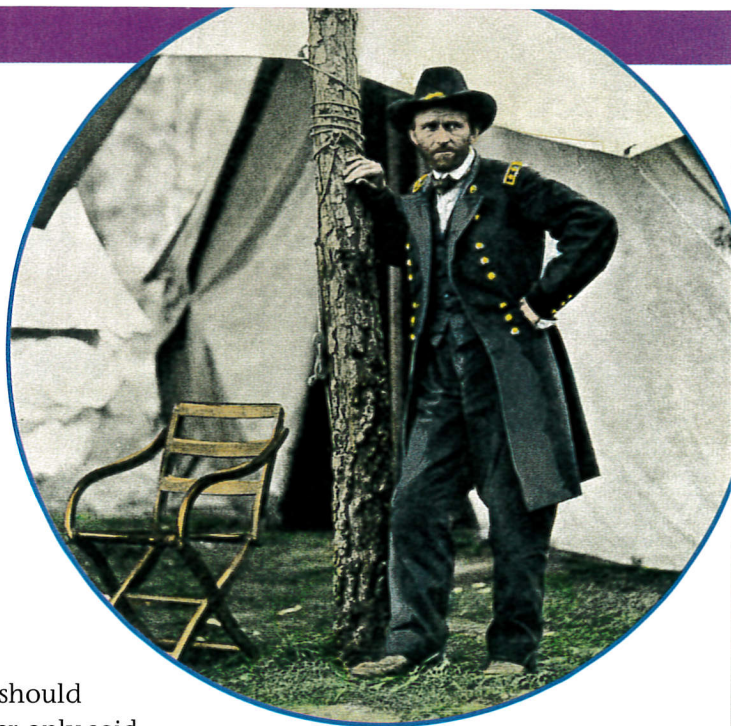
Grant then pushed south to Shiloh, a village on the Tennessee River. There, on April 6, he was surprised by Confederate forces, who drove the Union troops back to the banks of the river.

Instead of retreating, Grant rushed reinforcements to the battle. That night, one of Grant's generals approached him. The officer thought Union forces should retreat. But, seeing Grant's stubborn face, the officer only said, "Well, Grant, we've had the devil's own day, haven't we?" "Yes," Grant replied. "Lick 'em tomorrow, though."

And they did. On April 2, 1862, reinforcements arrived, and Grant's army beat back the Confederates and won the **Battle of Shiloh**. It was one of the bloodiest encounters of the Civil War. Because of the success at Shiloh, the Union was able to capture a crucial railroad crossing at Corinth.

Meanwhile, the Union navy moved to gain control of the Mississippi River. By June 1862, Union gunboats captured New Orleans, Louisiana, and Memphis, Tennessee. By capturing these ports, the Union controlled both ends of the southern Mississippi. The South could no longer use the river as a supply line.

 **READING CHECK Understand Effects** Why was the capture of Fort Henry and Fort Donelson critical to the Union's overall war strategy?




**Analyze Images** General Ulysses S. Grant, pictured here, was Lincoln's most trusted general. **Draw Conclusions** How did individual personalities affect the conduct of the war?

## Lesson Check

### Practice Vocabulary

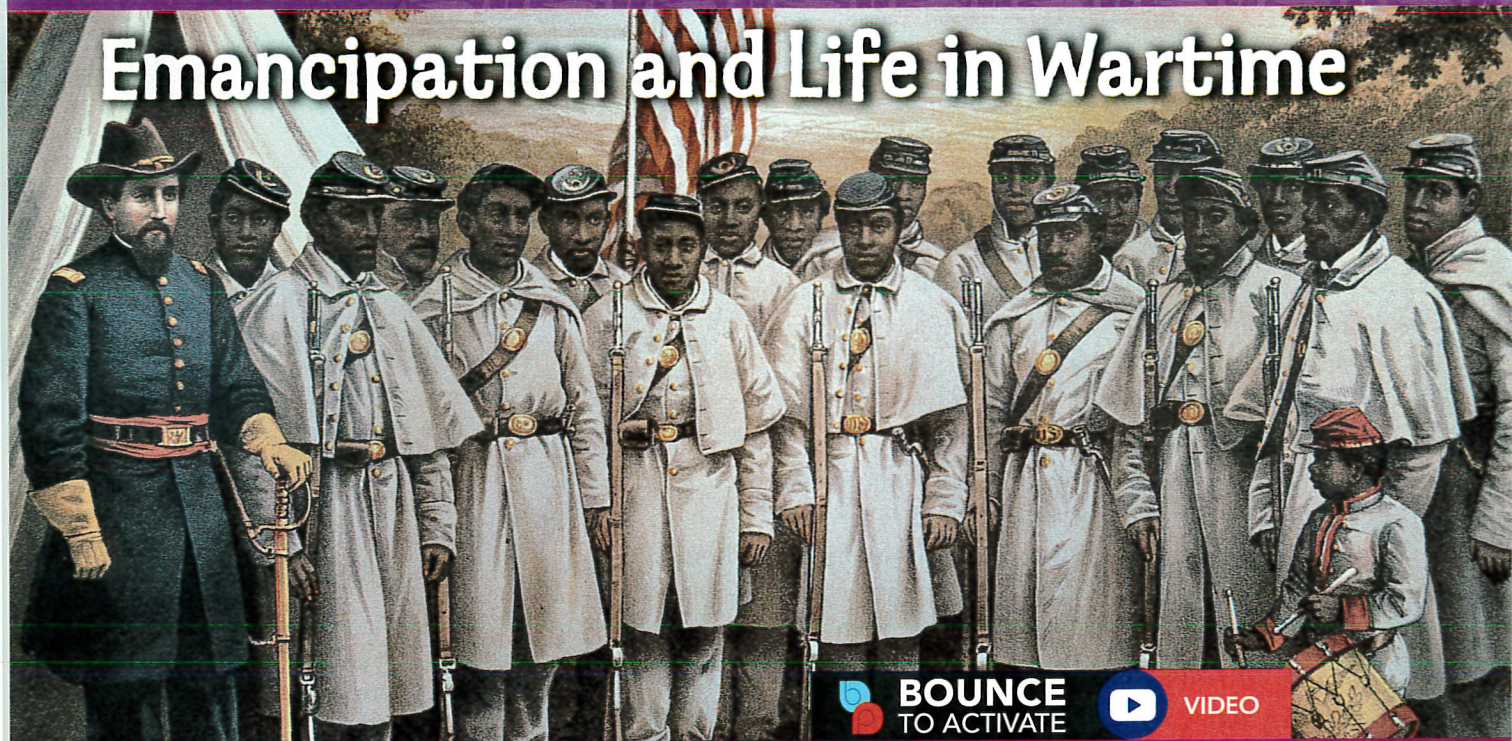
1. What was important about the *Virginia* and the *Monitor*?
2. What disaster happened at the **Battle of Chancellorsville**?

### Critical Thinking and Writing

3. **Draw Conclusions** What can you conclude from the fact that spectators accompanied Union troops to Bull Run to watch the battle and were in a festive mood?
4. **Summarize** the problems that a successful blockade of southern ports would cause.
5. **Use Evidence** What do the battles and events that you have read about so far lead you to predict about the war?
6. **Writing Workshop: Support Thesis with Details** In your  Active Journal, begin listing details about the differences between the North and South. You will use these details as you write the essay at the end of the Topic.

## LESSON 5

# Emancipation and Life in Wartime



**BOUNCE**  
TO ACTIVATE

**VIDEO**

## GET READY TO READ

### START UP


These men have just enlisted in the Union Army. Write three questions you would like to ask them.

### GUIDING QUESTIONS


- How and why did the Civil War become a war to end slavery?
- In what ways did African Americans contribute to the Union war effort?
- What roles did women play in the war?

### TAKE NOTES

#### Literacy Skills Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

### PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

#### Vocabulary

Emancipation  
Proclamation  
54<sup>th</sup> Massachusetts  
Regiment  
Fort Wagner

Copperhead  
draft  
habeas corpus  
inflation  
income tax

#### Academic Vocabulary

preliminary  
essentially

The Civil War began as a war to restore the Union, not to end slavery. President Lincoln made this point clear in a letter that was widely distributed:

### Primary Source

**"If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that."**

—Abraham Lincoln, August 22, 1862, quoted in Carl Sandburg, *Abraham Lincoln*

### Lincoln's Emancipation Proclamation

Lincoln had a reason for handling the slavery issue cautiously. As you have read, four slave states remained in the Union, and the president did not want to do anything that might cause these states to join the Confederacy.

By mid-1862, however, Lincoln came to believe that he could save the Union only by broadening the goals of the war and emancipating, or freeing, the enslaved African Americans.

**Lincoln Moves Slowly** Lincoln knew that emancipation would weaken the Confederacy's ability to carry on the war. At the start of the war, Southerners held more than 3 million African Americans in slavery. They grew food that fed Confederate soldiers. They also worked in iron and lead mines that were vital to the South's war effort. Some served as nurses and cooks for the army.

However, Lincoln knew that many northerners opposed abolition. He hoped to introduce the idea of emancipation slowly, by limiting it to territory controlled by the Confederacy.

The President had another motive. Lincoln believed that slavery was wrong. When he felt that he could act to free enslaved African Americans without threatening the Union, he did so.

Lincoln needed a Union victory to announce his plan. He did not want Americans to think emancipation was a desperate effort to save a losing cause. On September 22, 1862, following the moderate success at Antietam, Lincoln announced a **preliminary** proclamation. He issued the formal **Emancipation Proclamation** on January 1, 1863.

The Emancipation Proclamation freed people enslaved in Confederate-held territory. It did not free enslaved African Americans in the four loyal slave states or those in Confederate lands that had already been captured by the Union, such as the city of New Orleans, Tennessee, and parts of Virginia.

### Academic Vocabulary

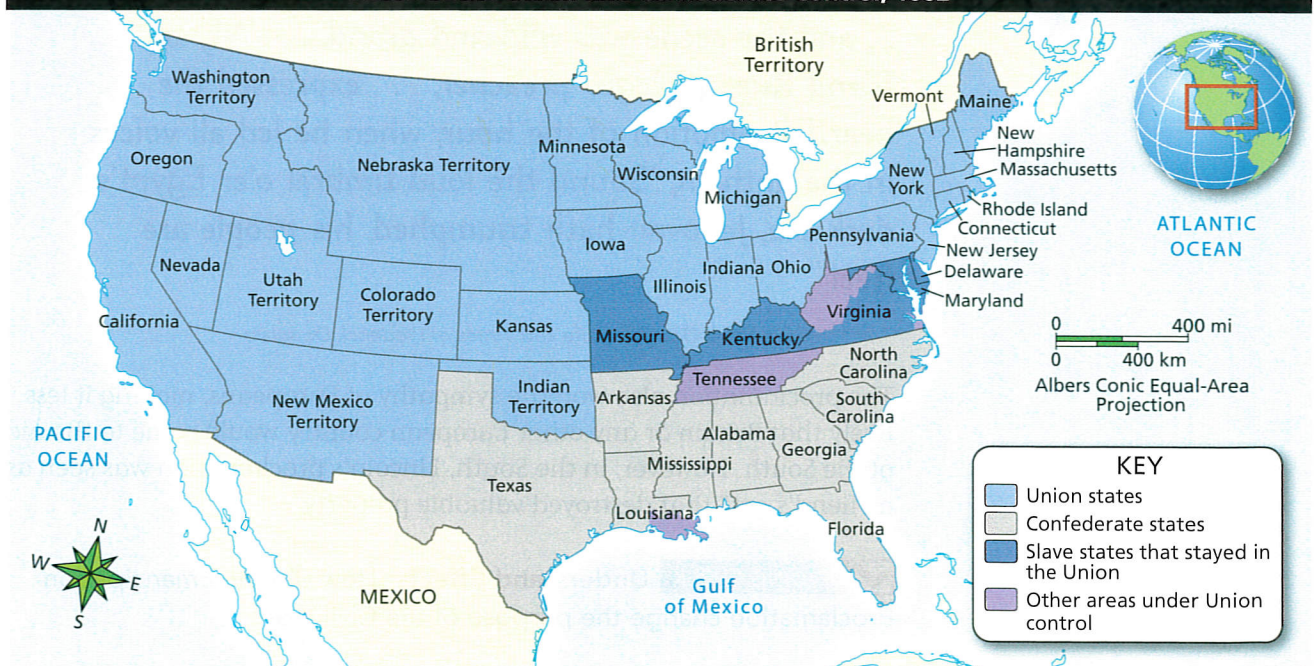
**preliminary** • *adj.*, something that comes before or is introductory

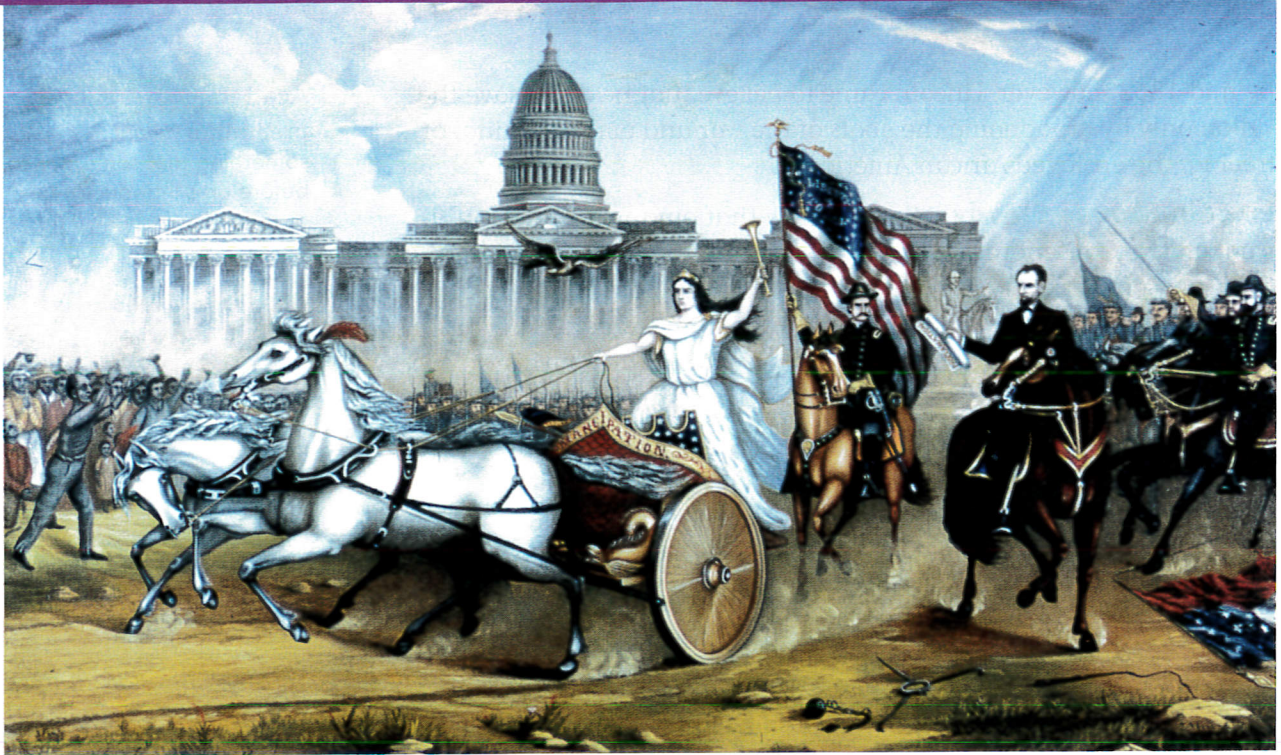
## GEOGRAPHY SKILLS

This map shows those parts of the United States that were under Union control and those parts that were controlled by the Confederacy in 1862.

- Interaction** Why might some southern regions have been exempted from the Emancipation Proclamation?
- Synthesize Visual Information** Where had the Union had its greatest successes?

Areas Under Union and Confederate Control, 1862





**Analyze Images** In this painting, Lady Liberty rides a chariot labeled EMANCIPATION, and Lincoln holds a scroll labeled PROCLAMATION.

**Use Visual Information** What does this painting say about the Emancipation Proclamation?

**The Proclamation Changes the Purpose of the War** Because the rebelling states were not under Union control, no African Americans actually gained their freedom on January 1, 1863. Still, the Emancipation Proclamation changed the war's purpose. Now, Union troops were fighting to end slavery as well as to save the Union.

The opponents of slavery greeted the proclamation with joy. Frederick Douglass witnessed a celebration in Boston:

### Primary Source

“The effect of this announcement was startling . . . and the scene was wild and grand. . . . My old friend Rue, a Negro preacher, . . . expressed the heartfelt emotion of the hour, when he led all voices in the anthem, ‘Sound the loud timbrel o’er Egypt’s dark sea, Jehovah hath triumphed, his people are free!’”

—Frederick Douglass, *Life and Times of Frederick Douglass*

The proclamation also won the sympathy of Europeans, making it less likely that Britain or any other European country would come to the aid of the South. However, in the South, Lincoln’s proclamation was seen as a “fiend’s act” that destroyed valuable property.

**READING CHECK** **Understand Effects** How did the Emancipation Proclamation change the purpose of the Civil War?

## Why Did African Americans Fight for the Union?

When the war began, thousands of free African Americans volunteered to fight for the Union, but federal law forbade them to serve as soldiers. When Congress repealed that law in 1862, both free African Americans and African Americans who had escaped from slavery enlisted in the Union army.

**Military Service** The army assigned African American volunteers to all-black units, commanded by white officers. At first, the black troops served only as laborers. They performed noncombat duties such as building roads and guarding supplies. Black troops received only half the pay of white soldiers.

African American soldiers protested against this discrimination. Gradually, conditions changed. By 1863, African American troops were fighting in major battles. In 1864, the War Department announced that all soldiers would receive equal pay. By the end of the war, about 200,000 African Americans had fought for the Union. Nearly 40,000 lost their lives.

For the families of African American soldiers, the war was just as horrible as it was for the families of white soldiers. They struggled on without fathers, brothers, and sons. They worried if loved ones would come home.

**The 54th Regiment** One of the most famous African American units in the Union army was the **54th Massachusetts Regiment**. The 54th accepted African Americans from all across the North. Frederick Douglass helped recruit troops for the regiment, and two of his sons served in it.

On July 18, 1863, the 54th led an attack on **Fort Wagner** near Charleston, South Carolina. Under heavy fire, troops fought their way into the fort before being forced to withdraw. Almost half the regiment was killed.

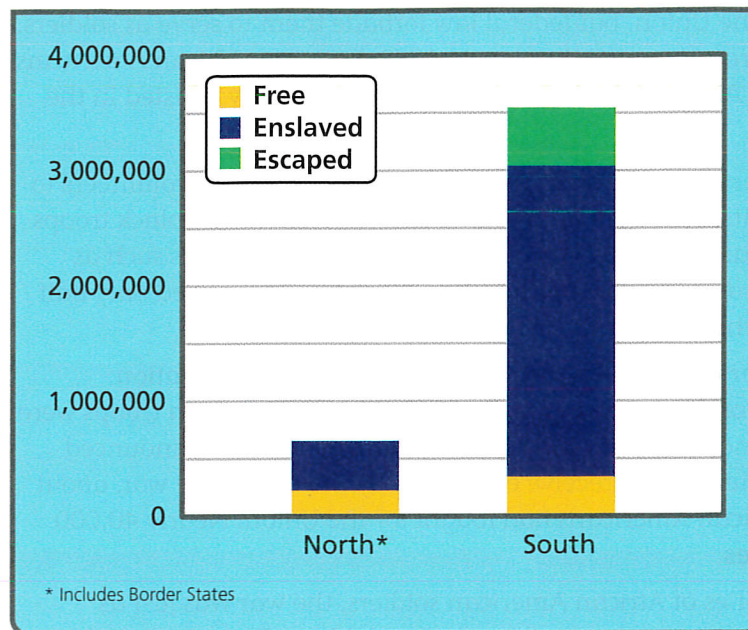
The courage of the African American regiments helped to win respect for African American soldiers. Sergeant William Carney of the 54th Massachusetts was the first of 16 African American soldiers to win the Congressional Medal of Honor in the Civil War. Secretary of War Stanton said such Union heroes had “proved themselves among the bravest of the brave.”

**Analyze Images** This monument in Boston honors the 54th Massachusetts Regiment. **Draw Conclusions** Why were Union regiments segregated by race?




**Analyze Graphs** The graph shows the numbers of free and enslaved African Americans in the North and in the South. **Use Evidence** Based on the information in the graph, approximately what percentage of enslaved African Americans from the South escaped to the North during the Civil War?

## African American Population in the North and South, 1860



### Quick Activity



In your  Active Journal, explain how you can use a primary source to learn how the Civil War affected the lives of soldiers, African Americans, women, and others.

**An Opportunity for Freedom** Despite enslavement, many African Americans in the South contributed to the Union cause. To weaken the South's war effort, they worked more slowly or refused to work at all. They knew that when victorious Union troops arrived in their area, they would be free.

Thousands also took direct action to free themselves. Whenever a Union army moved into a region, enslaved African Americans fled across the Union lines to freedom. By the end of the war, about one-fourth of the South's enslaved population had escaped to freedom.

 **READING CHECK Identify Supporting Details** Why were many African Americans on plantations able to escape during the war?

### The Horrors of War

On both sides, most soldiers were under the age of 21. As the death toll rose, age restrictions for soldiers were relaxed. The South drafted boys as young as 17 and men as old as 50. Boys learned to stand firm as cannon blasts shook the earth and bullets whizzed past their ears.

Soldiers drilled and marched for long hours. They slept on the ground even in rain and snow. Often their clothing was inadequate and uncomfortable. Many soldiers had no shoes, particularly in the Confederacy.

Outdated military tactics contributed to heavy casualties. For example, soldiers attacked in straight lines or bunched together. This made them easy targets for artillery and rifle fire.

**Modern War Technology** New technology added to the horror of war. Cone-shaped bullets and guns with rifling, or grooves cut on the

### INTERACTIVE

The Hardships of Soldiers

inside of the barrel, made rifles twice as accurate. Improved cannons hurled exploding shells several miles and were much more deadly. Machine guns were introduced, and the first land mines brought unexpected horrors to war. Not surprisingly, soldiers began, for the first time, to dig trenches to escape gun and artillery fire. Even so, in most battles, one-fourth or more of the soldiers were killed or wounded.

Technology also brought the horror of modern warfare to civilians. Photographer Mathew Brady and his team of 20 battlefield photographers recorded the Civil War as had never before been done. Said one newspaper, "Mr. Brady has done something to bring home to us the terrible reality and earnestness of war."

The Civil War extended warfare into the skies and under water. Overhead, balloons gave commanders information about the enemy. It was the first war in which balloons were used extensively. At sea, submarines capable of sinking enemy ships were used for the first time.

**Primitive Medical Technology** Sick and wounded soldiers faced other horrors. Medical care was crude, especially on the battlefield. Surgeons routinely amputated injured arms and legs. Doctors did not know how germs cause infection and disease. As a result, minor wounds often became infected, and poor sanitary conditions in the army camps allowed disease to spread rapidly. Diseases such as pneumonia and malaria killed more men than guns or cannons did. Improper diet also caused sickness.

On both sides, prisoners of war faced horrifying conditions. At Andersonville, a prison camp in Georgia, many Union prisoners died of disease or starvation. The difficult life of soldiers led many to desert. One out of every seven Union soldiers and one out of every nine Confederate soldiers deserted.

**READING CHECK** **Identify Main Ideas** How did disease affect Civil War troops?



#### INTERACTIVE

Photography and the Civil War

**Analyze Images** This hospital was set up after the Battle of Fredericksburg.  
**Compare and Contrast** How does this battlefield hospital compare to a modern hospital?





**Analyze Images** Rioters who opposed the draft law in New York City destroyed multiple buildings. **Identify Supporting Details** Why didn't all northerners support the war?

## Other Challenges in the North and South

Many northerners opposed using force to keep the South in the Union. Supporters of the war called these people **Copperheads**, after the poisonous snake. Other northerners supported the war but opposed how Lincoln was conducting it.

**Congress Imposes a Draft** As the war dragged on, public support dwindled, and there was a shortage of volunteers for the Union army. In response, Congress passed a **draft** law in 1863. It required all able-bodied males between the ages of 20 and 45 to serve in the military if they were called.

A man could avoid the draft by paying \$300 (about as much as an unskilled worker could earn in a year) or by hiring someone to serve in his place. Many people began to see the Civil War as “a rich man’s war and a poor man’s fight.”

**The Draft Leads to Riots** Opposition to the draft led to riots in several northern cities. Because the law went into effect soon after Lincoln issued the Emancipation Proclamation, some white northerners believed that they were being forced to fight to end slavery. Many people in northern cities, especially recent immigrants, saw little reason for wanting slavery abolished. Freed African Americans, they thought, would compete with them for jobs and drive down wages. **Essentially**, they feared the draft would force them to fight against their self-interest.

**Academic Vocabulary**  
essentially • *adv.*, basically,  
fundamentally, in essence



The worst riot occurred in New York City in July 1863. For four days, white workers attacked free African Americans along with rich New Yorkers who had paid to avoid serving in the army. At least 74 people were killed.

President Lincoln moved to stop the riots and other “disloyal practices.” Several times, he suspended **habeas corpus** (HAY bee uhs KOR puhs), the right to be charged or have a hearing before being jailed. Lincoln argued that the Constitution allowed him to deny this right “when in the cases of rebellion or invasion, the public safety may require it.” Eventually, nearly 14,000 people were arrested. However, most were never brought to trial.

**A Draft Comes to the South** President Jefferson Davis struggled to create a strong federal government for the Confederacy. Many southerners firmly believed in states’ rights. They resisted paying taxes to a central government. At one point, Georgia even threatened to secede from the Confederacy.

Like the North, the South was forced to pass a draft law to fill its army. Men who owned or supervised more than 20 slaves were exempt. Southern farmers who had few or no slaves resented this law.

Near the end of the war, the South no longer had enough white men to fill the ranks. Desperate, the Confederate Congress enlisted enslaved African Americans in the military. The war ended, however, before more than a few thousand enslaved men fought for the Confederacy.

**READING CHECK Identify** How did draft problems differ in the South and North?

**Analyze Graphs** As the war wore on, the Union blockade of southern ports began to have a greater and greater impact. **Summarize** Based on the information in the graph, what were the effects of the North blockading southern ports?

## ★ BLOCKADE OF SOUTHERN PORTS ★

### PRICES FOR BASIC GOODS IN THE SOUTH (IN CONFEDERATE DOLLARS)

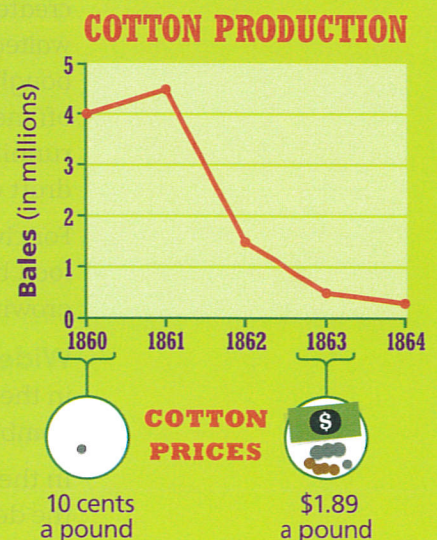
Bacon	\$8 a pound
Flour	\$300 a barrel
Turkeys	\$60 each
Milk	\$4 a quart
Tea	\$18 – \$20 a pound
Sugar	\$20 a pound

Source: *A Woman's Wartime Journal*

### TRAVEL EXPENSES FOR ONE ARMY OFFICER: RICHMOND TO ATLANTA, 1865

March 11	Meal on the road	\$20
March 20	Eyeglasses	\$135
March 23	Coat, vest, pants	\$2,700
March 30	Cavalry boots (1 pr)	\$450
April 24	Matches	\$25
April 24	Penknife	\$125

Source: *The Nation: A Weekly Journal Devoted to Politics, Literature, Science, and Art*, Vol. 63



## War Devastates the Southern Economy

The Civil War cost far more than any previous war. For the South, war brought economic ruin. The South struggled with the cost of the war, the loss of the cotton trade, and severe shortages brought on by the Union blockade.

**A Weak Wartime Economy** To raise money, the Confederacy imposed an income tax and a tax-in-kind. The tax-in-kind required farmers, who had little cash, to turn over one tenth of their crops to the government.

The South also printed paper money, which led to wild **inflation**. Inflation is a general rise in prices and a decrease in the value of money. By 1865, one Confederate dollar was worth only two cents in gold. In Richmond, a barrel of flour was \$275 in early 1864, potatoes were \$25 a bushel, and butter was \$15 a pound.

**Analyze Images** This photo shows Charleston, South Carolina, in 1865. **Understand Effects** What would be the effects of such destruction across the South?

The war seriously damaged the cotton trade, the South's main source of income. Early in the war, President Davis halted cotton shipments to Britain. He offered to renew the shipments in exchange for Britain's support. But the tactic backfired when Britain bought its cotton from Egypt and India. Davis succeeded only in cutting the South's income.

**The Union Blockade Creates Shortages** The Union blockade created severe shortages in the South. Confederate armies sometimes waited weeks for supplies. With few factories of its own, the South bought many of its weapons in Europe. However, after the blockade cut off most deliveries, the Confederate government began building and running factories. Private manufacturers were offered contracts and draft exemptions for their workers if they produced war goods.

For civilians, the blockade brought food shortages. The production of food became critical to the economy. Many plantations switched from growing cotton to raising grain and livestock, or animals raised for food.

**Widespread Destruction** The impact of the war was everywhere in the South, where most of the fighting occurred. Many towns were bombarded. Homes and buildings were destroyed and burned.

In the countryside, trenches, defensive structures, cannon balls, and the debris of war spread across the land. Even where battles had not occurred, barns had been burned or stripped and fences torn down for

firewood. Hungry armies destroyed fields of grain and seized livestock, mules, and other animals.

**READING CHECK Identify Cause and Effect** What were the causes of wartime economic difficulties for the Confederacy?

## How Did the War Affect the Northern Economy?

The Union used several strategies to pay for the war. In some ways, war helped the North's economy.

**Taxation and Inflation** To pay for the war, Congress established the nation's first **income tax**, or tax on people's earnings, in 1861. A new agency, the Internal Revenue Bureau, oversaw the collection process. The Union also issued bonds worth millions of dollars, and, like the Confederacy, it printed more than \$400 million in paper money, which led to inflation. During the war, prices for goods nearly doubled in the North.

**Economic Benefits of the War** The war also helped the North's economy in several ways. As farmers went off to fight, there was a greater need for machines to plant and harvest crops. The purchase of reapers rose to nearly 165,000 during the war. As a result, farm production actually went up during the war.

The wartime demand for clothing, shoes, guns, and other goods helped many northern industries. Some manufacturers made fortunes by profiteering. Profiteers charged excessive prices for goods that the government desperately needed for the war.

**READING CHECK Check Understanding** How did the Civil War strengthen the North's economy?

## 5 BIOGRAPHY Things to Know About

### MARY EDWARDS WALKER

Doctor during the Civil War (1832–1919)



- Walker served as assistant surgeon in battlefield hospitals for the Union Army.
- She was captured by the Confederate army and later exchanged for a Confederate prisoner of war.
- Walker lectured on women's rights, suffrage, and on reforming standards for acceptable female clothing.
- Walker did not support the suffrage amendment, saying women's right to vote was already included in the Constitution.
- She was the first woman to be awarded the Congressional Medal of Honor.

**Critical Thinking** Do you think Dr. Mary Walker was ahead of her time? Explain.



## Women Contribute to the War Effort

Women in the North and South played vital roles during the war. As men left for the battlefields, women took over their jobs in industry and on farms. They also had to raise their families on their own.

In rare instances, some women disguised themselves as men and enlisted in the army. Others served as spies. Many served in army camps, choosing to accompany their husbands to war.

Women formed aid societies to help supply the troops with food, bedding, clothing, and medicine. Throughout the North, women held fairs and other fund-raising events to pay for supplies.

**Analyze Images** Clara Barton was one of the many women who cared for wounded soldiers at Union field hospitals. **Recognize Multiple Causes** How were women essential to the war effort?

**Helping the Wounded** Women on both sides worked as nurses. At first, doctors were unwilling to permit even trained nurses to work in military hospitals. When wounded men began to swamp army hospitals, however, this attitude changed. Women performed so well that nursing became an accepted occupation for women.

Dorothea Dix, famous for her work reforming prisons and mental hospitals, and Clara Barton, who later founded the American Red Cross, both became nurses for the Union army. Of her reasons for serving as a nurse, Clara Barton said, "What could I do but go with them [Civil War soldiers], or work for them and my country?" Mary Edwards Walker, an important advocate of women's rights, served as both a nurse and an assistant surgeon during the war.

Sojourner Truth, the African American antislavery leader, worked in Union hospitals and in camps for African Americans freed from slavery. In the South, Sally Tompkins set up a hospital in Richmond, Virginia.


**READING CHECK** **Identify Main Ideas** What are some ways that women contributed to the war effort?

## Lesson Check

### Practice Vocabulary

1. How did the **Emancipation Proclamation** change the purpose of the Civil War?
2. What did the **54th Massachusetts Regiment** accomplish at **Fort Wagner**?
3. What happens during a period of **inflation**?

### Critical Thinking and Writing

4. **Draw Conclusions** Why did the roles of women change during the Civil War?
5. **Summarize** how the treatment of African American soldiers in the Union army changed as the war progressed.
6. **Writing Workshop: Write an Introduction** In your  Active Journal, write an introduction to your essay about the differences between the North and South. Include your thesis statement in your introduction.

## Abraham Lincoln, The Emancipation Proclamation

In 1863, in the midst of the Civil War, Abraham Lincoln believed it was necessary to give people more reasons to support the war. Until then, it had been about keeping the Union together. He chose to make it also about ending slavery.

► President Lincoln



That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated ① part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward ②, and forever free; and the Executive Government of the United States . . . will recognize and maintain the freedom of such persons, and will do no act or acts to repress ③ such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will . . . designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed . . . not then in rebellion against the United States.

Now, therefore I, Abraham Lincoln, President of the United States, . . . in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing ④ said rebellion, do . . . order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States the following, to wit: Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

### Analyzing Primary Sources


Cite specific evidence from the document to support your answers.

- 1. Determine Author's Purpose** Why is Lincoln only freeing the slaves in certain states or parts of states?
- 2. Summarize** According to Lincoln, what does a state have to do to prove it is not in rebellion?
- 3. Cite Evidence** What reason does Lincoln give for freeing the enslaved people?

### Reading and Vocabulary Support

- ① *Designate* means "to name or point out for a particular purpose."
- ② What do you think the word *thenceforward* means?
- ③ *Repress* means "to control someone by force."
- ④ What does the word *suppressing* mean?

### Quest CONNECTIONS

Read the passage in the Declaration of Independence that discusses the responsibility of governments to protect the safety and happiness of the people. How is that passage reflected in the Emancipation Proclamation? Record your findings in your  Active Journal.

# Recognize the Role of Chance, Oversight, and Error



INTERACTIVE

Interpret Sources

Follow these steps to recognize the role of chance, oversight, and error in shaping events.

**1 Identify the topic** When reading about an event, begin by focusing on what the passage is about. For example, is the passage about a military campaign or the rise of a new leader? Where did the event happen? Who were the key figures?

- a. What event is the subject of Lee's letter?
- b. What role did Lee play in the event?

**2 Identify the goal or expected outcome** Ask, "What was the leader trying to accomplish?" "What was expected to happen if everything had gone as planned?"

- a. According to this letter, how did Lee expect the battle to progress?
- b. What outcome did Lee expect?

**3 Identify any unexpected outcomes** As you consider the event or time period, ask, "Did events happen as the leader expected?" "Did something go wrong?" "Did key people achieve their stated goals?"

- a. What happened that surprised Lee?

**4 Analyze the cause of the unexpected outcomes** Look for explanations for unexpected outcomes. Did something that nobody could have predicted go wrong—a storm or illness, for example? Did a person make a key mistake? Did someone forget some key step?

- a. How did Lee explain what went wrong?

## Primary Source

*The following is a letter written by Confederate General Robert E. Lee to Jefferson Davis, president of the Confederacy.*

Mr. President

Your note of the 27 [sic] enclosing a slip from the Charleston Mercury relative to the battle of Gettysburg is received. I much regret its general censure upon the operations of the army, as it is calculated to do us no good either at home or abroad. . . . No blame can be attached to the army for its failure to accomplish what was projected by me, nor should it be censured for the unreasonable expectations of the public. I am alone to blame, in perhaps expecting too much of its prowess &

valor. . . . But with the knowledge I then had, & in the circumstances I was then placed, I do not know what better course I could have pursued. With my present knowledge, & could I have foreseen that the attack on the last day would have failed to drive the enemy from his position, I should certainly have tried some other course. What the ultimate result would have been is not so clear to me. Our loss has been heavy, that of the enemy's proportionally so. His crippled condition enabled us to retire from the country comparatively unmolested. The unexpected state of the Potomac was our only embarrassment.

— Robert E. Lee, Letter to Jefferson Davis, July 31, 1863