

OUR STATE
and OUR NATION

Georgia Studies

UNIT **5**



A Divided Nation

1840 - 1876

CHAPTER 11

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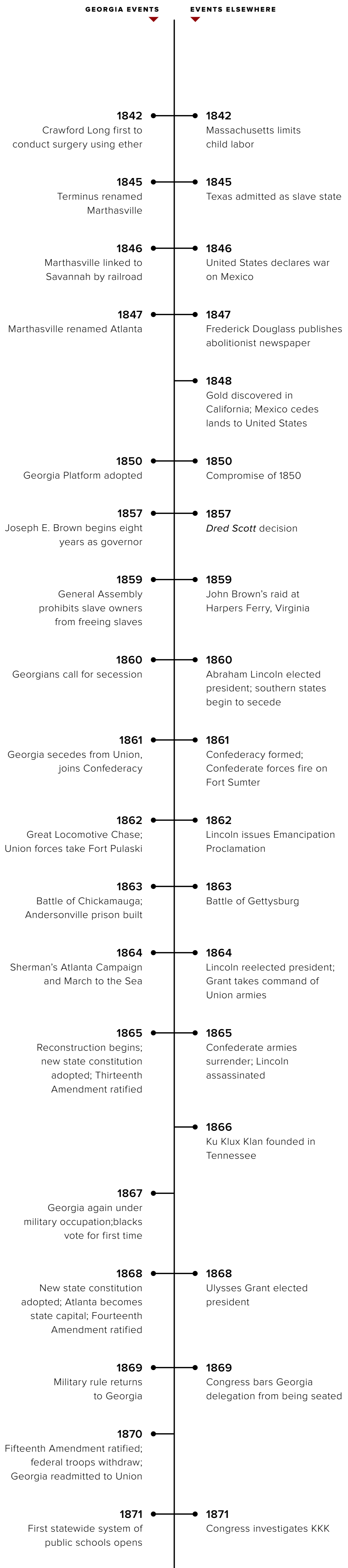
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Chapter 11

Foreword

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Chapter Outline

Prosperity in Antebellum Georgia

King Cotton Comes to Georgia

Antebellum Life

Education, Religion, and Reform

Education

Religion

Social Reforms

SS8E2

Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

- c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

SS8H4

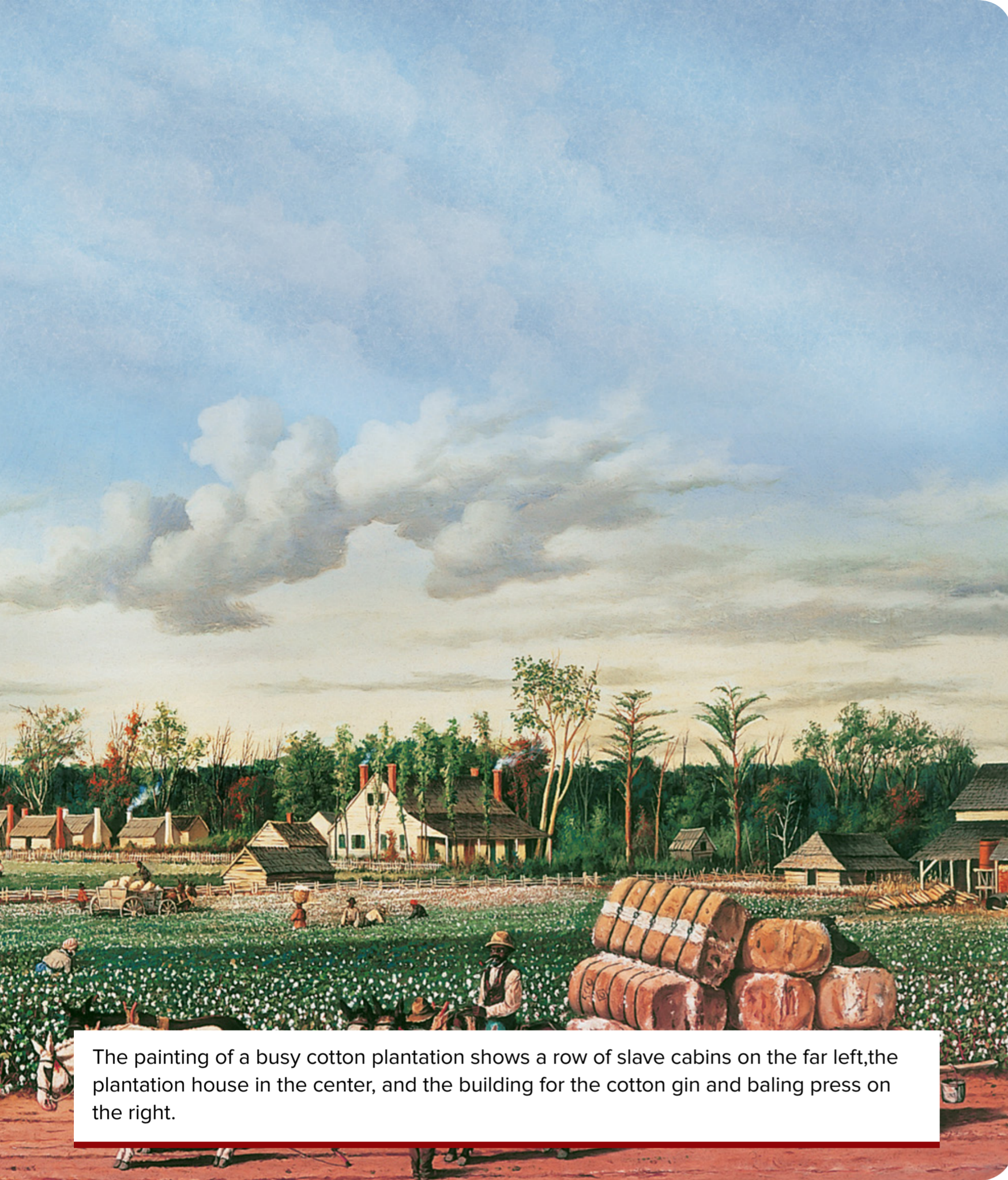
Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

SS8H5

Analyze the impact of the Civil War on Georgia.

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.



The painting of a busy cotton plantation shows a row of slave cabins on the far left, the plantation house in the center, and the building for the cotton gin and baling press on the right.

CHAPTER 11

AT FIRST GLANCE

This chapter describes how cotton became the driving force of Georgia's antebellum economy and examines how this event affected the different groups within society. Students will learn how planters, yeoman farmers, poor whites, and black Georgians lived and how each group contributed to society. Chapter 11 also looks at the status of education, religion, and humanitarian reforms. A skill activity on data interpretation using slave population and slave ownership data is included. Also, the chapter features a special event in Georgia history—the invention of the cotton gin—and spotlights Crawford W. Long as a Georgian in History.

Life of the People in Antebellum Society

[Prosperity in Antebellum Georgia](#)

[Antebellum Life](#)

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Antebellum, a word that means *before the war*, has a special meaning in American history. It refers to the culture and lifestyle that developed in the South before the Civil War—a way of life quite different from anywhere else in the United States.

Prosperity in Antebellum Georgia

The **antebellum**¹ period was a time for prosperity in Georgia. In 1790, it was one of the poorest states in the nation. By the 1850s, Georgia was doing so well that it was hailed as the “Empire State of the South.”

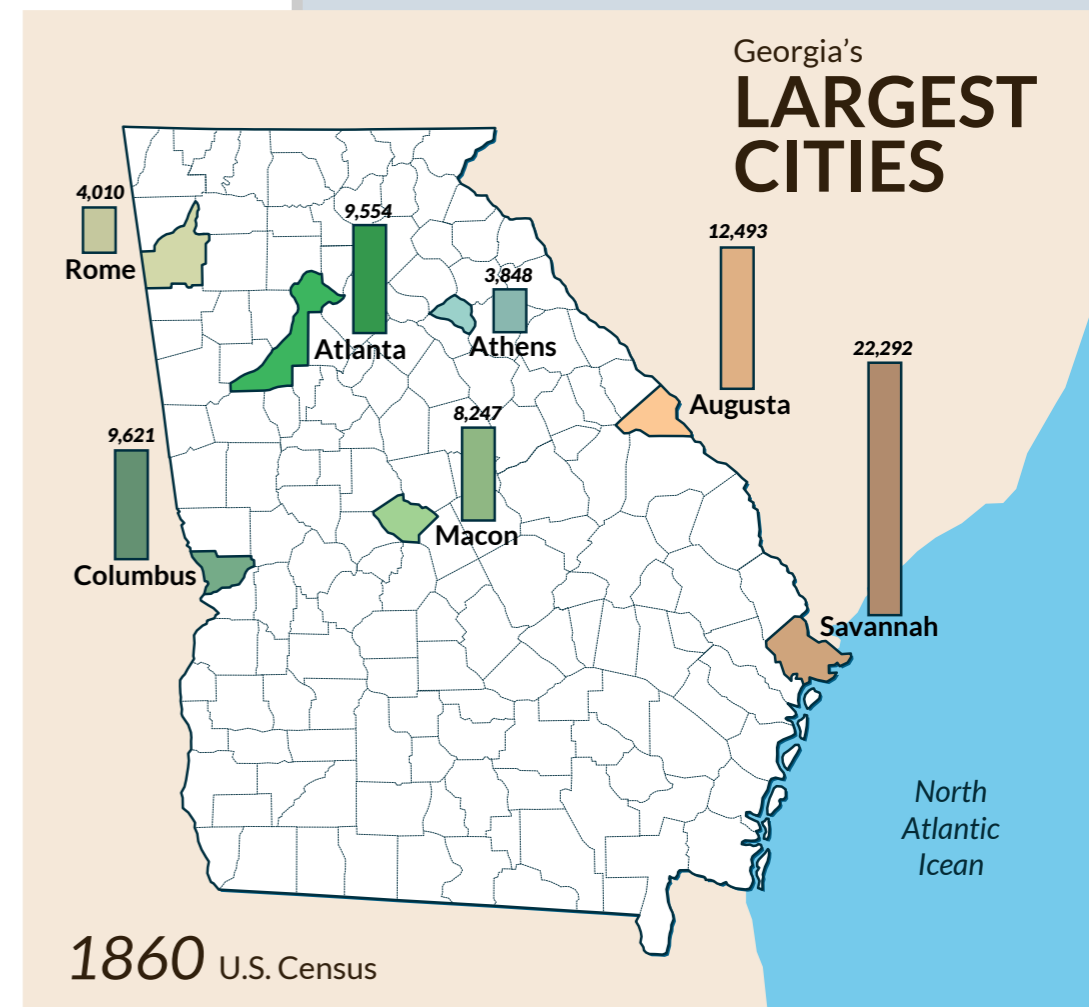
What caused this change? The two factors most responsible for Georgia’s growth were cotton and slavery. But there were other reasons for the state’s progress. Georgia’s government had encouraged a massive railroad-building program throughout the state, giving it one of the best systems in the Deep South. Other industries were growing too, such as textile mills, lumber yards, leather goods factories, metal works, and stone quarries.

Savannah, with more than 22,000 residents by 1860, was Georgia’s largest city and most important industrial center. Its port connected Georgia planters, manufacturers, and merchants with

the markets of the North and Europe. Other cities were prospering as well, especially the Fall Line cities of Columbus, Macon, and Augusta. The settlement of Atlanta came later, but it quickly grew as a rail center connecting Georgia to Chattanooga and other cities.

KING COTTON COMES TO GEORGIA

Cotton became an important crop in Georgia in the late 1700s. In 1786, sea island cotton from the Bahama Islands was introduced in Georgia. Sea island cotton—so named because it grew only on sea islands and along the coast—had long fibers and could be woven into soft, high-quality cloth.



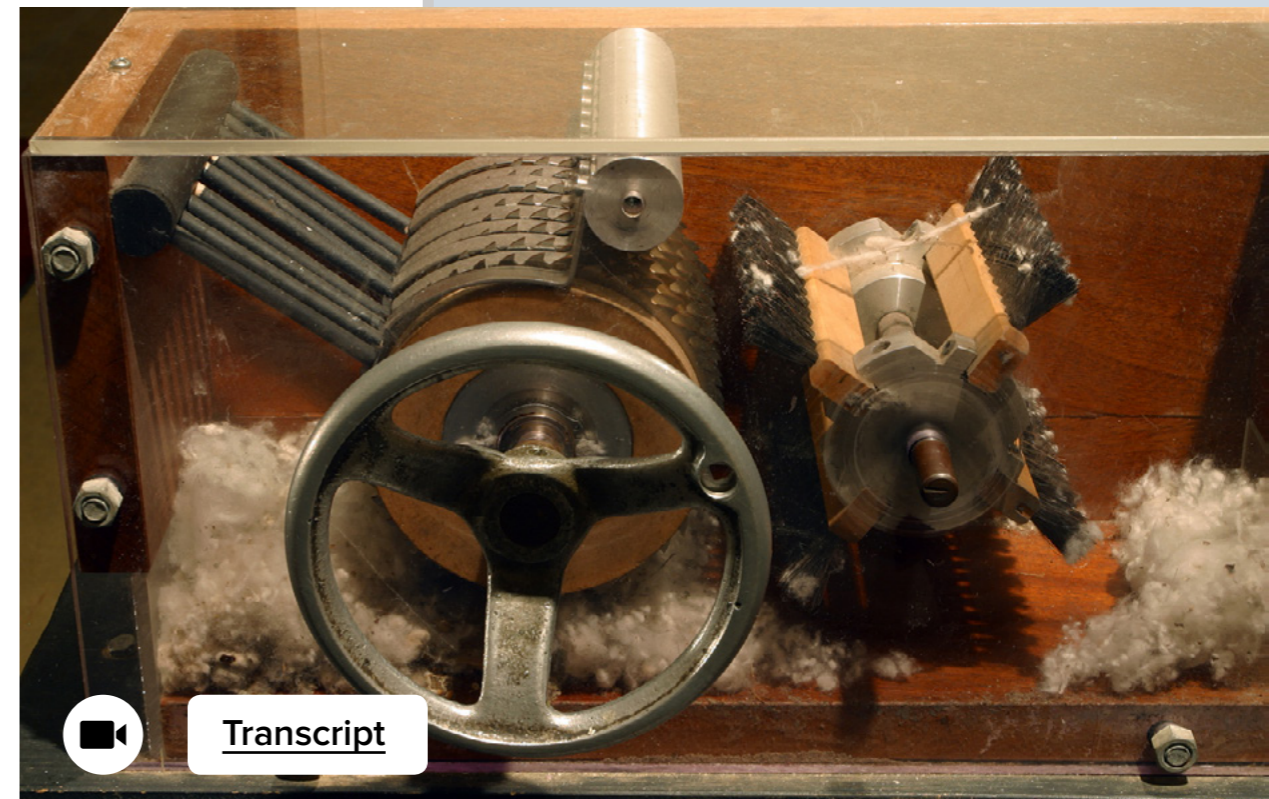
Another type of cotton, a short-fiber variety, was a hardy plant that could be grown far inland. This short-fiber variety produced more cotton per acre than sea island cotton. But short-fiber cotton had a major drawback. Its seeds were so tightly entangled with the cotton fiber that it was a very slow process to remove the seeds by hand. The invention of the cotton gin in 1793 speeded up the process dramatically. Soon, cotton was “king” of the crops in Georgia.

Eli Whitney’s remarkable **cotton gin**² made it possible to grow and process cotton far into the state’s interior. All that was needed was well-drained topsoil, a growing season of about 200 days without frost, 25 to 45 inches of rainfall each year, and a dry harvest season. These conditions were found in much of Georgia’s Piedmont and Coastal Plain. A most suitable combination of soil and climate was present near the Fall Line.

Georgia’s Fall Line region attracted cotton planters for another reason. The geography of this area created favorable conditions for industry. As rivers flowed southward through this zone, the water picked up speed. The moving water could then be used to power cotton gins, textile mills, and factories.

The arrival of steamboats in the 1820s provided Georgia planters a better way to transport large quantities of cotton to the ocean port at Savannah. By the 1840s, railroad construction gave planters another option. They no longer had to depend on river transportation. Using the rail lines, they could extend the cotton region far north of the Fall Line into Georgia’s Piedmont.

Eli Whitney’s cotton gin



The success of Whitney's cotton gin lured many people into growing the white fiber plant. But growing cotton was labor intensive, requiring many hours of work. Field hands were needed to plant, hoe, and pick the crop. And it was all done by hand—there were no machines.

To make a profit, a planter needed a ready supply of cheap labor that would work long hours. Slavery filled that need, and cotton planters came to rely on it.

In 1790, only 1,000 bales were produced, mostly of the sea island variety. By 1840 production rose to over 400,000 bales of short-fiber cotton and by 1860 to over 700,000 bales. ■

LOCATING *the* MAIN IDEAS

- 1 Define:** antebellum, cotton gin
- 2 Identify:** “Empire State of the South,” King Cotton, sea island cotton, Eli Whitney
- 3** What were four reasons for Georgia's antebellum prosperity?
- 4** What geographical conditions were necessary to grow cotton? What special condition existed at the Fall Line that helped the cotton industry?
- 5** How did the cotton gin and the railroad make it possible for the cotton region to extend into Georgia's Piedmont?

Vocabulary

- 1 **Antebellum** - The period in the South before the Civil War.
- 2 **Cotton gin** - A machine that separates the seeds from cotton.

EVENTS IN HISTORY

The Invention of the Cotton Gin

In the fall of 1792, something happened that would change the future of short-fiber cotton, the future of the South, and indeed the future of the nation. Looking for a tutor for her children, Catharine Greene, widow of General Nathanael Greene, interviewed Eli Whitney, a graduate of Yale College. She was impressed with the 27-year-old New Englander and hired him to work at Mulberry Grove, her plantation just outside Savannah.

Whitney proved to be a man of many talents. One day, after hearing planters talk about the problem of separating cotton seed from the fiber, he began wondering if this could be done mechanically. In the spring of 1793, he completed a model of a special cotton “gin” (short for “engine”).

Whitney’s invention was a simple machine consisting basically of a roller with wire teeth. When turned by hand, the roller pulled the cotton from the seed, which dropped into a box. To everyone’s delight, the gin proved it could do the work of 10 men. But the wire teeth soon clogged

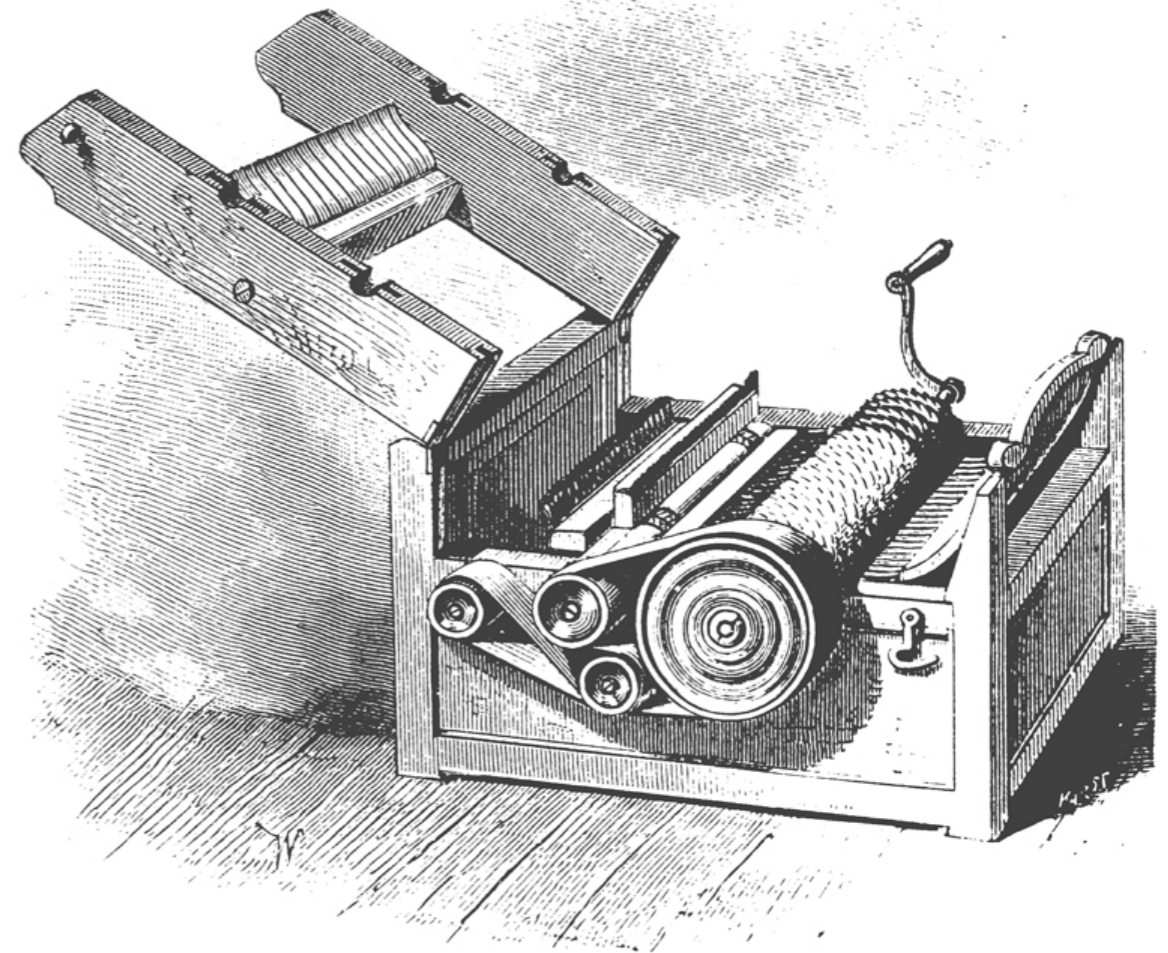
Eli Whitney



Eli Whitney's cotton gin

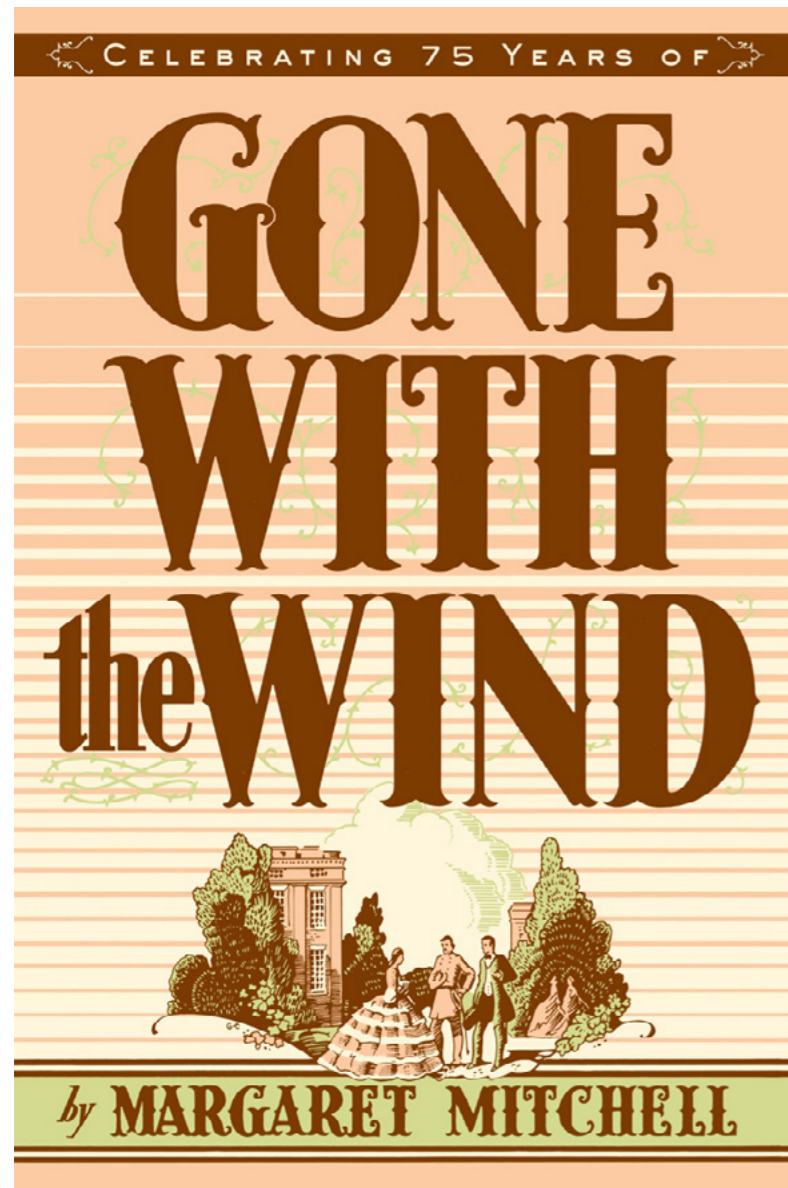
with cotton lint. Mrs. Greene solved the problem, suggesting the teeth be cleaned with the stiff bristles of a fireplace brush. Whitney used her idea to perfect his gin. A row of brushes rotating in the opposite direction proved to be the solution for pulling cotton fiber from the teeth.

Whitney quickly patented his cotton gin. Unfortunately, its simple design was easily copied and Whitney was denied the profits he had expected. He went on to develop and patent a variety of other inventions—but none as famous as his cotton gin.



Antebellum Life

Even today, mention of “antebellum Georgia” brings to mind visions of white-columned mansions, wealthy planters,



hoop-skirted Southern belles, and cotton fields worked by loyal slaves.

This is the antebellum Georgia of Rhett Butler and Scarlett O’Hara in the famous novel *Gone with the Wind*. There is evidence—such as the elegant antebellum homes that still stand throughout Georgia—that some people may have lived in such a storybook style. But for most people—even successful planters—life was far different.

PLANTERS

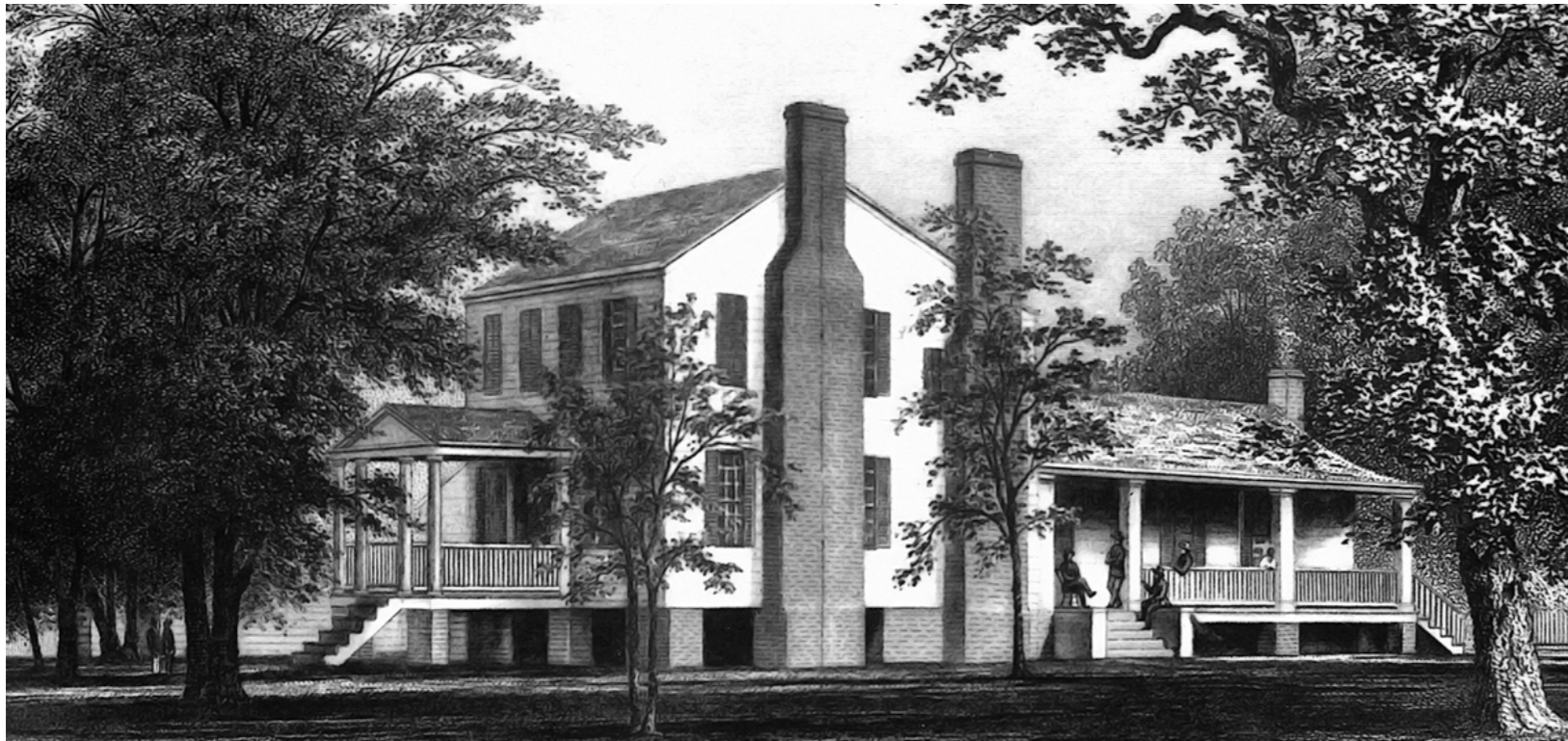
The elite of Georgia society were the wealthy planters. Out of the nearly 600,000 white Georgians in 1860, fewer than 3,000 could be classified as **planters**¹. Planters were landholders who owned 20 or more field slaves. They made up the upper social class, along with bankers, lawyers, and merchants. These wealthy,

educated people dominated the state's business and government.

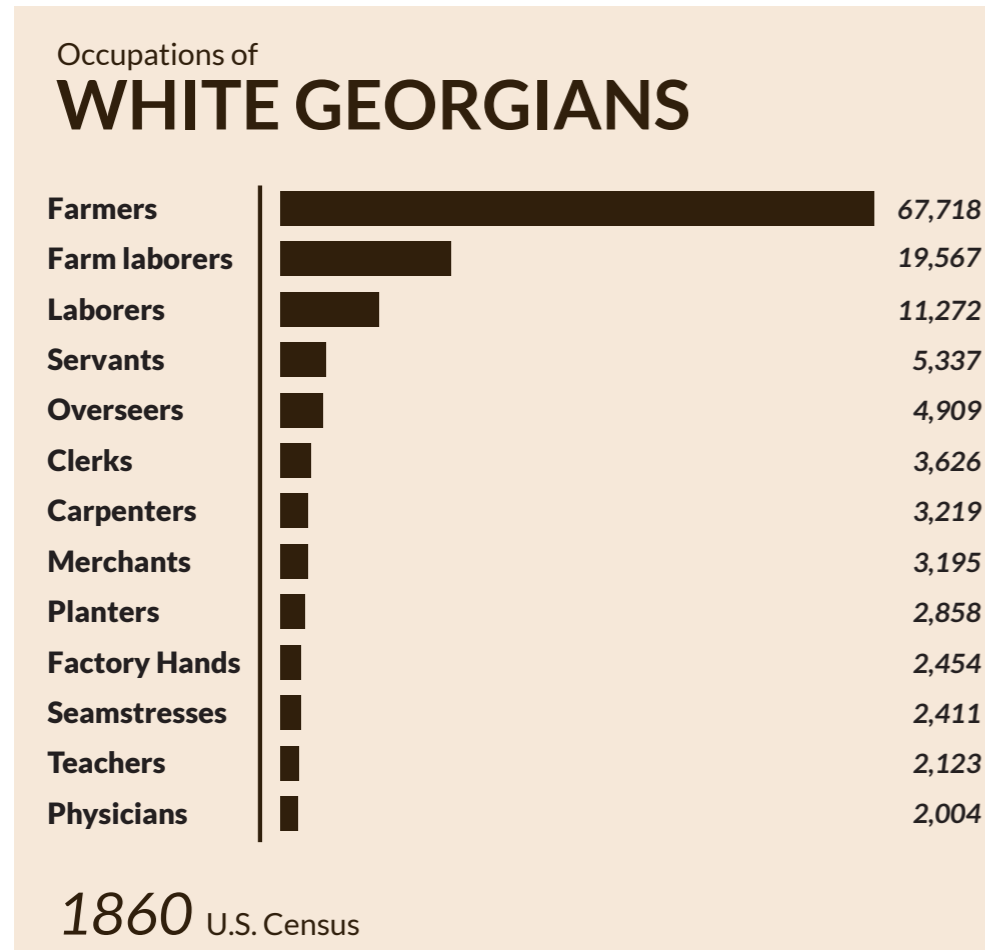
Even though they were wealthy, many planters were short on cash. Most of their wealth was tied up in land and slaves, rather than in stocks and bank accounts. Thus, few could afford the costly mansions that many people think of when they imagine life in antebellum Georgia. A typical planter's house was a plain, unpainted, modestly furnished structure.

Behind the main house stood the kitchen, smokehouse, barn, grain storeroom, and an outhouse. Farther away were the quarters for the overseer and slaves.

To be successful, a plantation had to be well managed. Planters stayed busy operating their plantations. Most used overseers or trusted slaves to direct the work in the fields. Many planters became community leaders, going on to serve in state government or Congress. The



◀ **Liberty Hall**, the plantation home of Alexander Stephens in Crawfordville, Taliaferro County. His plantation had over 1000 acres and was worked by 30 slaves.



attend. Church activities kept families busy, too. Traveling was a favorite pastime. Frequent visitors—both friends and relatives—sometimes stayed for weeks, and entertaining became a recreation the host and hostess could enjoy along with their guests. Plenty of food was available, and there was music and dancing along with the exchange of news and the latest gossip. Wealthy planters enjoyed outdoor activities such as riding and hunting. Many prided themselves on maintaining libraries filled with

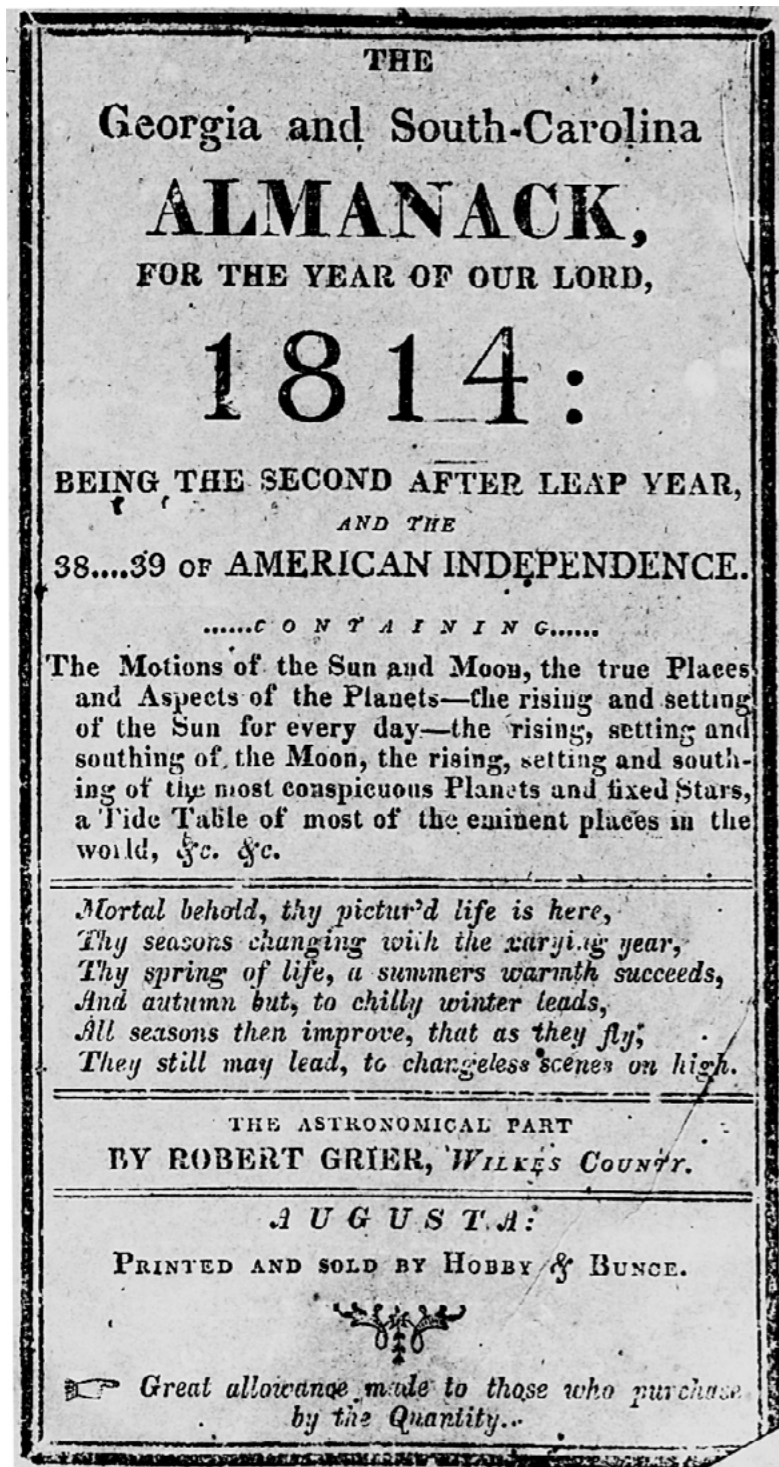
planter’s wife supervised much of the day-to-day life on the plantation, which often involved the food, clothing, and health needs of the slaves.

Planters and their families enjoyed a comfortable life. At home there were barbecues and political gatherings to

classics. Their children, educated in private schools and academies close to home while young, often went elsewhere to finish their education. Sons were sent to colleges, often in the North, while daughters might attend one of the female seminaries (girls’ schools) in the state.

YEOMAN FARMERS

Most white Georgians were middle-class farmers, sometimes called **yeoman farmers**². Owning land, usually less than



100 acres, gave these farmers a strong sense of independence and self-respect. Striving to improve their lives, many yeoman farmers were caught in a cycle of wanting more land and more slaves to produce more cotton to make more money.

As much land as the farmer could cultivate was devoted to cotton, which could readily be sold for cash. Cotton money bought supplies and food items that couldn't be grown at home (such as coffee and sugar) and paid debts and taxes.

For the most part, yeoman farmers grew what they ate, mainly corn, wheat, oats, sweet potatoes, peas, and beans. Chickens, pigs, and cows provided eggs, meat, and milk. The usual dwelling was a log cabin. **Dogtrot**³ cabins consisted of two connected one-room log structures. The connecting space was covered by the roof and had a floor. This open-



▲
A dogtrot cabin

◀ The almanac guided planting with its accurate weather forecasts. It also entertained and educated readers with its jokes, remedies for ailments (including love), recipes, and the names of public officials.

air breezeway was pleasant in mild or hot weather. Because the farmer's dogs enjoyed the space along with the people, the dwellings were called dogtrot cabins. Another house style that also took advantage of the cooling breezes was the modest frame cottage built a few feet above the ground. Furniture was homemade, as were most clothes, mattresses and quilts, and essential items such as soap. Cooking was done in a fireplace, which also heated the house. Women tended to the domestic chores of cooking, canning, gardening, making clothes, and raising children. Men farmed, supplied the family with meat, and kept the farm buildings repaired.

An agriculture-based economy demanded hard work, but work wasn't the only thing farm families did. They took time for recreation such as shooting matches, barbecues, dancing, wrestling and fighting, hunting and fishing, quilting bees, and corn shuckings. The county courthouse was a popular place to meet and socialize.

POOR WHITES

At the bottom of white society were the poor whites—those who owned no land and got by as best they could. About 1 in 10 white Georgians were poor. Although they lived all over the state, poor whites were concentrated in the pine barrens of south Georgia and in the mountain regions in the north. They often built crude dwellings on land they didn't own, keeping chickens and a few cattle or hogs. The men hunted and fished to provide meat for the family or to sell for a few extra dollars. Women might raise a little cotton and corn to sell for cash.

Poor whites generally were looked down upon by the rest of society, including slaves. They were characterized as idle troublemakers with little ambition. A poor diet and diseases such as malaria and hookworm, which left victims drained



Fields of cotton seen throughout the state are evidence of the crop's continuing importance to Georgia's economy.



of energy, accounted in part for their condition. Not helping was the fact that they were often illiterate.

BLACK GEORGIANS

Held at the very lowest level of society were black Georgians, over 99 percent of whom were enslaved.

The lives of slaves varied considerably, depending most on their owners and their work assignments.

For slaves who worked cotton, life could be very hard. During the busy season on large plantations, field hands were awakened while it was still dark and

expected to dress, eat, and be at work by sunrise. After a midday break for lunch and rest, they returned to working the fields until the sun went down. The only exceptions to this routine were rainy weather, the winter months between seasons, and a few holiday occasions.

Except in the busy season, most owners

also gave their slaves Saturday afternoon and Sunday off as a time to rest, socialize, or attend church.

Blacks not only worked the fields of the South. Their jobs ranged from house

servants, cooks, and nursemaids, to skilled artisans and factory workers. For these slaves, and for the very young and the elderly, life tended to be easier than that of the field hand.



◀ The cotton gin was used to remove seeds from the cotton lint. Carried in baskets to a cotton press, the lint was packed into bales weighing about 400 pounds each. Most ginning operations could process three or four bales of cotton in a day.

Some owners were very cruel to their slaves, frequently using the whip for discipline. Others cared for their slaves and liked to think of them as members of an extended family. Most owners behaved somewhere between those two extremes. Because so much wealth was tied up in slaves, it was in an owner's best interest to keep them healthy and productive. Still, slaves—especially field hands—with backs scarred from whipping were a common sight in the South.

No matter how the master treated his slaves, or how easy or difficult the work, slavery was degrading, for it deprived blacks of their freedom and fundamental human rights. Under Georgia law, slaves had no political or civil liberties. Though laws protected them against excessive discipline or murder by owners, these were hard to enforce, especially since slaves could not testify against whites in court. Nonetheless, many found ways to resist.

Because each slave was considered a separate piece of property, legal

marriages between slaves were not recognized in antebellum Georgia. Many owners, however, allowed informal marriages. Slave families always ran the risk of being split up and sometimes were. Most slaveholders had little available money in the bank. If an emergency arose, selling a slave was the quick—and sometimes only—way to raise cash.

In addition to almost half a million blacks who were slaves, about 3,500 free blacks were living in Georgia by the end of the antebellum era. Most had been granted freedom by their owners, though a few had managed to purchase their freedom. Free blacks usually lived in cities, where they had the best chance of earning a living. However, they faced a difficult situation. Free blacks with skilled jobs were criticized for taking jobs away from whites. Those unable to find jobs were accused of being lazy. Whites also worried that free blacks secretly were helping their enslaved brothers and sisters escape to freedom.

Ellen Craft and **William Craft** were slaves from Macon, Georgia in the United States who escaped to the North in December 1848 by traveling openly by train and steamboat. She posed as a white male planter and he as her personal servant.



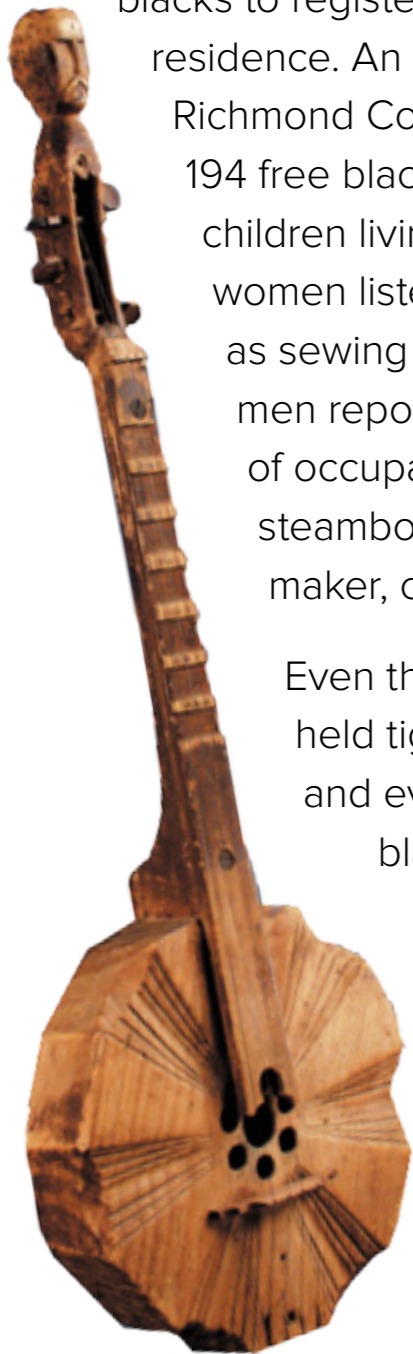
[Transcript](#)

In an effort to control the free black population, state law required all free blacks to register in their county of residence. An 1819 report from Richmond County shows a total of 194 free black men, women, and children living there. Most of the women listed their occupations as sewing and washing. The men reported a wider variety of occupations, including steamboat pilot, barber, saddle maker, carpenter, and laborer.

Even though the white society held tight control over slaves and even free blacks, the black community made many contributions to southern life. West African traditions combined with southern lifestyles to create a unique black culture. Slaves living along the coast

of Georgia and South Carolina created a new language, known as Gullah, that can still be heard today. The words of Gullah are English, but the way words are put together in sentences is African.

Skills such as woodcarving, basketmaking, and quilting were done in the African style but adapted to the materials available. Okra, black-eyed peas, and distinctive ways of cooking and flavoring foods became part of southern menus. Slaves told animal trickster tales learned in Africa to teach lessons of how cleverness can outwit a stronger opponent. Later those tales were recorded by Joel Chandler Harris as Uncle Remus and Br'er Rabbit stories. Music in the form of spirituals, rhythm songs, and the development of the banjo were among other contributions of the black community in antebellum Georgia. ■



[Transcript](#)

LOCATING *the* MAIN IDEAS

- 1 **Define:** planter, yeoman farmer, dogtrot
- 2 **Identify:** Gullah, trickster tales, Joel Chandler Harris
- 3 Why didn't all antebellum planters live in mansions?
- 4 How did poor whites make a living?
- 5 What problems did free blacks face in antebellum Georgia?

◀ African-American banjo, circa 1850

Vocabulary

- 1 **Planters** - An antebellum landholder who owned 20 or more field slaves.
- 2 **Yeoman farmer** - A white middle-class farmer who generally owned fewer than 100 acres.
- 3 **Dogtrot** - A log cabin with two rooms connected by a covered and floored passageway.

Education, Religion, and Reform

EDUCATION

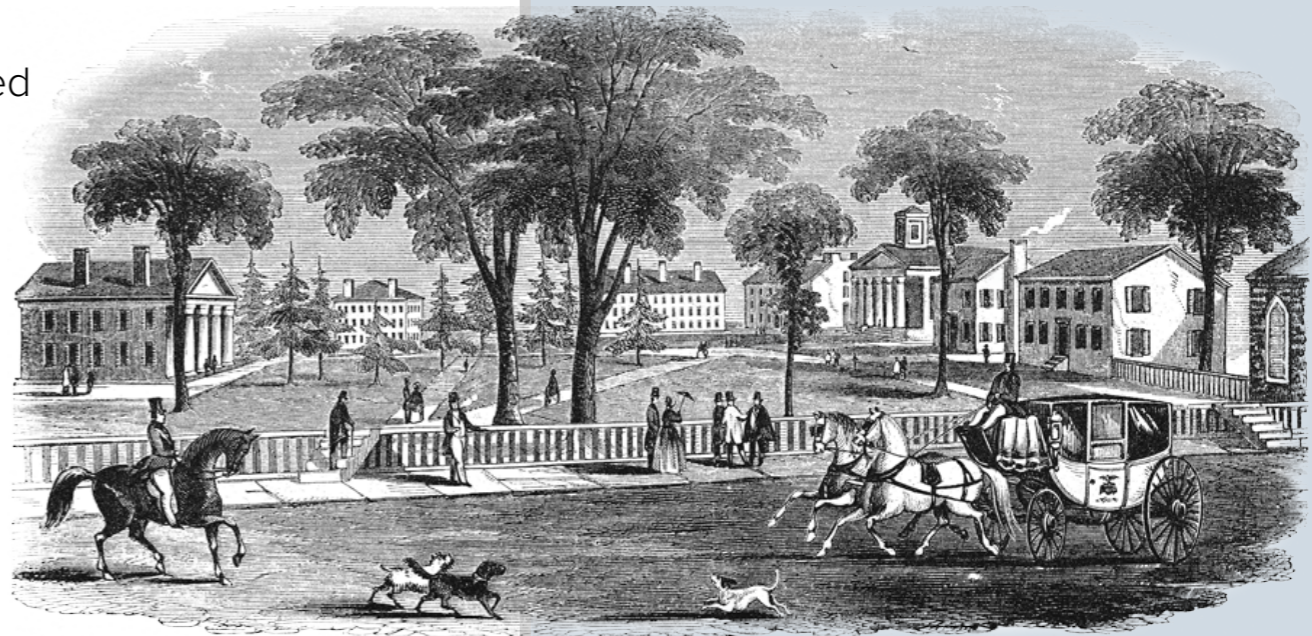
Although Georgia’s first constitution called for schools in each county, the legislature did not provide enough money to set up a true public school system for the whole state. At the same time, Georgians did not demand public schools for their children. Education, in the minds of antebellum Georgians, was best left for individuals, rather than government, to provide. The need for children to work in the fields, the wide distribution of the population, and the poor condition of roads tended to keep education a low priority.

In 1817, the legislature attempted to provide a few years of public education for needy children by creating a “poor school fund.” Many Georgians, however, were too proud to let their children attend state-supported poor schools. In rural areas, farmers built one-room schools

in old abandoned cotton fields and paid someone to teach. Unfortunately, most teachers in these “old field schools” were not very well qualified and children received only a very basic education. An effective statewide education system never really developed. As late as 1850, one out of five white adults in Georgia was illiterate. Throughout the antebellum period, the best educational opportunities went to children whose families could afford to send them to private schools and academies.

Higher education fared better in Georgia. In 1785, the General Assembly had chartered the University of Georgia—the nation’s first state university. Classes did not begin until

The University of Georgia in Athens in the 1840s



1801, but soon the university at Athens was graduating men who would lead the state in business and politics. Women would not be permitted to enroll until 1918. The university added a school of law in 1859 under the guidance of Joseph Henry Lumpkin and Thomas R. R. Cobb.

The Medical College of Georgia was established in 1828 in Augusta. Formal training for doctors was just beginning. Epidemic diseases such as cholera and malaria were still uncontrolled. Other diseases, infections, and even pregnancy were a constant threat to the lives of Georgians.

Various religious denominations established and supported colleges in the state. Emory College in 1836 was Methodist supported; the Presbyterians set up Oglethorpe College in 1835; and in 1837, the Baptists established Mercer University.

One of the first women's colleges in the

country was the Georgia Female College, later called Wesleyan Female College, in Macon. Classes began in 1839 and soon women were earning college degrees there.

RELIGION

Although not all Georgians in the period before the Civil War were religious, many denominations were represented. Early Protestant denominations in the state included Presbyterian, Episcopalian, Lutheran, Moravian, and Baptist. A Jewish congregation in Savannah dated back to the colony's first year. Catholics had come to Georgia in 1796, most of them originally settling in Wilkes County.

In the early 1800s, a Protestant religious movement called the Great Revival swept the South. Through camp meetings and revivals, thousands of Georgians, both black and white, were attracted



Wesleyan College in Macon was one of the first women's colleges in America.

and converted. Church membership increased greatly and new churches were established—the majority of them Baptist or Methodist. At the beginning of the nineteenth century, many churches had preached equality and denounced slavery. By the 1830s, however, slavery was being defended more and more from the pulpit. Baptist and Methodist denominations eventually broke away from their northern counterparts over the issue.

Most slaves, if they attended church at all, did so with their masters. However, for many, religion meant secret and generally forbidden meetings in the slave quarters. There, they looked to the time when they would reach the promised land and be delivered from bondage.

During the antebellum

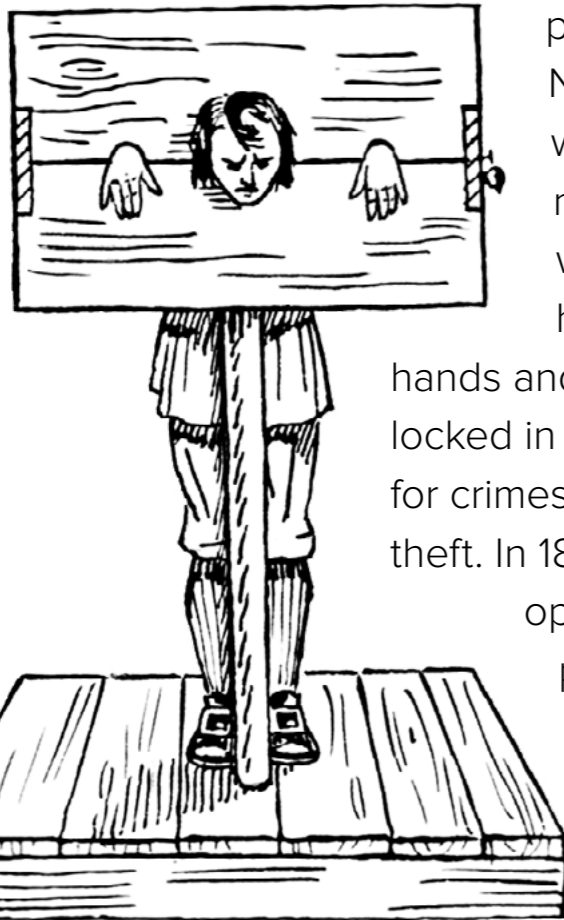
period, separate black churches—primarily Baptist—were founded in some Georgia cities. The African Methodist Episcopal (AME) and African Methodist Episcopal Zion (AME Zion) denominations, first established in the North, were opposed to slavery. Their existence in the South was limited, and their real growth didn't occur until after the Civil War.



◀ A backcountry camp meeting could be an intense religious experience, with fiery preaching continuing for days.

SOCIAL REFORMS

During the antebellum period, Georgia and other southern states began to take a more humane approach in dealing with criminals and the needy. In 1816, the state enacted a new code of laws abolishing



cruel punishments. No longer would white men be whipped or have their hands and heads locked in a pillory for crimes such as theft. In 1817, the state opened a penitentiary (so called because the prisoners

locked up there would have time to repent for their crimes). The next year the state began to furnish prisoners in county jails with clothing, blankets, heat, and medical attention. Later, in 1823, a law was passed that made it more difficult to put people in prison for not paying their debts.

The state also began taking care of its needy. A hospital for the insane was opened in 1842 at Milledgeville. Formerly, mentally ill and retarded persons were thrown in jail with criminals. Five years later, a school for deaf persons was opened at Cave Springs. In 1852, the state took over responsibility for helping blind persons at the Georgia Academy for the Blind in Macon.

By the end of the antebellum period, state government was slowly moving to a more active role in society. Earlier it had begun to promote economic development and transportation. Now, Georgia was working to improve the welfare of its people. ■

LOCATING *the* MAIN IDEAS

- 1 **Identify:** old field schools, Crawford Long, Joseph Henry Lumpkin, T. R. R. Cobb, Wesleyan College
- 2 What conditions kept education a low priority in antebellum Georgia?
- 3 Why did the number of Methodist and Baptist churches in Georgia increase?
- 4 What were some of the reforms that brought about improvements in the way criminals were treated?

◀ The pillory was a device formerly used for punishment by public humiliation and often further physical abuse.

GEORGIANS IN HISTORY

Crawford W. Long

When you were younger, you may have had your tonsils removed and stayed overnight in a hospital, waking with a sore throat—but with no memories of the actual surgery. You experienced no pain during the operation because you were given a strong, pain-killing drug called an anesthetic. The first of these substances was ether, and its unique properties were demonstrated in 1842 by Georgia native Crawford W. Long.

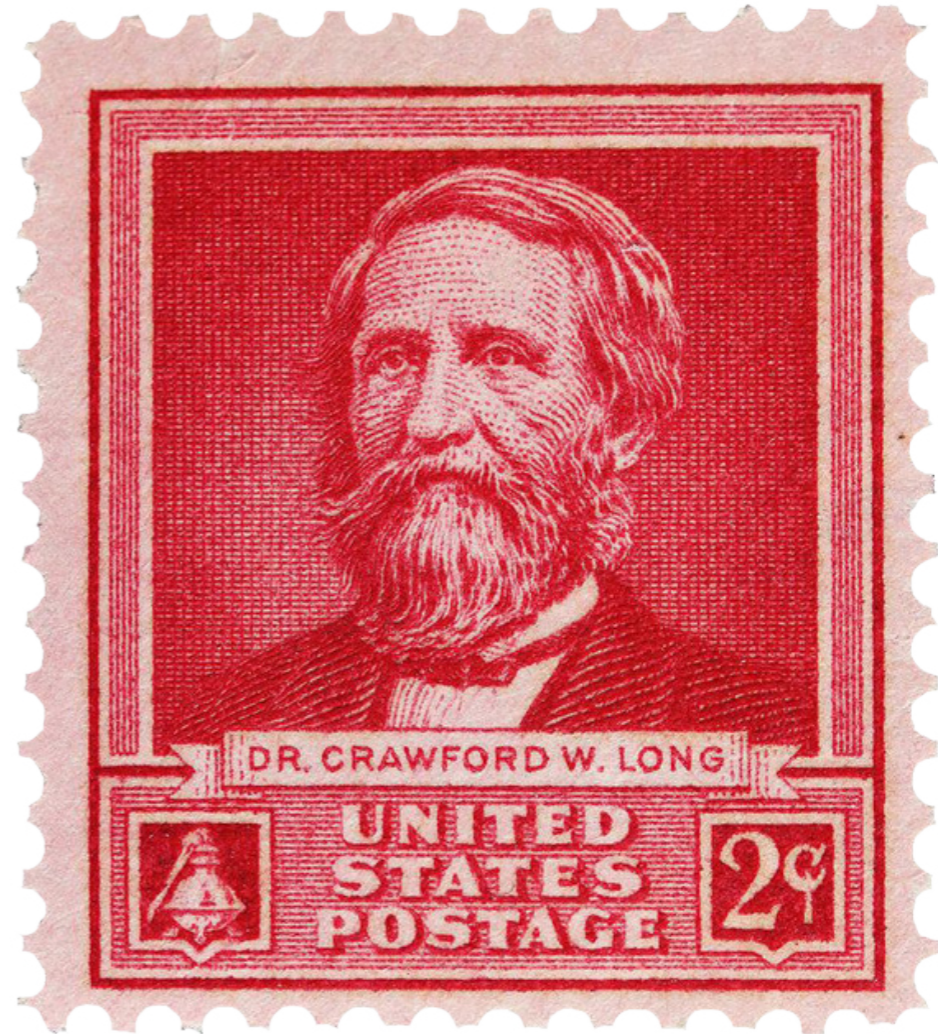
Before Dr. Long's revolutionary discovery, surgery was a very painful and often hurried procedure. Patients sometimes drank large quantities of alcohol to dull the pain, and doctors rushed through their work while their patients were unconscious. People often passed out from pain and even died from shock. Ether, Dr. Long observed, allowed people to endure pain without realizing it—by numbing their senses and memory. Doctors could perform longer, more complicated operations, knowing their patients wouldn't wake suddenly.



[Transcript](#)

Born in Danielsville in 1815, Dr. Long enjoyed a prosperous career as a surgeon, beginning with a practice in Jefferson, moving to Atlanta, and finally relocating to Athens, where he died in 1878. His moment in medical history occurred in his Jefferson office, when he was only 26. After giving a patient a dose of ether, he removed two cysts from the patient's neck. When the man regained consciousness, Dr. Long learned his patient neither felt nor remembered any pain.

Being a humble man who considered himself a simple country doctor, Dr. Long did not publicize his findings and thus did not receive proper credit until some 30 years after his historic operation. Today, however, Crawford W. Long is honored as one of Georgia's most distinguished citizens.



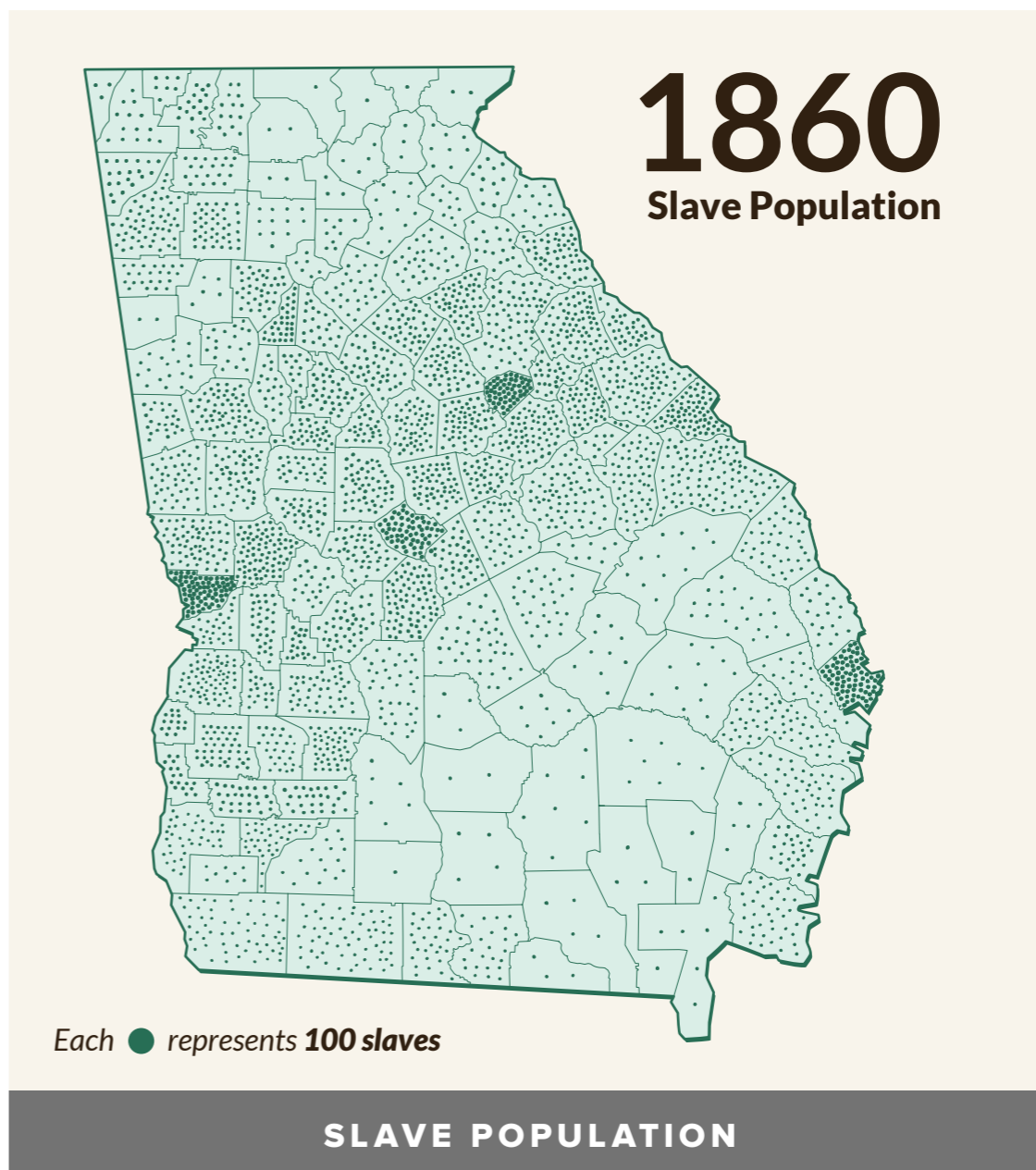
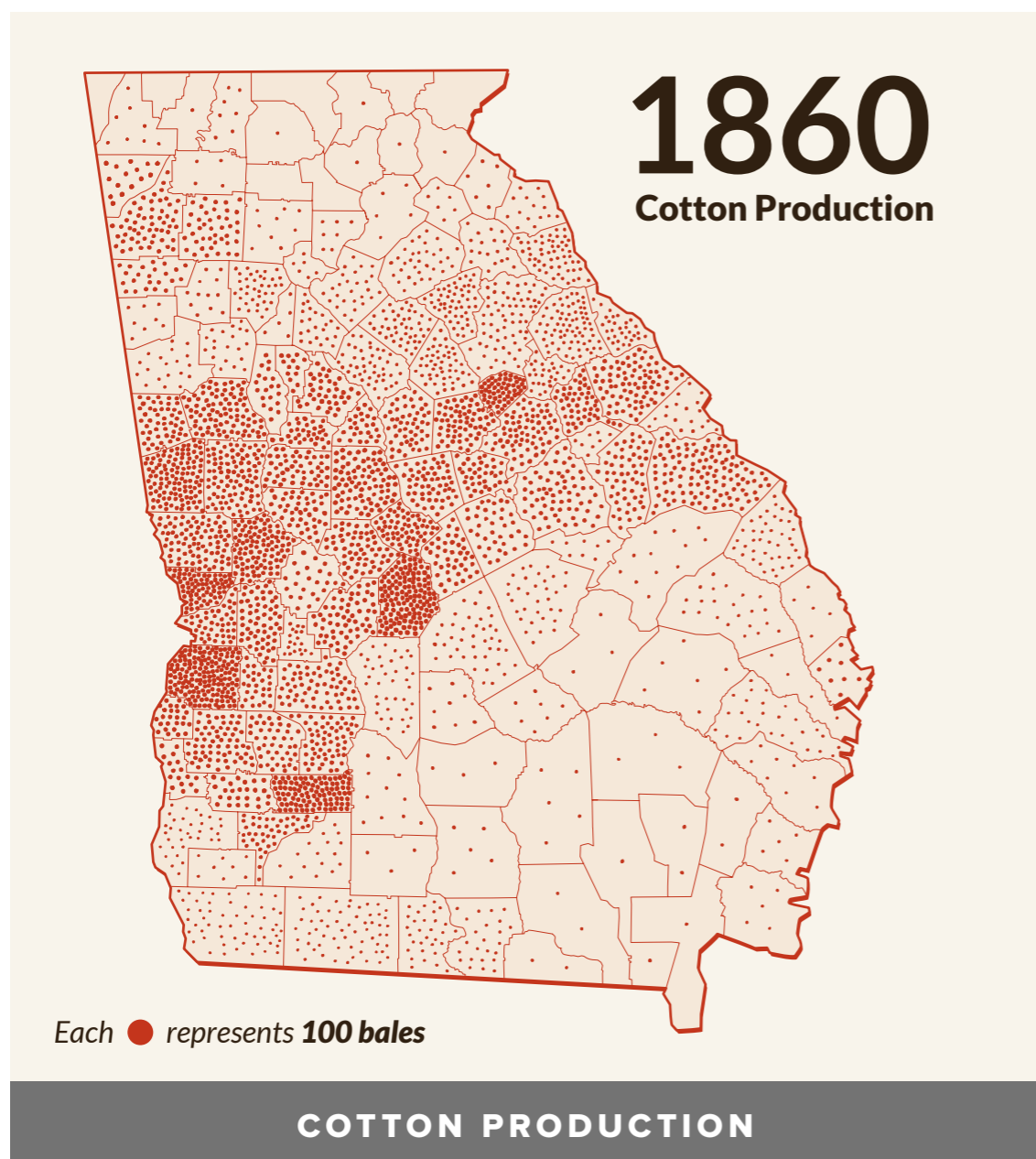
SKILL ACTIVITY

Interpreting Data

GEORGIA'S SLAVE POPULATION

During the antebellum period, the number of slaves in Georgia increased greatly. By the end of that era, Georgia had a very large slave population, ranking only behind Virginia in total number. According to the U.S. Census of 1860, Georgia's population consisted of 591,588 whites (including 38 Indians), 462,198 slaves, and 3,500 free blacks. Almost half of the state's residents were of African descent.

However, the majority of Georgians did not own slaves. The 1860 census counted 118,000 white families living in Georgia. Of these, only 41,084 families owned slaves. Two out of every three slaveholding families owned fewer than 10 slaves, and many only 1 or 2. Owning large numbers of slaves was the exception.



Georgia's Slave Population

1790	29,264
1800	59,406
1810	105,218
1820	149,654
1830	217,531
1840	280,944
1850	381,682
1860	462,198

Slave Ownership in Georgia

Number of Slaveholding Families	Number of Slaves Owned
11,068	1 - 2
9,009	3 - 5
7,114	6 - 9
7,530	10 - 19
5,049	20 - 49
1,102	50 - 99
181	100 - 199
23	200 - 299
7	300 - 499
1	500+

SHARPEN YOUR SKILLS

- 1 What percentage of white families in Georgia owned slaves in 1860?
- 2 How many cases were reported by the census bureau of a family owning 100 or more slaves?
- 3 Compare the slave population map with the cotton production map. What do the maps tell you about slavery and cotton production? In what areas of the state was slavery least important? Why? Where is the heaviest concentration of slaves found? Why?



CHAPTER 11 QUIZ

Text Version

Chapter 12

Foreword

Georgia Standards of Excellence
Correlations ▼

SS8H5

Chapter Outline

Economic Differences

Urban North, Rural South

Growing Regional Differences

Tariffs

States' Rights

The West

Slavery Divides the Nation

Westward Expansion of Slavery

Missouri Compromise

Compromise of 1850

Slavery in Georgia

Early Antislavery Sentiment

Free Blacks in Georgia

Forces Line Up on Both Sides of the Slavery Issue

Resistance Within Georgia

The End Approaches

SS8H5

Analyze the impact of the Civil War on Georgia.

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.



The 1852 painting *An American Slave Market* shows a common scene in the South with people being routinely sold along with other property such as horses, cows, or mules.

CHAPTER 12

AT FIRST GLANCE

This chapter examines the growing economic and regional differences between the North and the South that led to the Civil War. Sectional views on the issues of tariffs, states' rights, settlement of the West, and slavery are described. The role of Georgians in the politics of compromise to keep the nation together and the growing abolitionist movement are also reviewed. A skill activity on using primary sources presents contrasting views of slave life for analysis by the student.

A Nation Comes Apart

[Economic Differences](#)

[Growing Regional Differences](#)

[Slavery Divides the Nation](#)

[Slavery in Georgia](#)

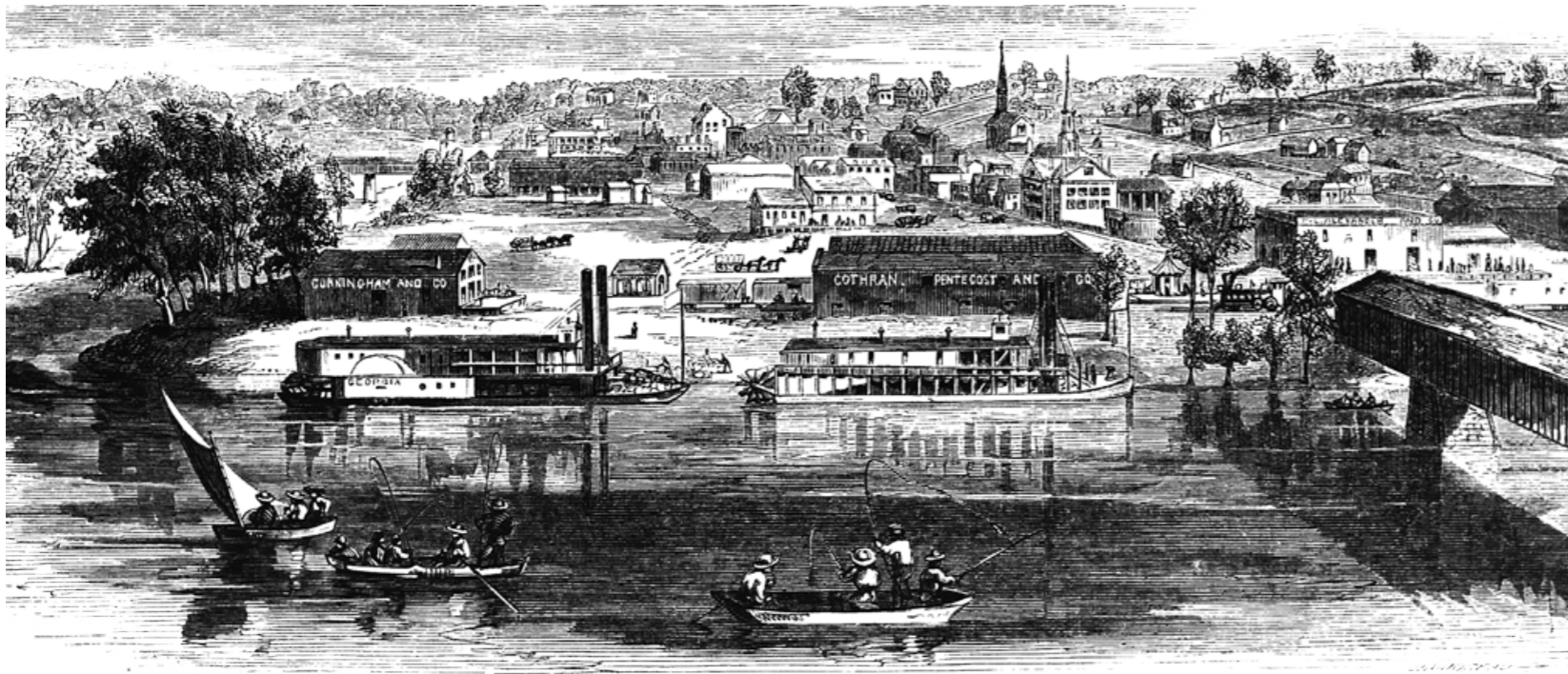
By 1860, differences between the South and other parts of the nation were so great that the United States was on the verge of being torn apart. What was it that made Georgia and other southern states so different from the North and West? The obvious answer was slavery, but there were other things as well.

Economic Differences

In the early 1800s, both the northern and southern sections of the United States had mixed economies, that is, some agriculture and some industry. But because of its rocky soil and colder climate, the North could not rely heavily on farming. Increasingly, northern states turned to industry, especially after development of the steam engine and the factory system. The North had the advantage of swift rivers and waterfalls to power its mills and factories, and natural harbors for

conducting foreign trade.

Meanwhile, the South's warmer climate and fertile topsoil encouraged an agrarian (agricultural) economy. Tobacco had been the first important crop. Corn, rice, indigo, and naval stores were among the cash crops well suited to the southern climate. In the 1790s, the invention of the cotton gin tied southerners even more closely to the land. Soon, cotton was "king," its value commanding respect at home and abroad.



◀ **Rome, Georgia, 1856.** As the county seat, Rome could claim a courthouse along with three churches, Odd Fellows and Masonic halls, schools, covered bridges, and numerous businesses.

URBAN NORTH, RURAL SOUTH

In the North, the rise of an industrial economy led to the growth of cities. Families moving from farms to work in city factories found they could no longer be self-sufficient. In the city, there wasn't room for each family to have its own cows, pigs, sheep, and chickens for food. Besides, neighbors would complain about the noise and smell. Nor could you cut down city trees for firewood. Urban residents, therefore, tended to be **interdependent**¹—that is, dependent on one another for various needs, such as food, shelter, and clothing. Meat came from a butcher, milk

from a dairy, and coal or firewood from a dealer. In the developing cities of the North, people also came to expect more from government, such as police and fire protection.

The agricultural South, in contrast, had few factories and jobs to attract workers to cities. Most people lived in the country, where they provided for themselves—usually by farming, raising poultry and livestock, hunting, and fishing. For this reason, southerners tended to expect little in the way of services from government. Thus, people in the South were more isolated and independent than in the North. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** interdependent
- 2 What conditions caused the North to develop an economic base different from the South?
- 3 Why were northern cities larger and more populated than southern ones?

▶▶ FAST FORWARD



▲ [Transcript](#)

◀ White Oak Pastures

Deep in the southwest corner of the state, maybe where you'd least expect it, you'll find Georgia's biggest certified organic farm. White Oak Pastures is a fifth generation family-owned farm established in 1866, but "born on the Internet." In addition to Teachable Moments about Sustainable Agriculture, Mono-cultural versus Poly-cultural farming, and the Serengeti Plains Rotational Grazing Model, you'll want to watch the owners, Will and Jenni Harris, test themselves against the Fast Forward Meat-O-Meter!

Vocabulary

- 1 **Interdependent** - Being dependent on one another for certain needs.

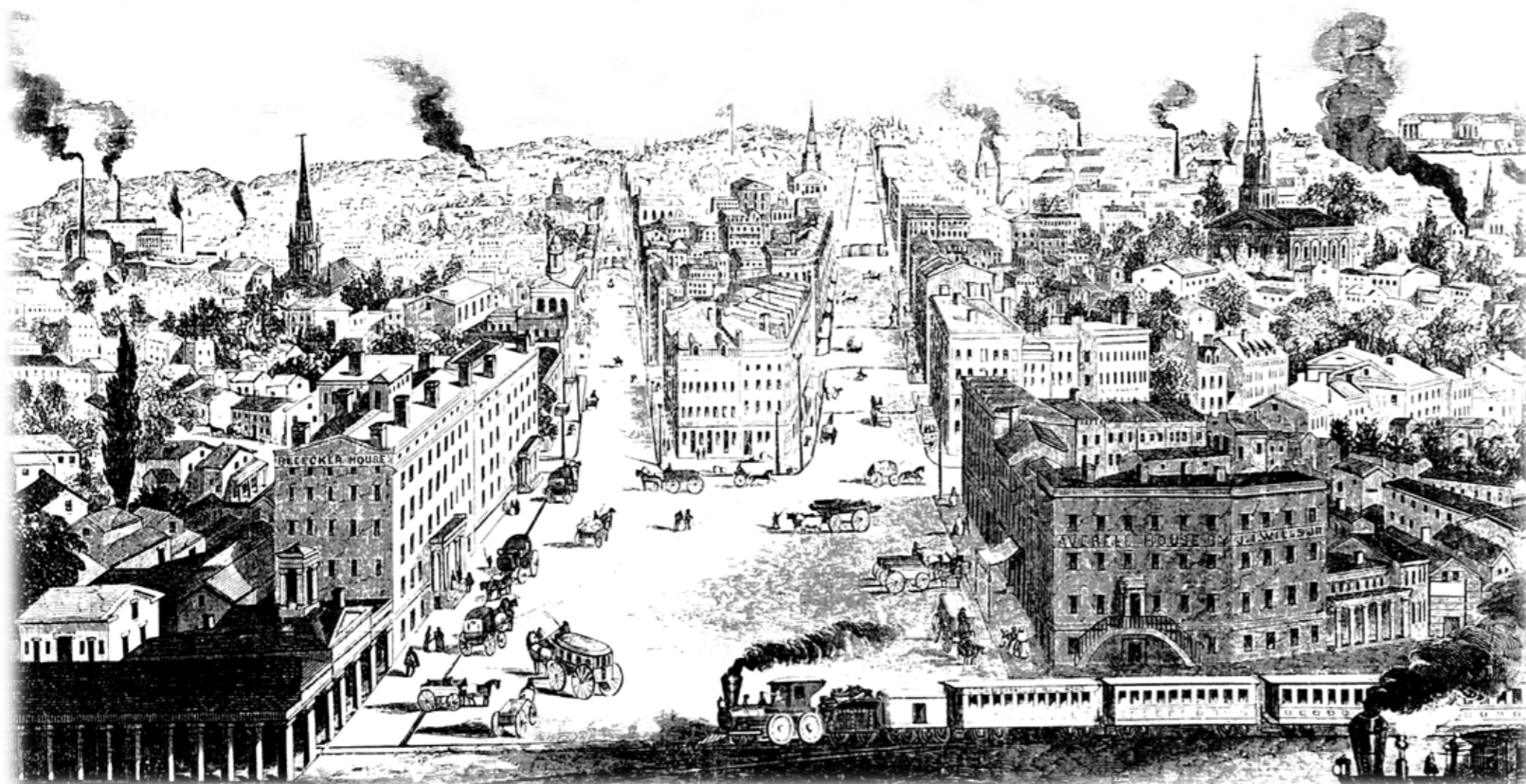
Growing Regional Differences

Because their economies were different, the North and the South were not affected by events in the same way. For example, a government policy or business boom might help one region and hurt the other.

By the 1820s and 1830s, political leaders in northern and southern states increasingly looked at issues in terms of how they affected their particular region—or section—rather than the nation as a

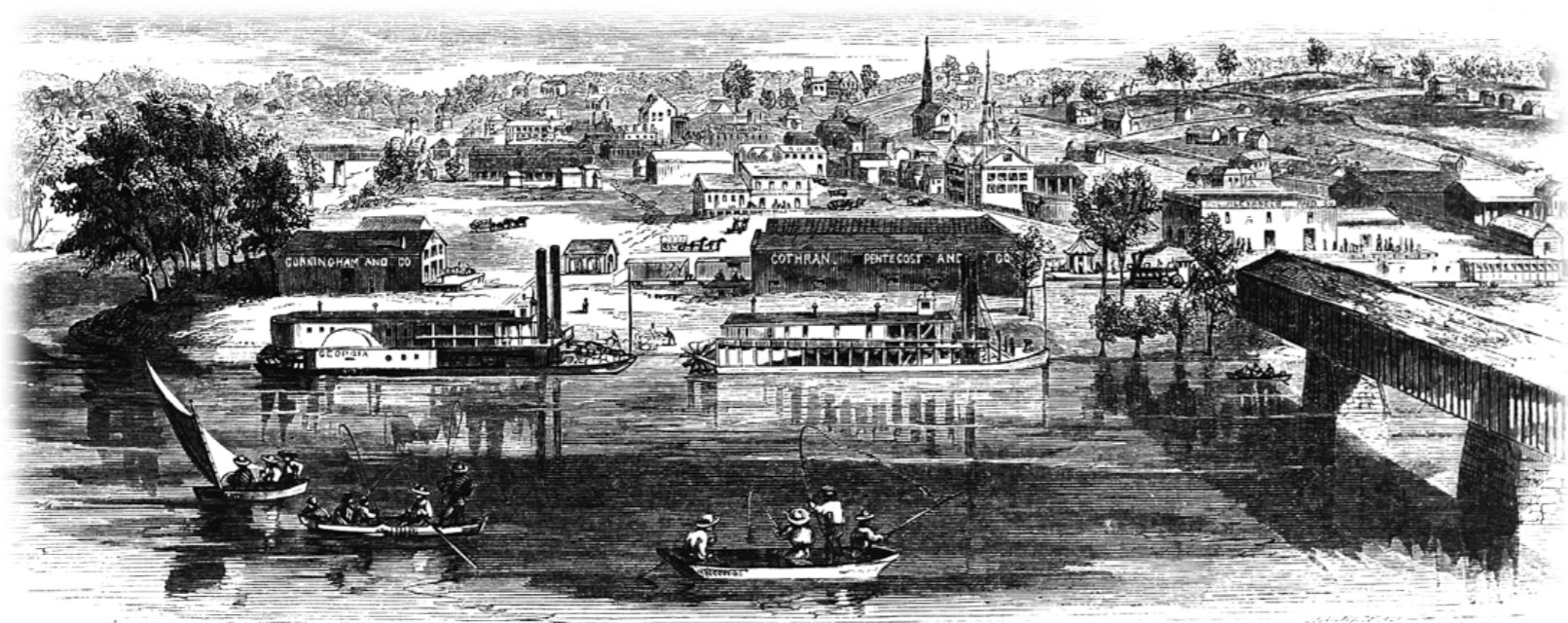
whole. Placing sectional interests above national ones is called **sectionalism**¹.

Often, politicians made decisions more as northerners or southerners than as Americans. This sectional approach to national policy became evident in the issues of tariffs, states' rights, the settling of the West—but most of all, in the issue of slavery.



UTICA, NEW YORK

- ◀ View of Utica, New York, around the 1850s. How is Utica different from Rome, Georgia?



ROME, GEORGIA

- ◀ Rome, Georgia, 1856. As the county seat, Rome could claim a courthouse along with three churches, Odd Fellows and Masonic halls, schools, covered bridges, and numerous businesses.

TARIFFS

A **tariff**² (also called a “duty”) is a tax that one country places on goods imported from other countries. Tariffs can be an important source of government revenue. They also can be used to protect a nation’s industries from foreign competition.

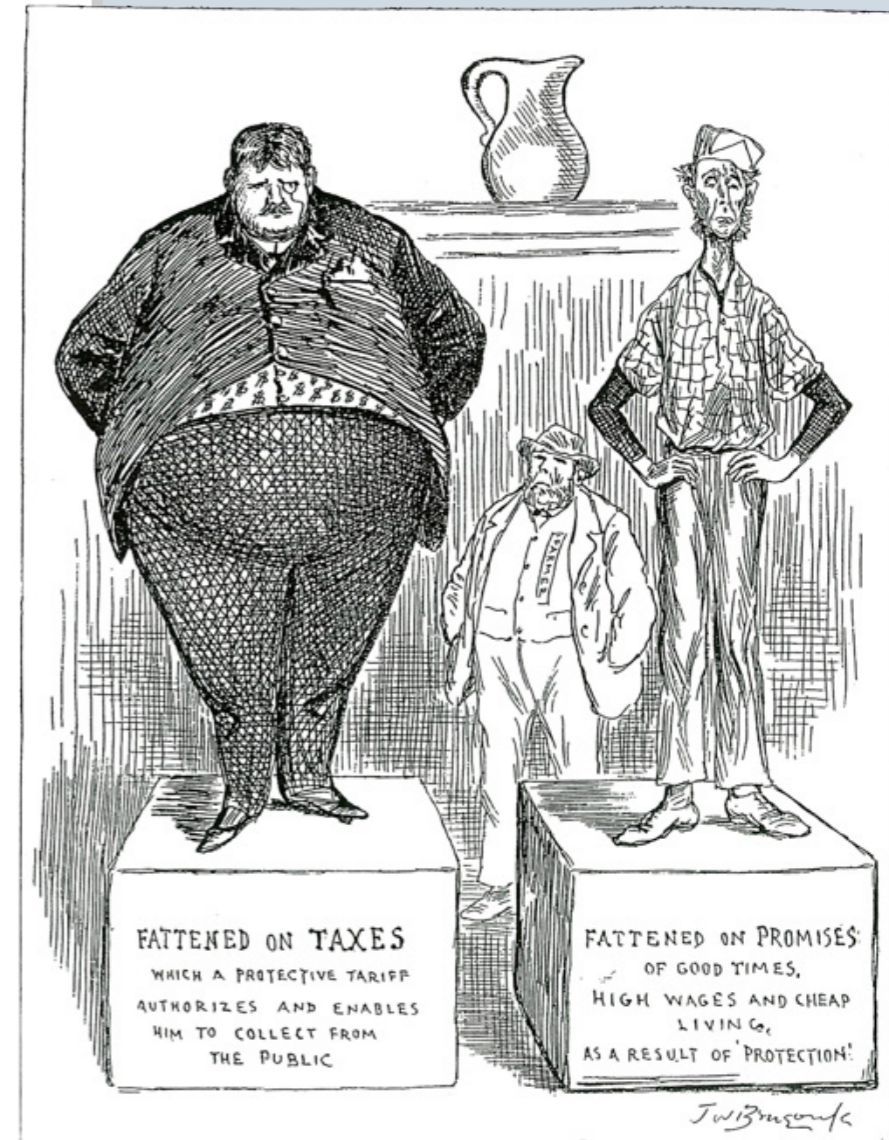
For example, a tariff on steam engines imported from Great Britain made them more expensive to sell in America.

The tariff could be set so as to make British steam engines more expensive than American engines. If a British and an American engine were of similar quality, buyers would likely choose the cheaper one. A tariff thus allowed U.S. manufacturers to sell more goods and improve their profits.

To protect their industries against British competition, northern business leaders favored high protective tariffs. Southerners, however, did not. First,

there were few industries in the South to protect. Second, southern planters and merchants had a healthy trade with Great Britain, and they didn’t want to pay higher prices for British goods just to protect northern businesses. Third, American tariffs on cotton clothing imported from England meant higher prices, which cut demand. The result was that British manufacturers imported less cotton from the South. Finally, American tariffs caused other countries to place similar tariffs on American exports.

Moderate tariffs were one thing, but in 1828 Congress passed a huge increase for tariffs on imported goods. Four years later, Congress lowered tariffs on some imports but raised them on others. Many Southerners were angry and complained bitterly that southern rights were being sacrificed to northern business interests. Feeling was so strong in the South that some politicians talked of ignoring the new laws.

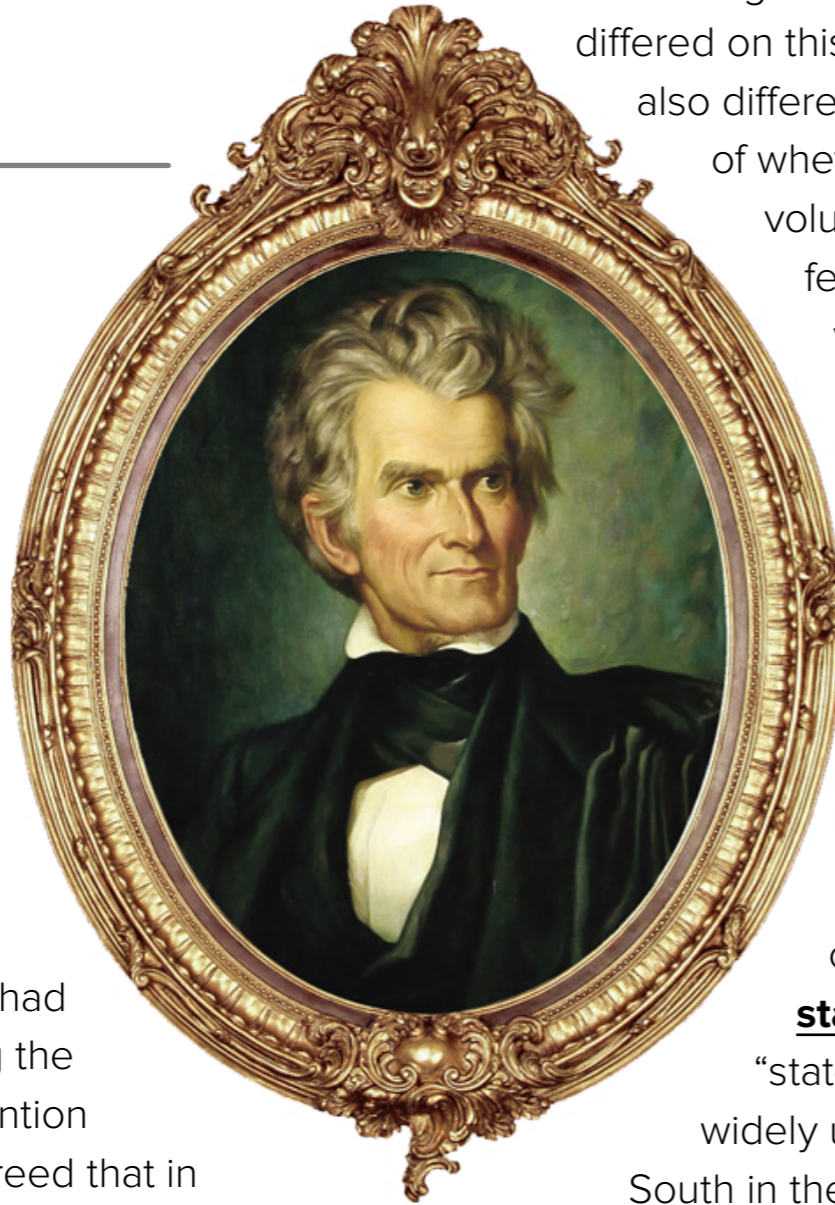


▲ How will the farmer look in a few years if tariffs are kept high?

Eventually, rates were lowered—but by the 1830s the tariff issue had become a major factor in the emergence of southern sectionalism.

STATES' RIGHTS

Dispute over tariffs fueled another burning issue. Under our federal system of government, what rights and powers belonged to the states? The question of how much power the national government should have over the states had been debated during the Constitutional Convention of 1787. Everyone agreed that in ratifying the U.S. Constitution, the states delegated certain powers to the federal



government. But did the states retain all powers not specifically granted to the new national government? Americans differed on this question. They also differed on the question of whether states which voluntarily entered the federal union could voluntarily leave it.

The belief that states are **sovereign**³ — that is, subject to no higher power except for powers specifically granted to the national government in the U.S. Constitution—came to be known as **states' rights**⁴. The term “states' rights” became widely used throughout the South in the early 1800s. Georgia even had a political party in the 1830s known as the State Rights Party.

◀ South Carolina senator **John C. Calhoun** was one of the leading advocates of the belief that states could nullify federal laws.

Southerners generally favored the doctrine of states' rights, though that view was less popular in the mountain regions of Georgia, Tennessee, and the Carolinas. Some believed so strongly in states' rights that they argued states had the power of **nullification**⁵—the right to determine if a law passed by Congress is constitutional or not. If a state believed that a federal law violated the U.S. Constitution, then it could declare such law “null and void” (without force) within that state.

In the North, there was much less support for states' rights. Most northern leaders opposed the theory of nullification, arguing that only the U.S. Supreme Court could declare a law unconstitutional.

The strongest support for nullification came from South Carolina. There, a special convention in 1832 went so far as to nullify the tariffs of 1828 and 1832 and discuss **secession**⁶—withdrawing from the Union. Many Georgians wanted to join South Carolina but found themselves in a difficult

position. Pres. Andrew Jackson, who was popular in Georgia because of his removal of the Cherokees, strongly opposed nullification. Also, at the same time, many Georgians—particularly in the mountain



◀ Georgia **states' rights** flag

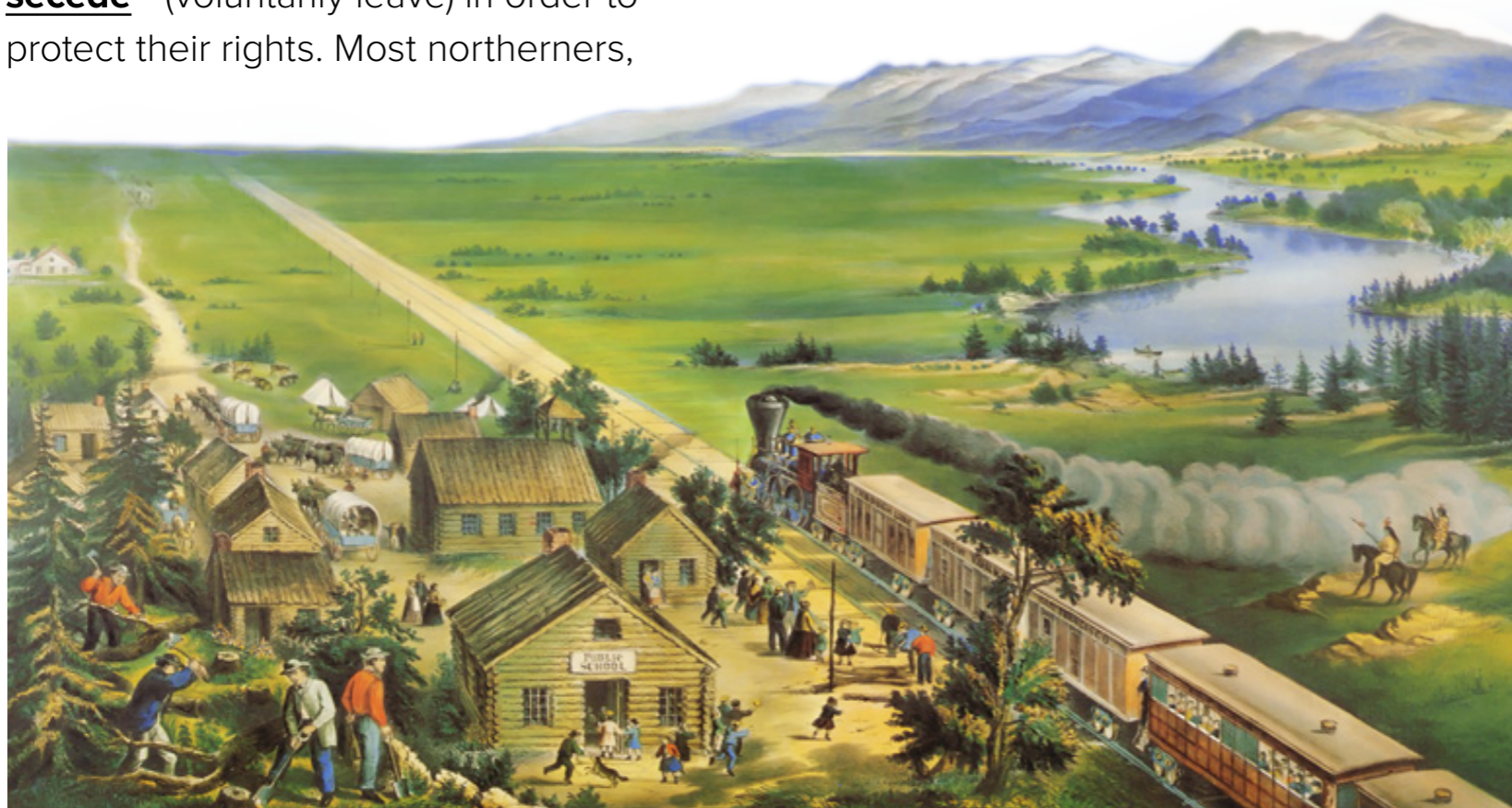
regions of the state—felt a strong desire to stay within the Union. So, Georgia backed away from nullification.

Another states' rights issue dividing the nation was disagreement over the nature of the Union. Many southern politicians argued that the U.S. Constitution was a compact, or agreement, among independent states. Just as states had voluntarily joined that compact, they could **secede**⁷ (voluntarily leave) in order to protect their rights. Most northerners,

on the other hand, argued that secession was illegal.

THE WEST

Another point of sectional conflict was the United States' territories in the West. A **territory**⁸ was a frontier area that belonged to the United States but



◀ Americans were deeply divided over whether slavery should be allowed in the West.

had not yet become a state. As the United States acquired vast areas of land, the North and South developed different ideas about the future of the new territories. Who should settle there? How quickly would they be developed? Under what conditions would they be admitted to the Union? As states, would they line up politically with the North or the South?

The western territories, with their rich prairie soils, good climate, and great rivers, were well suited to growing and transporting grain, corn, and other agricultural products. People from both the North and the South were eager to make use of the region.

Generally, southerners favored distributing western lands as cheaply as possible. This way, they could develop them quickly into large agricultural holdings like those in the South. Northerners preferred that the U.S. government sell the public lands at a good price in order to bring in revenue.

Some northern factory owners feared losing workers if the West were made too attractive to settlers.

Northerners tended to favor the idea of developing the West, which included building roads and canals, at government expense. Southern leaders opposed such activities by the national government and didn't want to be taxed in any way to support them.

As the West grew, its inhabitants developed their own sectional views. Some of the settlers in the West were from the North and some from the South. Views of the settlers there were mixed. Their main differences were over the biggest question splitting North and South—slavery. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** sectionalism, tariff, sovereign, states' rights, nullification, secession, secede, territory
- 2 Why did high protective tariffs hurt southerners more than northerners?
- 3 What was the southern justification for secession?
- 4 Why did northern factory owners favor making it more difficult for settlers to obtain land in the western territories?

Vocabulary

- 1 Sectionalism** - Putting the interests of a particular section or region above those of the nation.
- 2 Tariff** - A tax or duty imposed on goods imported from other countries.
- 3 Sovereign** - Independent; subject to no higher authority or government.
- 4 States' rights** - Belief that American states have certain rights under the Tenth Amendment to the U.S. Constitution that the national government cannot violate.
- 5 Nullification** - Declaring that a law is without force and is not binding.
- 6 Secession** - The action of southern states, in 1860 and 1861, of withdrawing from the Union.
- 7 Secede** - To withdraw voluntarily from a union.
- 8 Territory** - A frontier area belonging to the United States but not yet organized into a state.

PRIMARY SOURCE

The following conversation took place between Mrs. Lyell, an Englishwoman, and the landlady of a Milledgeville hotel. It was recorded by Charles Lyell, a geologist visiting Georgia in 1846.

Among other inquiries, she said to my wife, “Do tell me how you make your soap in England.”

Great was her surprise to hear that ladies in that country were in the habit of buying the article in shops, and would have been much puzzled if called upon to manufacture it for themselves. She looked upon this fine-lady system of purchasing every article at retail stores as very extravagant.

“That’s the way they do in the north,” said she, “though I never could understand where all their money comes from.”

She then explained how economically she was able to supply herself with soap.

“First, there is the wood, which costs nothing but the trouble of felling the trees; and, after it has served for fuel, it yields the ashes, from which we get the potash. This is mixed with the fat

of sixty hogs, which costs nothing, for what else could I do with all this fat at killing time? As for the labor, it is all done by my own people. I have nine maids, and they make almost every thing in the house, even to the caps I wear.”



SHARPEN YOUR SKILLS

- 1 How does Mrs. Lyell get her soap? How does the landlady get her soap?
- 2 What does the landlady think of the way Mrs. Lyell gets soap?
- 3 According to the landlady, who else gets soap the way Mrs. Lyell does?
- 4 Which woman, the landlady or Mrs. Lyell, is an example of an independent lifestyle? How?

Slavery Divides the Nation

Many issues divided the North and South. But no matter what the issue, slavery almost always entered in. Whether Americans argued about states' rights, the powers of the national government, or the future of the West, slavery was part of the debate.

Slavery had a long history in America—not just in the South. Every colony had allowed slavery, although officially the practice was banned in Georgia until 1750. Even though the Declaration of Independence proclaimed that “all men are created equal,” it contained no prohibition on slaveholding. All of the

13 new states allowed the practice to continue.

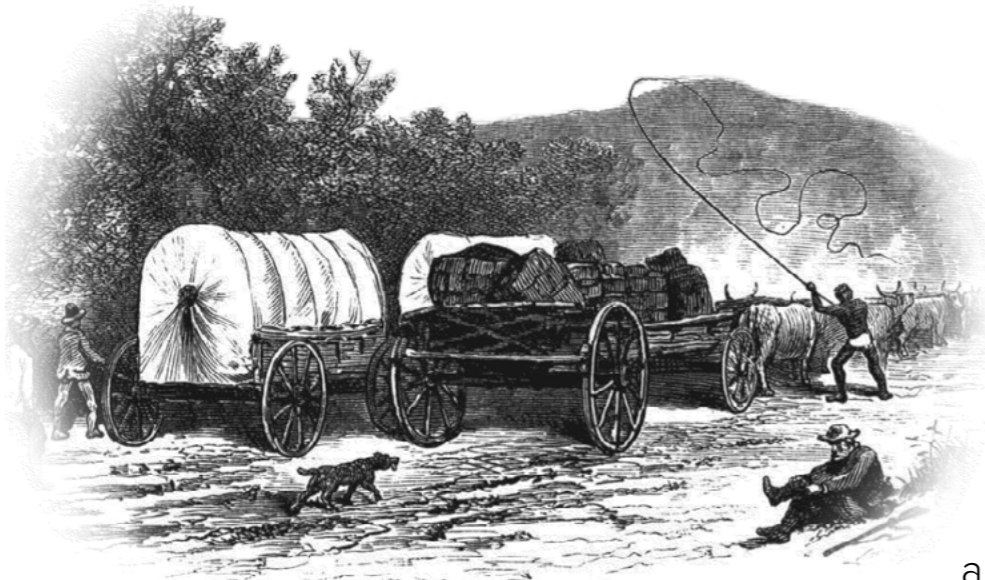
In 1780, Pennsylvania and Massachusetts became the first states to **emancipate**¹, or free, their slaves. Four years later,

Connecticut and Rhode Island took similar action. Soon, other northern states would follow. These were states with industry and small-scale farming, not plantation agriculture, as their

economic base. Proslavery factions were not powerful in these states, and the arguments against slavery prevailed.

Emancipation by the States

1777	<i>Vermont (prior to statehood)</i>
1780	<i>Pennsylvania and Massachusetts</i>
1784	<i>Connecticut and Rhode Island</i>
1792	<i>New Hampshire</i>
1799	<i>New York</i>
1804	<i>New Jersey</i>



Congress to create new states from these territories. Once admitted, a new state was on equal footing with the 13 original states. This meant each state would have two senators and at least one representative in the U.S. Congress. For Georgia and other southern states to maintain a balance of power in the national government, at least half of the number of new states would have to allow slavery.

WESTWARD EXPANSION OF SLAVERY

After signing the new U.S. Constitution, both northern and southern states began thinking about the large, unsettled territory to the west of the Appalachian Mountains. One day, new states would be created from this territory. Would they be free states friendly to the North or slave states friendly to the South? For the next 73 years, this became a great debate dividing the Union.

In America, there was broad support for settlement of the frontier territories. The Constitution provided a procedure for

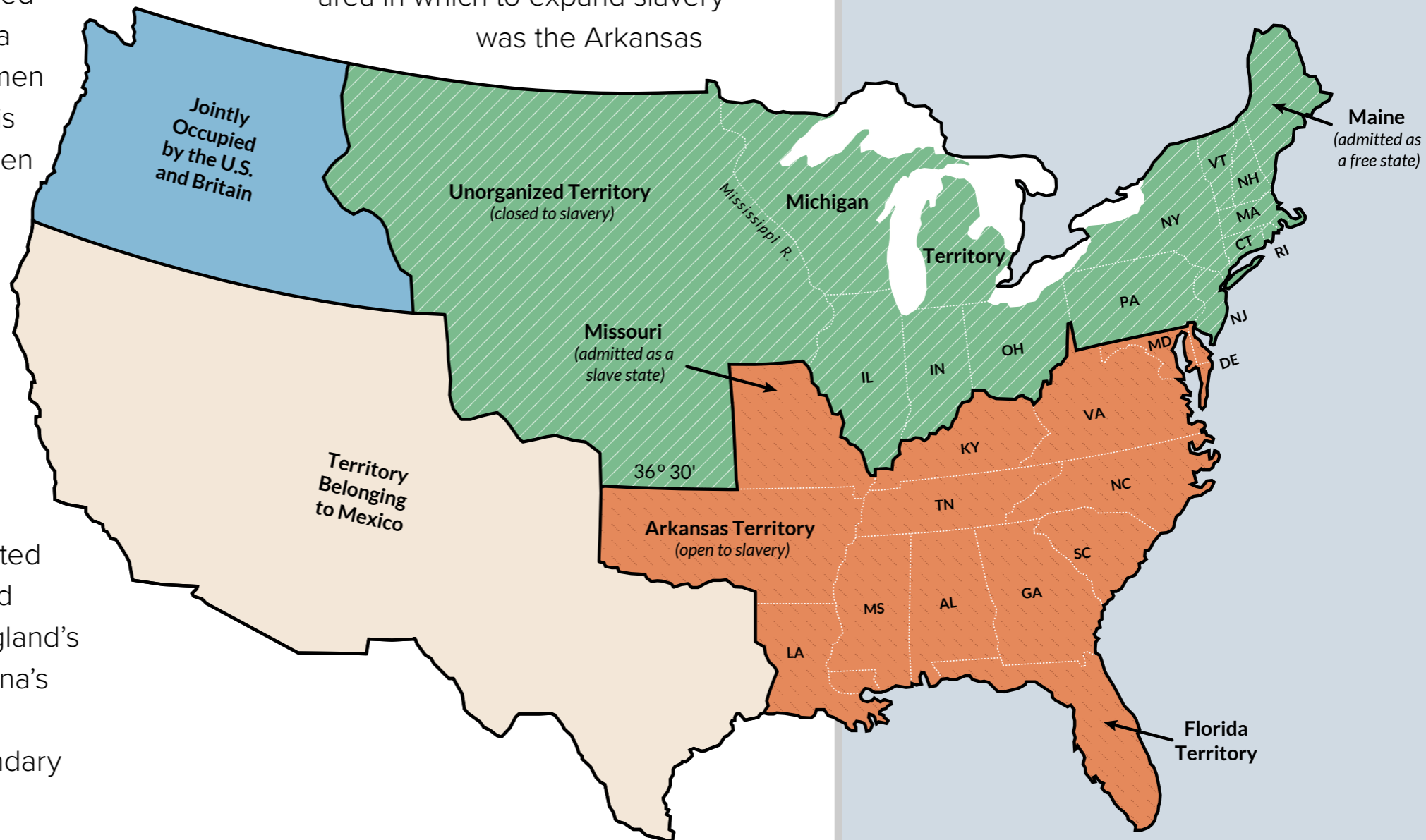
At first, the North and South were able to agree on admitting new states while keeping a balance in Congress. When Alabama joined the Union in 1819, the count was 11 slave states and 11 free states. By then, most of America between the Atlantic Ocean and the Mississippi River was organized into states. The next question centered on the future of slavery in the area acquired in the Louisiana Purchase—the vast territory west of the Mississippi River purchased from France in 1803.

MISSOURI COMPROMISE

No sooner had Alabama become a state than the Missouri Territory (part of the Louisiana Purchase) applied for admission to the Union—as a slave state. Northern congressmen immediately protested, since this would upset the balance between free and slave states. In fact, some northerners wanted to prohibit creation of any slave states west of the Mississippi.

In 1820, Congress agreed to a compromise. Maine would be admitted as a free state, and Missouri as a slave state. In the future, slavery would be prohibited north of latitude 36°30'. This had been the latitude picked by England's King Charles II in 1665 as Carolina's northern boundary. Now it also marked slavery's northern boundary in the western territories.

The South soon realized that the Compromise of 1820 threatened the balance between slave and free states. Unless additional territories in the West could be gained from Mexico, the only area in which to expand slavery was the Arkansas



Territory. In contrast, a sizeable expanse of America lay north of 36°30' for creation of numerous free states.

In 1848, gold was discovered in California. In the gold rush that followed, “forty-niners” streamed into the territory, which then applied for statehood. In Georgia, politicians talked of secession if California became a free state. In

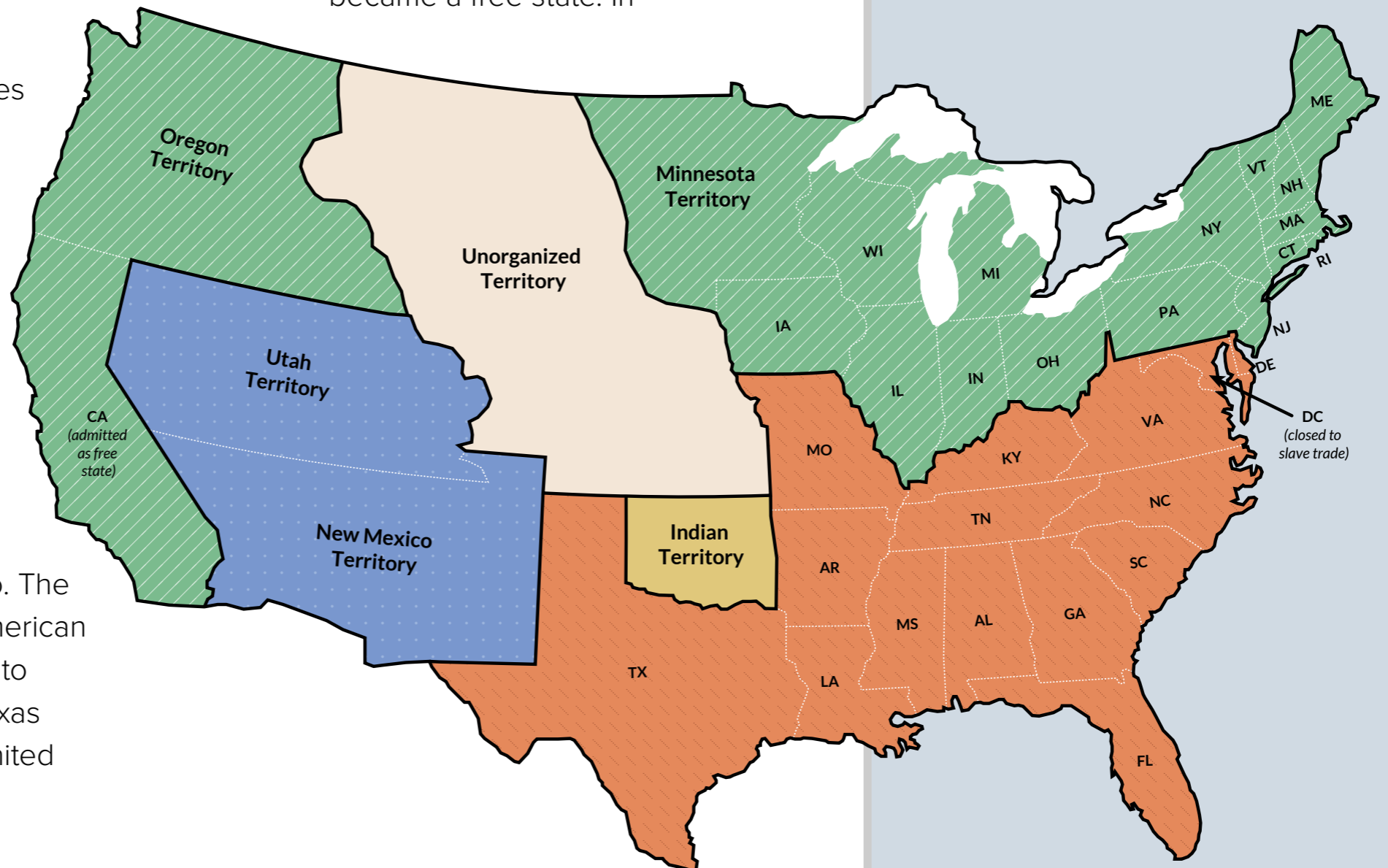
COMPROMISE OF 1850

In the 1840s, as the United States gained territory as far as the Pacific Ocean, northerners and southerners fiercely debated the westward expansion of slavery. After Texas had won its independence from Mexico, many southerners moved there with their slaves. In 1845, Texas was admitted as a slave state.

From 1846 to 1848, the United States fought a war with Mexico. The Mexican War ended with an American victory. As a result, Mexico had to cede the vast area between Texas and the Pacific Ocean to the United States for \$15 million.

COMPROMISE OF 1850

- Free
- Slave
- Sovereignty



Congress, however, Georgia's representatives favored moderation.

House Speaker Howell Cobb and fellow Georgians Alexander Stephens and Robert Toombs helped win passage of a compromise offered by Sen. Henry Clay of Kentucky.

The Compromise of 1850 allowed California to enter the Union as a free state. In return, Congress enacted the Fugitive Slave Law, which required free states to return escaped slaves to their owners in southern states. Even more important, the old 36°30' northern limit of slavery would not be used in the remaining territory gained from Mexico in



1848. In the future, residents of any part of this territory seeking statehood would vote

on whether their new state would be slave or free.

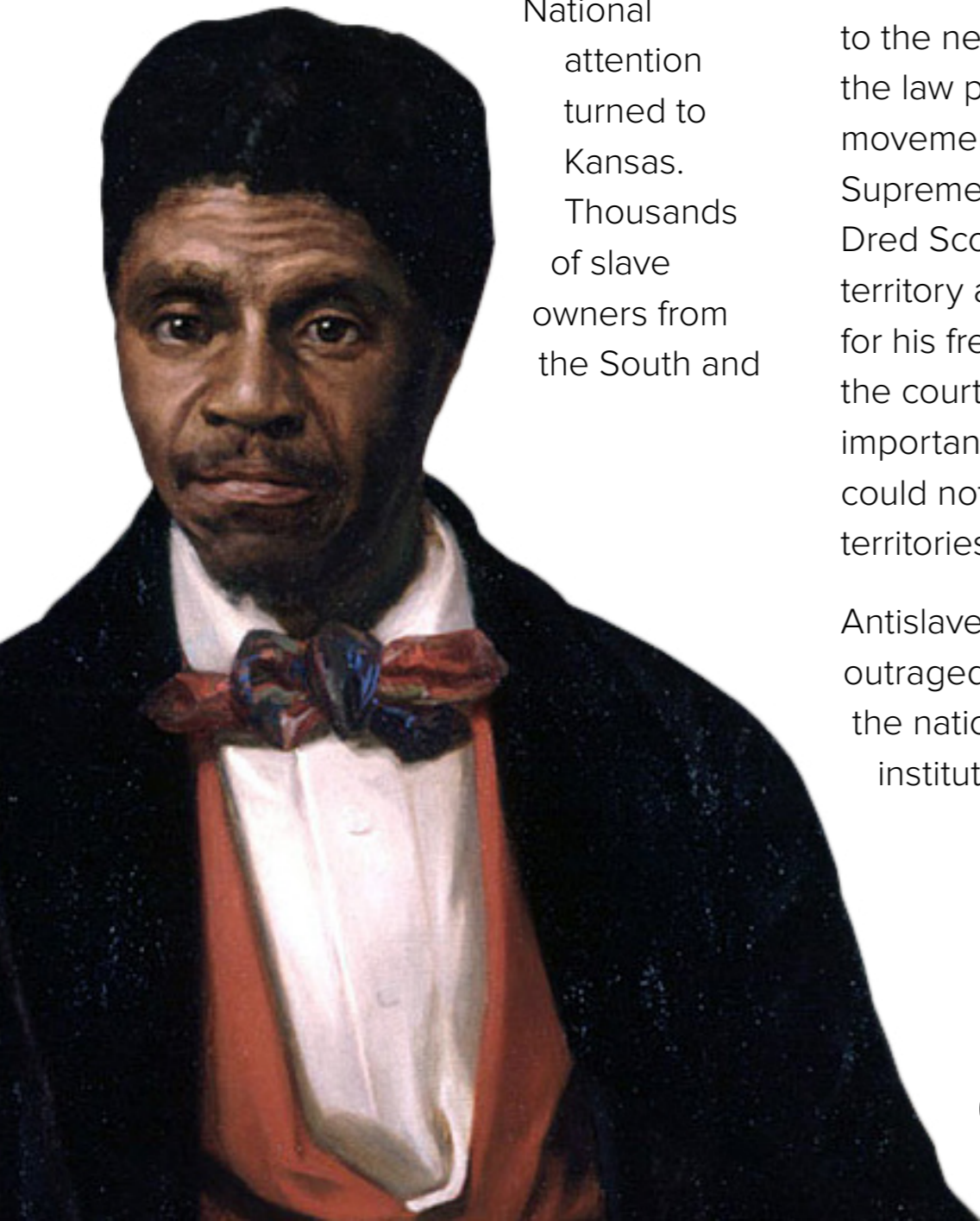
States' rights supporters in the South were angered over the compromise. South Carolina was ready to secede—if other states would join her. Georgia's governor called for a state convention. In a November 1850 election, delegates favoring union won a large majority. In December, the convention adopted the "Georgia Platform."

Georgia would abide by the compromise of 1850 providing the North did also.

◀ Georgian **Howell Cobb** served as Speaker of the U.S. House of Representatives (1849 - 1850) and U.S. Secretary of the Treasury (1857 - 1860).

The compromise was doomed, however, when Congress passed an act creating the territories of Kansas and Nebraska in 1854. Voters of each territory would decide whether slavery would be permitted. But supporters of slavery and of **abolition**² (making slavery illegal) both sought to use popular sovereignty to their advantage.

National attention turned to Kansas. Thousands of slave owners from the South and



abolitionists³ (persons opposed to slavery) from free states rushed to settle and control the territory. So savage were their raids on each other's settlements that the area became known as "Bleeding Kansas."

Further dooming the Compromise of 1850 was growing opposition in the North to the new Fugitive Slave Law. In fact, the law promoted a growing abolitionist movement in the North. In 1857, the U.S. Supreme Court ruled on a case involving Dred Scott, a slave who had lived in free territory and wanted to sue in federal court for his freedom. In the Dred Scott decision, the court denied his right to sue. More importantly, the court ruled that Congress could not ban slavery from America's territories.

Antislavery forces in the North were outraged. Now, more than ever, the nation was divided over the institution of slavery. ■



[Transcript](#)

LOCATING *the* MAIN IDEAS

- 1 **Define:** emancipate, abolition, abolitionist
- 2 **Identify:** Missouri Compromise, Compromise of 1850, Howell Cobb, popular sovereignty, "Bleeding Kansas"
- 3 Why was it important that there was an equal number of slave and free states represented in Congress?
- 4 What was the importance of the latitude of 36°30'?
- 5 What state entered the Union as a result of the Compromise of 1850?

◀ **Dred Scott** was a slave in the United States who unsuccessfully sued for his freedom and that of his wife and their two daughters in the *Dred Scott v. Sandford* case of 1857, popularly known as the "Dred Scott Decision."

Vocabulary

- 1 **Emancipate** - To set free, especially with respect to slaves.
- 2 **Abolition** - The act of making slavery illegal.
- 3 **Abolitionist** - A person opposed to slavery.

Slavery in Georgia

As cotton production grew in Georgia, so did the need for slaves. Cotton and slavery were so interrelated that a Scottish visitor to Georgia in 1844 reported, “Nothing was attended to but the rearing of cotton and slaves. The more cotton the more slaves and the more slaves the more cotton!”

As more and more land was given over to King Cotton, the price of slaves rose. In 1790, a planter had to pay \$300 for a good field hand. By 1850, the price was over \$1,000, and by 1860 it was up to \$1,800. As Georgia planters sank most of their money into slaves, the calls of northern abolitionists for freeing all slaves in the United States sounded more threatening.

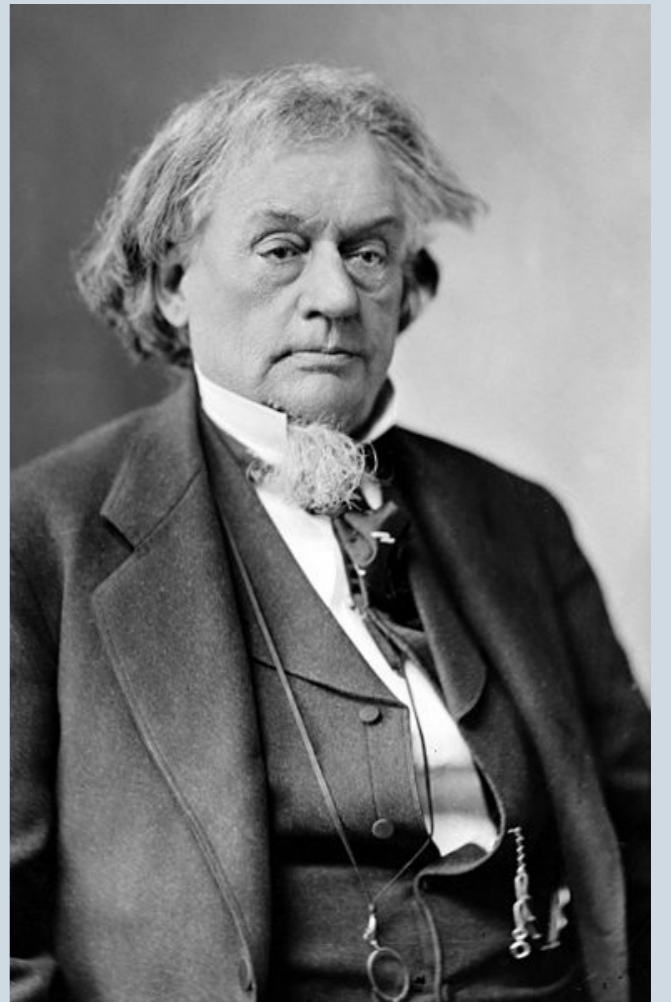
EARLY ANTISLAVERY SENTIMENT

Antislavery attitudes existed in Georgia since its founding in 1733. The Georgia Constitution of 1798 outlawed the

introduction of any more foreign slaves into the state. Even after the development of large cotton plantations, many Georgians hoped to find a practical way to get out of the practice of slavery. In 1817, an editorial of the Georgia Journal in Milledgeville (then the state capital) called for Georgia to gradually reduce slavery. Four years later, another editorial observed that no newspaper editor in the state would dare argue for slavery.

Some slave owners made provision in their wills for their slaves to be freed after the owner’s death. Concern about this practice led Georgia’s legislature to pass a law in 1801 that only it could free slaves living in Georgia. Whites wanting to free their slaves got around the new law in several ways. One was for an owner simply to allow his or her slaves to live as free blacks and not go through the formal process of emancipation. Another was for an owner to accompany his slaves to a

Robert Toombs



◀ The Washington, Georgia, home of **Robert Toombs** is now a state historic site. It contains a museum covering his life.

free state and there grant them freedom. A freed slave, however, could not return to Georgia, as the state prohibited the entry of free blacks.

One of the most ambitious efforts to deal with the slavery problem was a colonization movement to return blacks to Africa. A leader in the movement was Paul Cuffe, a black shipping merchant in Massachusetts. Even with his substantial wealth, Cuffe experienced discrimination in the North. He eventually became convinced that blacks—whether slave or not—could only experience freedom in their native homeland, Africa. In 1816, at his own expense, Cuffe arranged passage for 38 American blacks to settle

in Sierra Leone on the West African coast. But many other free blacks rejected this approach. Abolitionists also opposed the idea of black removal from the United States.



In late 1816, the American Colonization Society was formed. Among its leaders was a prominent Georgian, William H. Crawford, then U.S. secretary of the treasury. The society attracted supporters in both the North and South who were genuinely concerned about the plight and mistreatment of blacks in this country. It also attracted slaveholding politicians who hoped the colonization program would address problems regarding the future of free blacks in the South.

◀ **Emily Tubman** and her husband were sympathetic to the antislavery movement. She also supported many other social causes, including widows, orphans, public schools, colleges, and churches.

In 1820, 86 black pioneers, sponsored by the society, sailed from New York to create a colony on the coast of West Africa.

The society named it Liberia (from the Latin word *liber*, meaning free). Though the controversial program was slow to get under way, eventually 12,000 ex-slaves and other free blacks from America were sent to Liberia, which became an independent nation in 1847.

About one in ten of the Liberian colonists was from Georgia. In Augusta, at least 18 white owners paid for their slaves' passage

to Africa. One of these was Richard Tubman, who died in 1836. Tubman left \$10,000—a great deal of money in those

days—to be used to free his slaves after his death. Tubman's wife, Emily, used the money to send 42 of the family slaves to Liberia. There, bearing

the name of their former owners, the ex-slaves prospered and became leaders in the West African country. In 1944, William Tubman, grandson of an ex-slave from Augusta, Georgia, was elected president of the Republic of Liberia. ■



LOCATING *the* MAIN IDEAS

- 1 **Identify:** Paul Cuffe, William H. Crawford, Liberia, Richard and Emily Tubman, William Tubman
- 2 Why did slavery grow in importance in Georgia in the early 1800s?
- 3 How did Georgia slaveowners who wanted to free their slaves get around the state law forbidding them to do so?
- 4 What was the aim of the American Colonization Society?



Diary of an Anti Slavery
Plantation Daughter

[Transcript](#)

FREE BLACKS IN GEORGIA

Georgia’s free black population posed a dilemma to white leaders. They had difficulty finding a place for free blacks. A successful free black population in the South made it harder for whites to justify continued enslavement of blacks. Free blacks also were suspected of helping runaway slaves to escape.

“Free persons of color” were not really free. Legally, they were considered wards of the state—much like orphans. Numerous state and local laws governed their occupations, movement, activities, and rights. In Georgia, free blacks were not considered citizens, and thus had no political rights. However, one right they did have was to own property, which could be passed to their descendants. Because of this, Georgia law required that every free black have a legal guardian. The role of the guardian was not to monitor a free

black’s daily life but to handle his or her legal matters, such as administering a will or signing a contract.

Cities began passing laws to discourage the presence of free blacks. For example, Milledgeville, the state capital, prohibited free blacks from living within the city without a guardian. A free black moving to Atlanta had to pay \$200 for permission to live in the city. In Augusta, a free black violating a city law could be sold into slavery.

In 1859, Georgia’s legislature restricted slave owners from providing in their wills for a slave’s freedom in another state. Lawmakers also specified that any free black caught “wandering or strolling about, or leading an idle, immoral or profligate [extravagant] course of life, shall be deemed and considered a Vagrant.” Punishment for a first offense was two years of slavery. A second offense brought a penalty of “perpetual slavery.”



[Transcript](#)



Ellen and William Craft



[Transcript](#)



Old State Capitol, Milledgeville,
Baldwin County, GA

By the end of the antebellum period, the future for free blacks in Georgia was in grave doubt. As an Atlanta newspaper editorial noted:

We are opposed to giving free negroes a residence in any and every Slaveholding state, believing as we do, that their presence in slave communities is hurtful to the good order of society, and fraught of great danger to our “peculiar institution”. . . .

—*Daily Intelligencer*, Jan. 9, 1860

FORCES LINE UP ON BOTH SIDES OF THE SLAVERY ISSUE

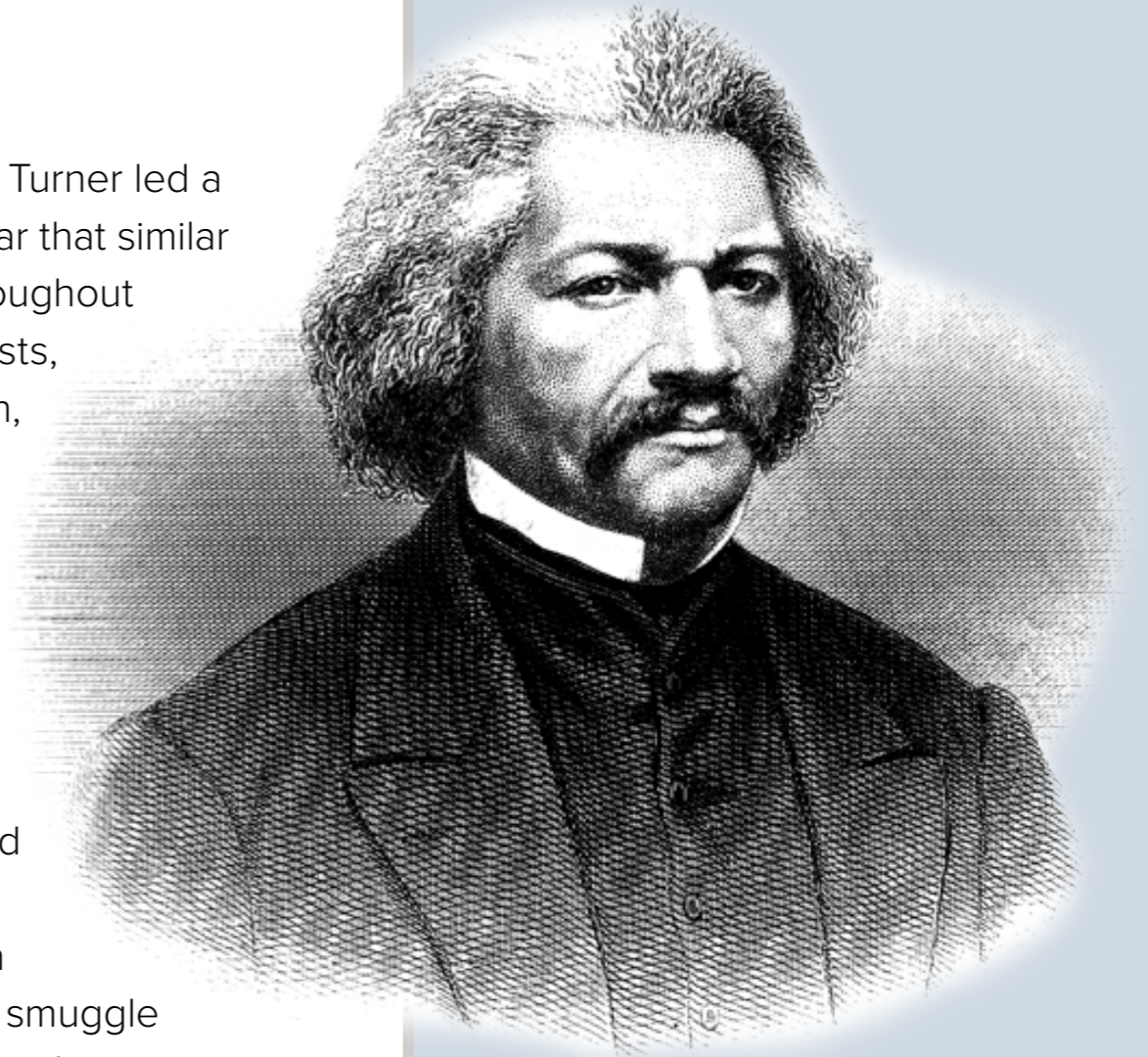
After 1830, many white Georgians—particularly planters and politicians—became more outspoken in their defense of slavery. Why?

Several factors strengthened support for slavery: (1) the growing importance of cotton made slaves more valuable; (2) in

Virginia, a slave named Nat Turner led a slave revolt that aroused fear that similar uprisings would spread throughout the South; and (3) abolitionists, on the increase in the North, angered southerners by demanding the immediate freeing of all slaves.

In the 1830s, abolitionists organized antislavery groups, established antislavery newspapers, and raised money to wipe out slavery. They also set up an **Underground Railroad**¹ to smuggle runaway slaves out of the southern states. It was not really a railroad but a network of people and places to shelter blacks as they escaped.

For slaves living in the northern half of Georgia, the Underground Railroad gave them a chance to escape to freedom in Canada. However, not all Georgia runaway slaves fled north. Those in the southern



▲ **Frederick Douglass** was a noted writer and lecturer. He spoke out against slavery and the death penalty and supported equal rights for women and Native Americans.

part of the state were more likely to head for Florida. Some escaped slaves eventually made it to the Everglades, where they lived with the Seminole Indians. Others attempted to stow away on ships destined for the Bahamas, where slavery was outlawed.

Some of the leading abolitionists were ex-slaves. Two such leaders were Frederick Douglass, who edited an abolitionist newspaper, and Harriet Tubman, who risked her life many times leading slaves along the Underground Railroad. Others were white ministers, authors, teachers, and



merchants who felt that slavery was morally wrong—that it violated the Bible and the Declaration of Independence. The most famous abolitionist, a Bostonian named William Lloyd Garrison, carried on a crusade against slavery through his newspaper, the *Liberator*.

In the North, abolitionists were not highly popular at first. But in 1852, abolitionist Harriet Beecher Stowe wrote a novel, *Uncle Tom's Cabin*, about slave life in the South. The cruelties and suffering portrayed in this book helped swing many northerners to the abolitionist side.

◀ **Harriet Tubman** was one of the most famous “conductors” of the Underground Railroad. Making an estimated 19 trips to the South, she helped more than 300 slaves escape to freedom.

Southern whites reacted strongly to the abolitionists' attacks. They resented what they felt were false descriptions of slavery and southern life. They also objected to the open defiance of state and federal laws by abolitionists who helped slaves escape from their legal owners.

So outraged were Georgians by Garrison's attacks in the *Liberator* that the General Assembly passed a resolution providing a \$5,000 reward for Garrison or any person circulating his newspaper in Georgia. In 1835, the General Assembly made conviction for circulating in Georgia any paper which might incite blacks to revolt punishable by death!

RESISTANCE WITHIN GEORGIA

Attacks on slavery didn't just come from northern abolitionists. Slaves themselves resisted and fought against slavery.

The most extreme form of resistance was a slave revolt. Although a large-scale uprising never took place in Georgia, there was constant fear among whites that one was being planned. Reacting to that fear, Georgia legislators continually added more restrictive laws to the state's Slave Code. Slaves were prohibited from assembling without a white person being present. Slaves were not allowed to travel without a pass, learn to read or write, or work in a print shop. They were even prohibited from possessing drums (which whites feared could be used to send messages). Many laws in the Slave Code were intended to keep slaves from communicating or having an opportunity to gather and plan a revolt.

Blacks fought slavery in other ways, including murdering their overseers and setting fire to plantation buildings. When



Upon meeting **Harriet Beecher Stowe** in 1862, it is reported that President Lincoln said, "So you are the little woman who wrote the book that started this Great War!"

these slaves were caught, however, the penalties were severe and quick.

It was not uncommon for newly enslaved Africans to commit suicide. Less extreme and far more common, however, was running away. Slaves fortunate enough to reach the Underground Railroad could escape to freedom.

Probably the most widespread resistance to slavery was at the workplace. Working slowly, doing just enough to get by, pretending sickness, damaging tools and property, and stealing were common ways slaves fought against the system.

THE END APPROACHES

By the late 1850s the nation was divided, more than ever, on the future of slavery. U.S. Senator William Seward foresaw an approaching conflict. He warned that “the United States must and will, sooner

or later, become entirely a slave-holding nation, or entirely a free-labor nation.” As it turned out, Seward was correct. ■

LOCATING *the* MAIN IDEAS

- 1 Define:** Underground Railroad
 - 2 Identify:** Frederick Douglass, Harriet Tubman, William Lloyd Garrison, *Uncle Tom’s Cabin*
 - 3** Why were free blacks a threat to white leaders in the South?
 - 4** List four things abolitionists did to combat slavery.
-

Vocabulary

- 1 **Underground Railroad** - A network of people and places that sheltered slaves as they escaped the South seeking freedom in the North.

SKILL ACTIVITY

Using Primary Sources

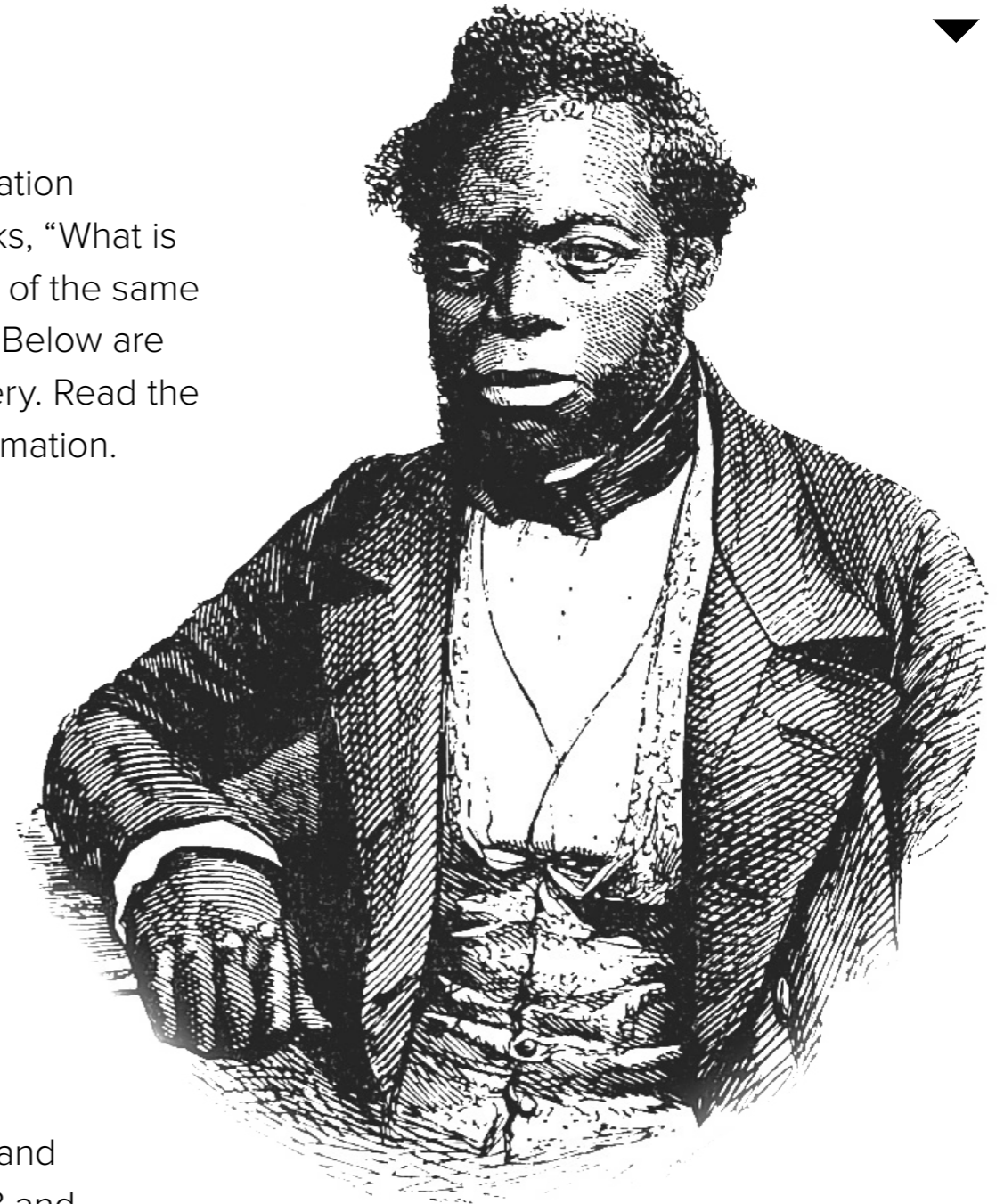
In order to explain past events, historians must analyze and evaluate information available about the events. In the case of a primary source, the historian asks, “What is the frame of reference of the eyewitness? Are there differing interpretations of the same event? Is there enough information to form a conclusion or generalization?” Below are two primary sources, both written in the 1850s, discussing the issue of slavery. Read the sources, then use the historian’s approach to analyze and evaluate the information.

SLAVE LIFE IN GEORGIA

When nearly 10 years old, John Brown was separated from his mother and sold to a planter in Baldwin County, Georgia. He endured slavery for 30 years before escaping through the Underground Railroad, first to Canada and then to England. He dictated his memoirs to Louis Alexis Chamerovzow, secretary of the British and Foreign Anti-Slavery Society. He published a narrative of his life in 1855.

When I think of all I have gone through, and of the millions of men, women, and children I have left behind me in slavery, I ask myself when this is all to end? and how it is to be ended?

John Brown ▼



Slavery is kept up entirely by those who make it profitable as a system of labor. Cruelty is inseparable from slavery, as a system of forced labor; for it is only by it, or through fear of it, that enough work is got out of slaves to make it profitable to keep them.

It is not true—so far as my experience goes—to say that the masters treat their slaves well, because it is their interest to do so. The cattle are better treated than we are. They have warm stables to lie down in; they are tended and regularly fed, and get plenty to eat; their owners know that if they overwork them they will die. But they never seem to know when we are overworked, or to care about it when they do know. If we fall off our work, they call us idle, and whip us up to their mark. They seem to act only on the principle that there are no bounds to human endurance.

Our huts are only of logs, with a flooring of mud. The wind and the rain come in, and the smoke will not go out. We are indifferently clad, being nearly naked half our time, and our doctor, when we are sick, is generally some old “Aunt” or “Uncle” who has “caught” a little experience from others; and that not of the best. Our food is insufficient, and of bad quality. If we did not steal, we could scarcely live.

I have heard long preachments from ministers of the Gospel to try and show that slavery is not a wrong system. Somehow, they could not fix it right to my mind, and they always seemed to me to have a hard time bringing it right to their own. I kept in my mind the death-bed scenes I have witnessed of slaveholders, who were cruel to their slaves, but when the dark hour came, could not leave the world without asking pardon of those they had ill-used. It is a common belief amongst us that all the masters die in an awful fright, for it is usual for the slaves to be called up on such occasions to say they forgive them for what they have done. So we come to think their minds must be dreadfully uneasy about holding slaves, and therefore there cannot be any good in it.

A DEFENSE OF SLAVERY

Thomas R. R. Cobb, a prominent lawyer in the 1850s, helped found Georgia's first law school at Athens. He was a leader in a move to have Georgia leave the Union and later wrote the Confederate States Constitution.

Thomas R. R. Cobb



. . . [S]lave labor is the only effective, and therefore cheapest, labor which the Southern States can use in the production of their staples [major crops]. Experience, in the South, has shown this to be true in the building of railroads. Slave labor must be used successfully on uniform work, requiring physical strength without judgment or discretion. Wherever such work can be found in the Southern climate, slave labor is the cheapest that can be applied.

As a social relation negro slavery has its benefits. . . . That the slave is incorporated into and becomes a part of the family, that a tie is then formed between the master and slave, almost unknown in the relation of master and hireling [hired worker] . . . that the old and infirm are thus cared for, and the young protected and reared, are indisputable facts. Interest joins with affection in promoting this unity of feeling.



To the negro, it insures food, fuel, and clothing, medical attention, and in most cases religious instruction. The young child is seldom removed from the parents' protection, and beyond doubt, the institution [slavery] prevents the separation of families, to an extent unknown among the laboring poor of the world. It provides him with a protector, whose interest and feeling combine in demanding such protection.

To the master, it gives a servant whose interests are identical with his own, who has indeed no other interest, except a few simple pleasures. . . . So long as climate and disease, and the profitable planting of cotton, rice, tobacco, and cane, make the negro the only laborer inhabiting our Southern savannas [grasslands] and prairies, just so long will he remain a slave to the white man. . . .

PRACTICE YOUR SKILLS

- 1 Frame of Reference.** Each individual's frame of reference is based on his or her experiences and beliefs. Identify the authors of each source and list information about the author that shapes his frame of reference. Given what you know about each person, do their views surprise you?
- 2 Differing Interpretations of the Same Event.** A frame of reference may influence or bias the way an individual interprets events. Because frames of reference vary, interpretations of the same event may differ. Compare the interpretations of slave life that Brown and Cobb have by listing their views on food, health care, and clothing for slaves.
- 3 Making Generalizations.** When historians have examined the sources and considered the biases of the authors, they are ready to make generalizations. Using just two sources, particularly where they represent opposing views, would not be enough on which to base a generalization. Would all planters agree with Cobb? Would all slaves agree with Brown? What types of historical information would help you make a valid generalization about slavery conditions in Georgia?



CHAPTER 12 QUIZ

Text Version

Chapter 13

Foreword

Georgia Standards of Excellence
Correlations ▼

SS8H5

Chapter Outline

Causes of the War

- Lincoln's Election
- Reaction in Georgia
- A New Nation Is Formed
- Fighting Begins
- Both Sides Square Off

Georgians in the War

- Life in Georgia During the Civil War
- Georgia Supplies the Confederacy

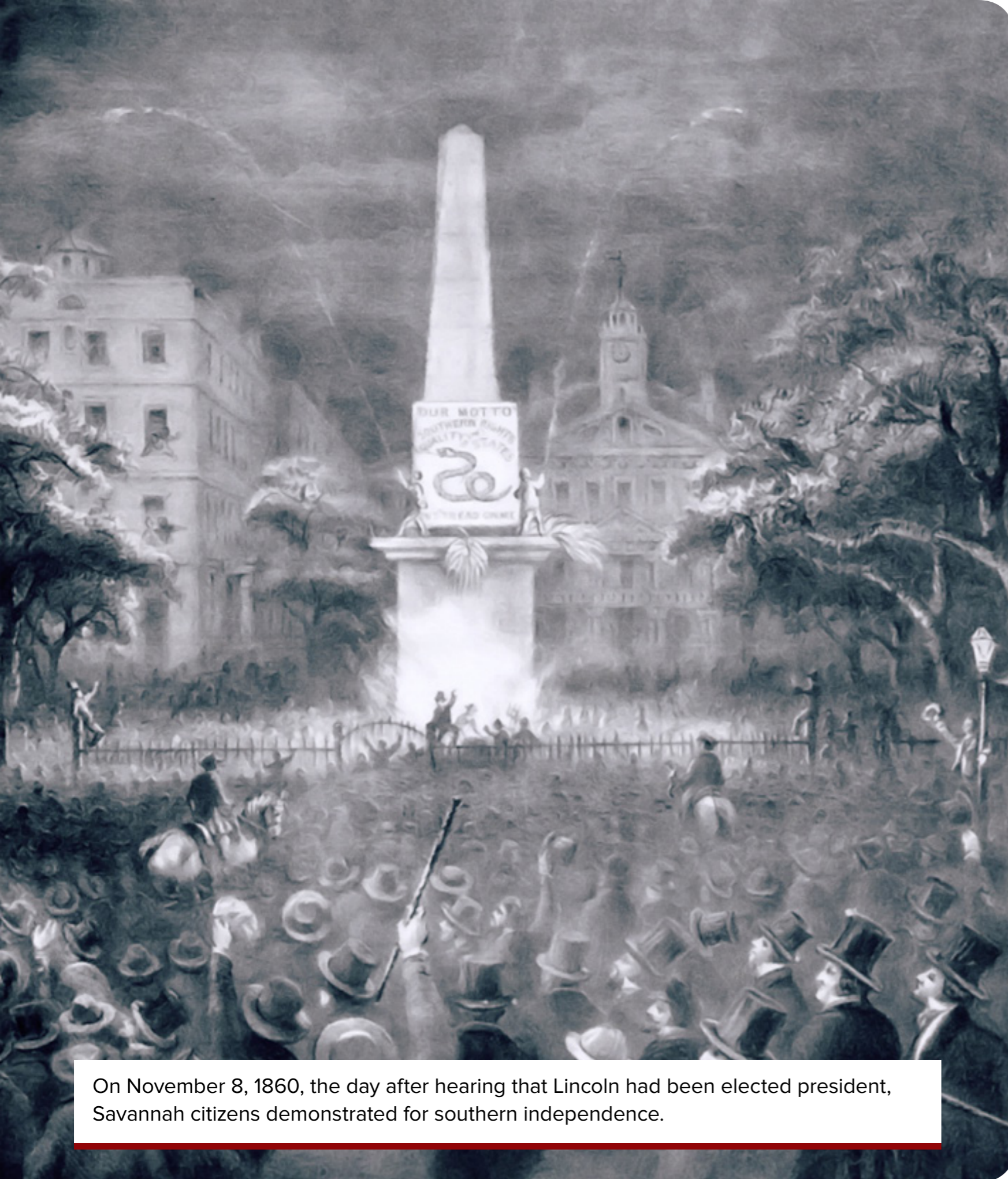
The Tide Turns

- War Comes to Georgia
- Sherman Invades Georgia
- Sherman's March to the Sea

SS8H5

Analyze the impact of the Civil War on Georgia.

- b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.



On November 8, 1860, the day after hearing that Lincoln had been elected president, Savannah citizens demonstrated for southern independence.

CHAPTER 13

AT FIRST GLANCE

This chapter discusses the secession of southern states to form the Confederate States of America and the ensuing Civil War. Georgia's role in the war and the contributions of its citizens are covered, as is the impact of the war on the state, particularly Gen. William T. Sherman's victories and march to the sea. The Great Locomotive Chase and the story of Andersonville Prison are highlighted features. A letter from a Georgia soldier to his wife is presented as a primary source to analyze.

The Civil War

[Causes of the War](#)

[Georgians in the War](#)

[The Tide Turns](#)

Between 1861 and 1865, this nation fought the deadliest war in its history. No war before or since has resulted in as many American dead and wounded. Rather than facing a foreign enemy in 1861, young American soldiers prepared to go into battle against each other. This conflict would not only split our nation; it would split states, communities, friends, and even families.

Causes of the War

What caused this terrible conflict known as the Civil War?* The reasons are complex. Although slavery was a major issue leading to the war, it wasn't the only issue. In searching for answers, a useful approach is to think of two kinds of causes: fundamental and immediate.

Fundamental (or underlying) causes develop over a long time. The differences between North and South over economics, states' rights, and slavery grew over many years. These causes, presented in the previous chapter, led to the breakup of our nation in the 1860s.

Immediate causes come into being just before the major event itself occurs. Abolitionist John Brown's 1859 raid at Harpers Ferry in Virginia, Abraham Lincoln's election as president of the United States in 1860, and the secession of southern states all happened shortly before the war began. In this chapter, you will discover the series of events that led

to the opening shots of the Civil War.

LINCOLN'S ELECTION

In 1854 the Republican party was born. Its founders were from the North, although its first candidate for president was Savannah-born John Fremont. Republicans favored protecting northern industry by taxing foreign goods imported to America. They supported free land in the West and opposed extending slavery into the western territories. A few were outright abolitionists.

An 1860 campaign poster for **Abraham Lincoln** and his running mate, **Hannibal Hamlin**. What was their position on the Union?



* What caused this terrible conflict known as the Civil War? - This conflict has other names. At the time, northerners called it the "War of the Rebellion." In the South, it was often referred to as the "War for Southern Independence." Later, many southerners preferred to call it the "War between the states." However, by far the most common name is the "Civil War."

By 1860, the North and South were deadlocked over the future of slavery in America.

The national debate came to a boiling point in that year's presidential election. Representing the Republican party was Abraham Lincoln of Illinois. Lincoln had stated publicly that America could not continue permanently half slave, half free.

This convinced southerners that his goal was total abolition of slavery in America.

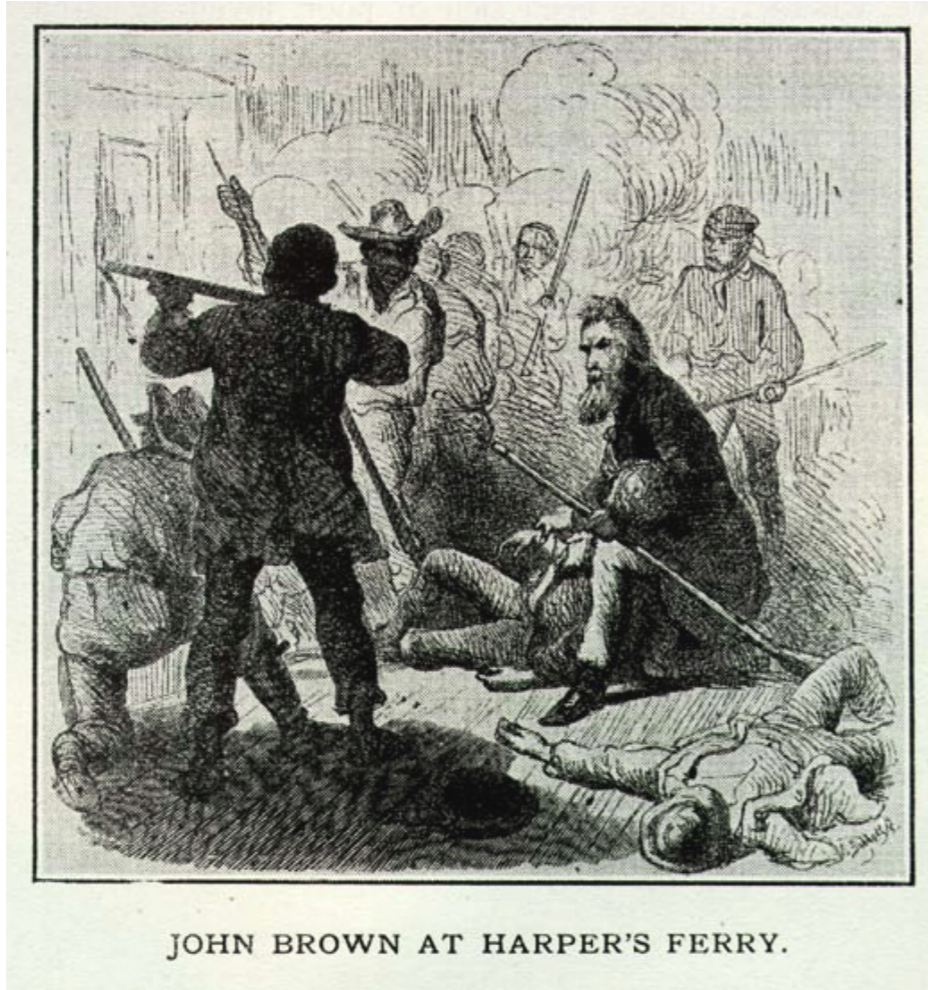
The National Democratic Party had previously been able to attract both southerners and northerners. In the 1860

election, however, the party split. Southern Democrats nominated John Breckinridge

of Kentucky for president. Northern Democrats backed Stephen Douglas of Illinois, with Georgia governor Herschel Johnson for vice-president. Further dividing voters, a third party, called the Constitutional Union, organized;

it nominated John Bell of Tennessee. Counting Lincoln, there were four candidates running for president.

The presidential election was held on November 6, 1860. The split among



◀ **John Brown** hoped his raid on the U.S. arsenal at Harpers Ferry, Virginia, would start a slave rebellion. Brown's efforts failed, and he was hanged for treason. With his death, Brown became a martyr for abolitionists.

Democrats ensured the election of Republican challenger Abraham Lincoln.

REACTION IN GEORGIA

Lincoln's election sent shock waves through Georgia. On November 16, 1860, the General Assembly voted \$1 million to defend the state. Two days later, lawmakers authorized the

governor to raise 10,000 state troops. On November 21, Georgia lawmakers called for a special statewide convention of delegates from every county to meet in January to decide what Georgia should do next.

In the weeks that followed, prominent Georgians began asking Gov. Joseph Brown what actions he thought the convention should take. Specifically,

Georgia troops seized **Fort Pulaski** near Savannah in January 1861. After the Civil War, the fort was never garrisoned again and today is a U.S. historical site.



was Lincoln's election sufficient cause for Georgia and other southern states to secede from the Union? On December 7, Governor Brown wrote an open letter to the people of Georgia. In it, he stated that the rights of the South and the institution of slavery were not endangered by Lincoln the man, but they were in great danger from the Republicans and abolitionists who had elected him. As president, Lincoln likely would appoint

Republican supreme court justices who tended to agree with abolitionist views. In the West, as new free states were created from the territories, Congress would soon be controlled by pro-Northern, antislavery representatives. The result, Brown concluded, would be that all three branches of the national government soon would be in the hands of the enemies of the South. In less than 25 years, Brown predicted, slavery in America would be

totally abolished and the South would be in utter ruin.

So what should Georgia do? Brown felt that South Carolina was on the verge of seceding and would be followed by Florida, Alabama, and Mississippi. If this happened, Brown believed Georgia had no choice but



◀ The “Oglethorpe Infantry,” an Augusta militia unit, April 1861. After the firing on Fort Sumter, local militia units from across the state volunteered for duty.

to join her sister states in leaving the Union. If enough southern states seceded before Lincoln's inauguration in March, a constitutional convention might be called. If that happened, the result could be a new form of union—one giving southern states the constitutional guarantees they sought. No matter what happened, however, Brown doubted that secession would lead to war.

As it turned out, Governor Brown was right when he predicted South Carolina's secession, which came on December 20, 1860. Two weeks later, elections were held in each of Georgia's 132 counties to choose delegates to Georgia's secession convention. On January 16, 1861, delegates met in Milledgeville. By then, four states—South Carolina, Mississippi, Florida, and Alabama—had seceded. Would Georgia be the fifth?

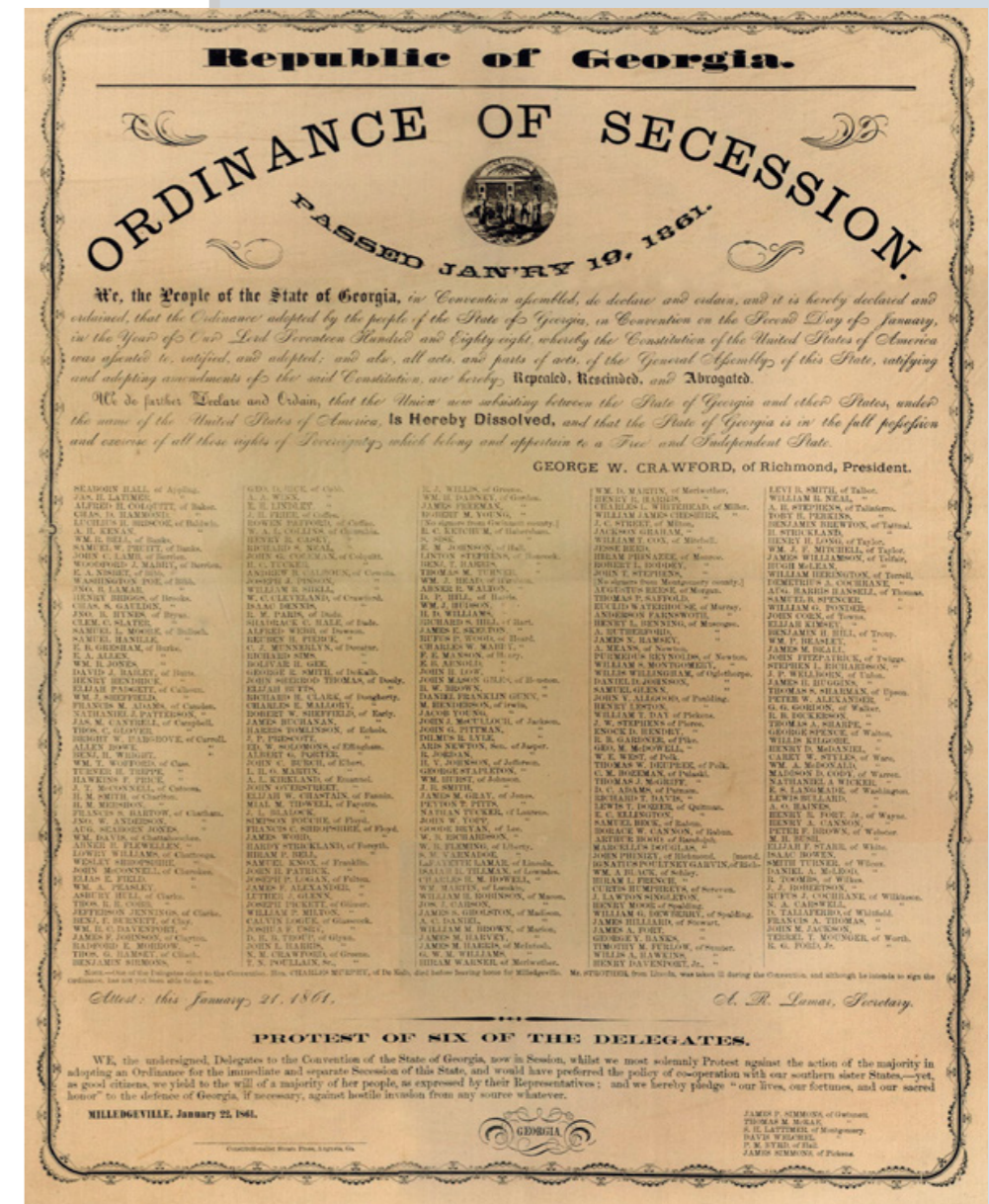
Convention delegates were sharply divided over what to do. Many influential leaders argued for immediate secession

from the Union. Among these were Governor Brown; former U.S. Senator Robert Toombs; former U.S. Secretary of the Treasury Howell Cobb; and Thomas R. Cobb (Howell's brother).

Other Georgians asked delegates to wait and see what Lincoln did as president before making a final decision. Alexander Stephens, who had served in Congress and knew Lincoln well, argued that his election by itself could not harm Georgia. Stephens's views were supported by the former governor, Herschel Johnson, and by Benjamin Hill, who had run against Governor Brown.

For three days a lively debate went on. A preliminary vote was taken, and it was close—164 delegates voted for immediate secession and 133 preferred to stay with the Union for the time being. The final vote was taken on January 19. By a vote of 208 to 89, the convention

Ordinance of Secession, Georgia, 1861



adopted an Ordinance of Secession. (A formal action or declaration taken by a special convention is sometimes called an ordinance, rather than a law.) In a show of unity two days later, 286 delegates signed the document. Of those present, six signed a protest, though agreeing to accept the majority's decision.

The Ordinance of Secession was Georgia's own declaration of independence. In it, the new "Republic of Georgia" proclaimed three things:

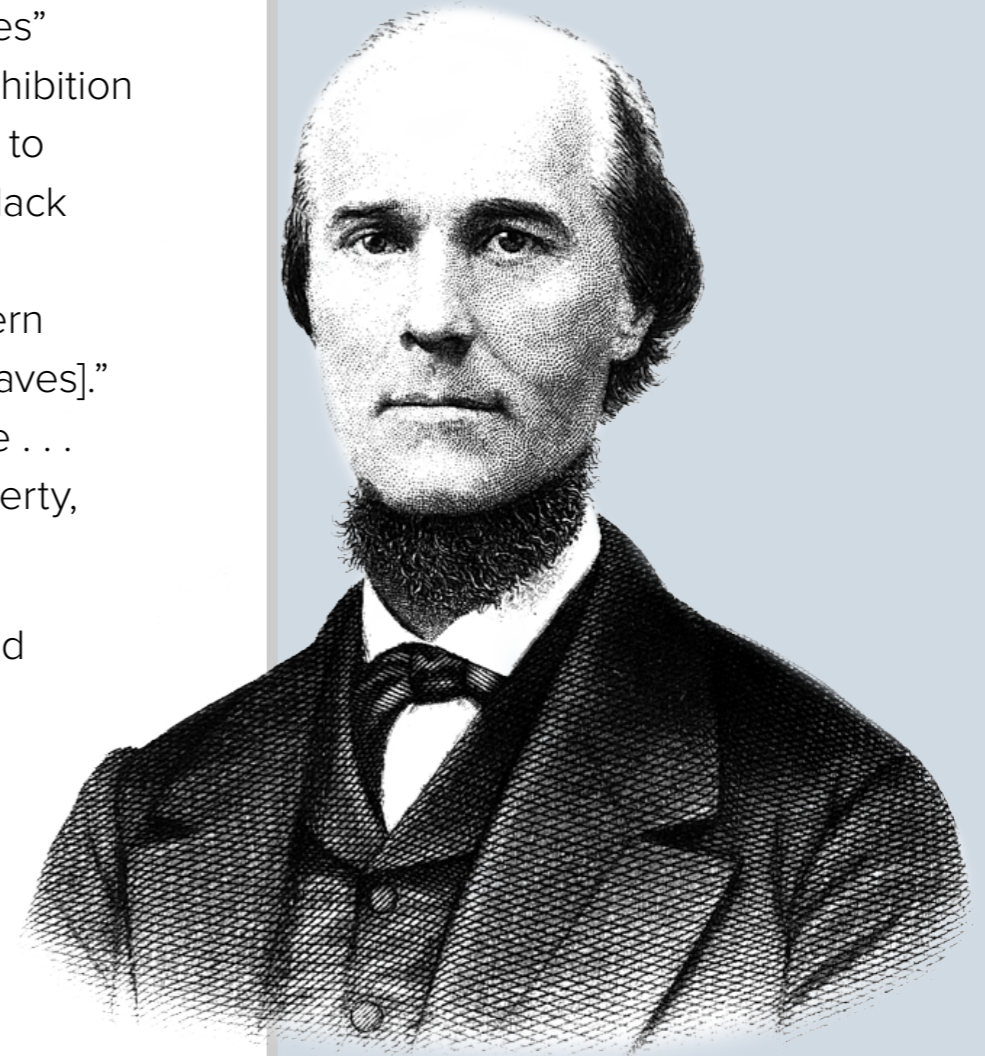
- 1 Georgia's 1788 ratification of the U.S. Constitution was repealed.
- 2 Georgia's membership in the union of states known as the United States of America was now dissolved.
- 3 Henceforth, Georgia would enjoy all rights that belong to any free and independent nation.

The Ordinance of Secession did not explain why Georgia was withdrawing

from the Union. These reasons were listed in a Declaration of the Causes of Secession adopted on January 29. According to that document, Georgia was seceding because Lincoln's election clearly signaled the victory of "abolitionists and their allies in the Northern States" whose guiding principles were "prohibition of slavery in the Territories, hostility to it everywhere, the equality of the black and white races, [and] disregard of constitutional guarantees [to southern states and to owners of escaped slaves]." The Declaration concluded that "we . . . will seek new safeguards for our liberty, equality, security, and tranquility."

Most political leaders in Georgia and other southern states felt the Union was a compact among states. Just as states voluntarily entered the Union, they could voluntarily leave—especially since there was nothing in the Constitution specifically saying otherwise.

Georgia governor **Joseph E. Brown** urged Georgia to secede from the Union.



This view, however, was not accepted by President Lincoln and many others outside the South. In his inaugural address, Lincoln countered:

- 1 The Union is older than the Constitution, tracing to the Declaration of Independence and even earlier.
- 2 The Union is a contract between two parties—the states and the national government. To break that contract requires the approval of both.
- 3 Secession is illegal and unconstitutional.
- 4 Acts of violence within any state against the United States authorities would be considered acts of rebellion.

Despite Lincoln’s warning, Georgia was committed to secession. For decades, southerners had threatened to leave the Union. Now, at long last, they had done it.

Throughout the state, celebrations were held. Secession was the topic of conversation everywhere. Most Georgians

serving in the federal government in Washington, DC, resigned and returned to Georgia. U.S. military officers from Georgia did the same.

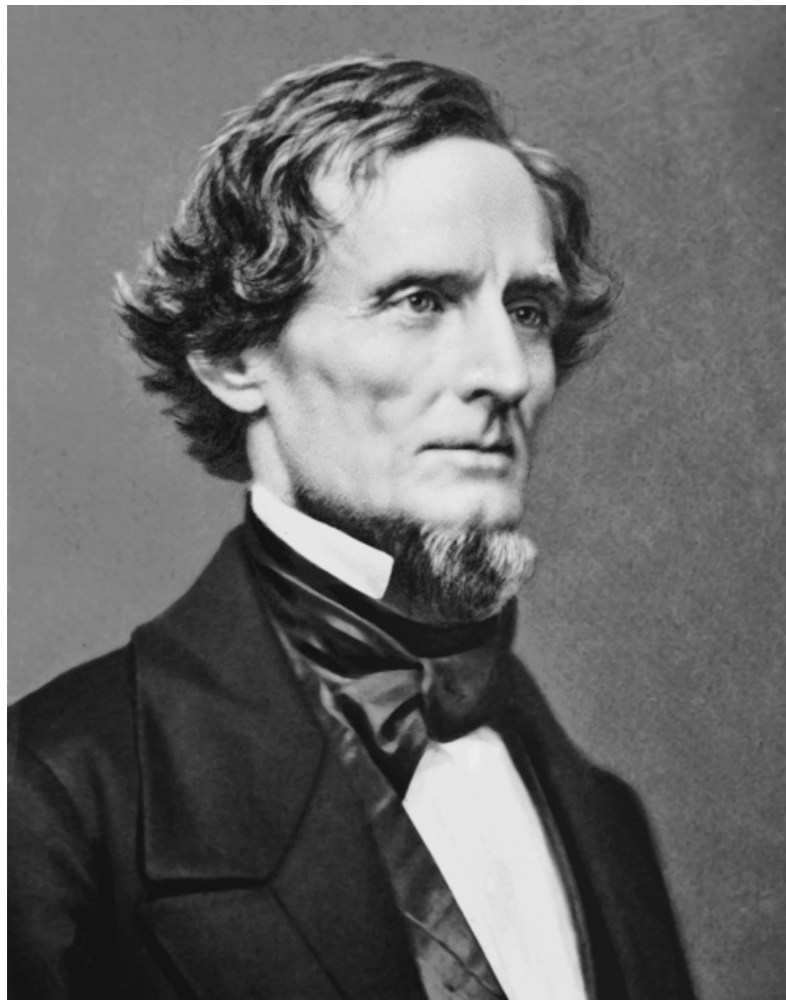
Not all white Georgians welcomed secession, however. Many were still loyal to the Union, especially residents of the mountain areas of north Georgia. Some kept quiet in public lest they appear disloyal to their state. Others, however, spoke out. One such Union supporter was

In 1861, the Confederate States of America adopted its own currency, seal, and postal system.



Judge Garnett Andrews of Wilkes County. He warned, “Poor fools! They may ring their bells now, but they will wring their hands—yes, and their hearts, too—before they are done with it.”

To Georgia’s African-American people—both free and slave—secession made no



difference in their lives. Changes would come later. ■

A NEW NATION IS FORMED

Now that Georgia was out of the Union, what next? For almost two months, Georgia considered itself a sovereign state, that is, subject to no higher government than itself. Acting as head of a new nation, Governor Brown named a Georgia commissioner to Britain, France, and Belgium.

Soon it became clear that Georgia and the other seceded states were going to have to band together. President Lincoln had announced he would do whatever necessary to preserve the Union. Thus, the seceded states prepared to unite. But under what type of government? Several months earlier, Georgia’s General Assembly had recommended that seceding states should form a **confederacy**¹. (A confederacy is a loose

LOCATING *the* MAIN IDEAS

- 1 **Identify:** fundamental causes, immediate causes, John Fremont, Abraham Lincoln, ordinance
- 2 What policies did the Republican party support in 1854?
- 3 What did southerners fear would happen if Abraham Lincoln were elected president?
- 4 In which area of Georgia was support for secession the weakest?

◀ Confederate president
Jefferson Davis

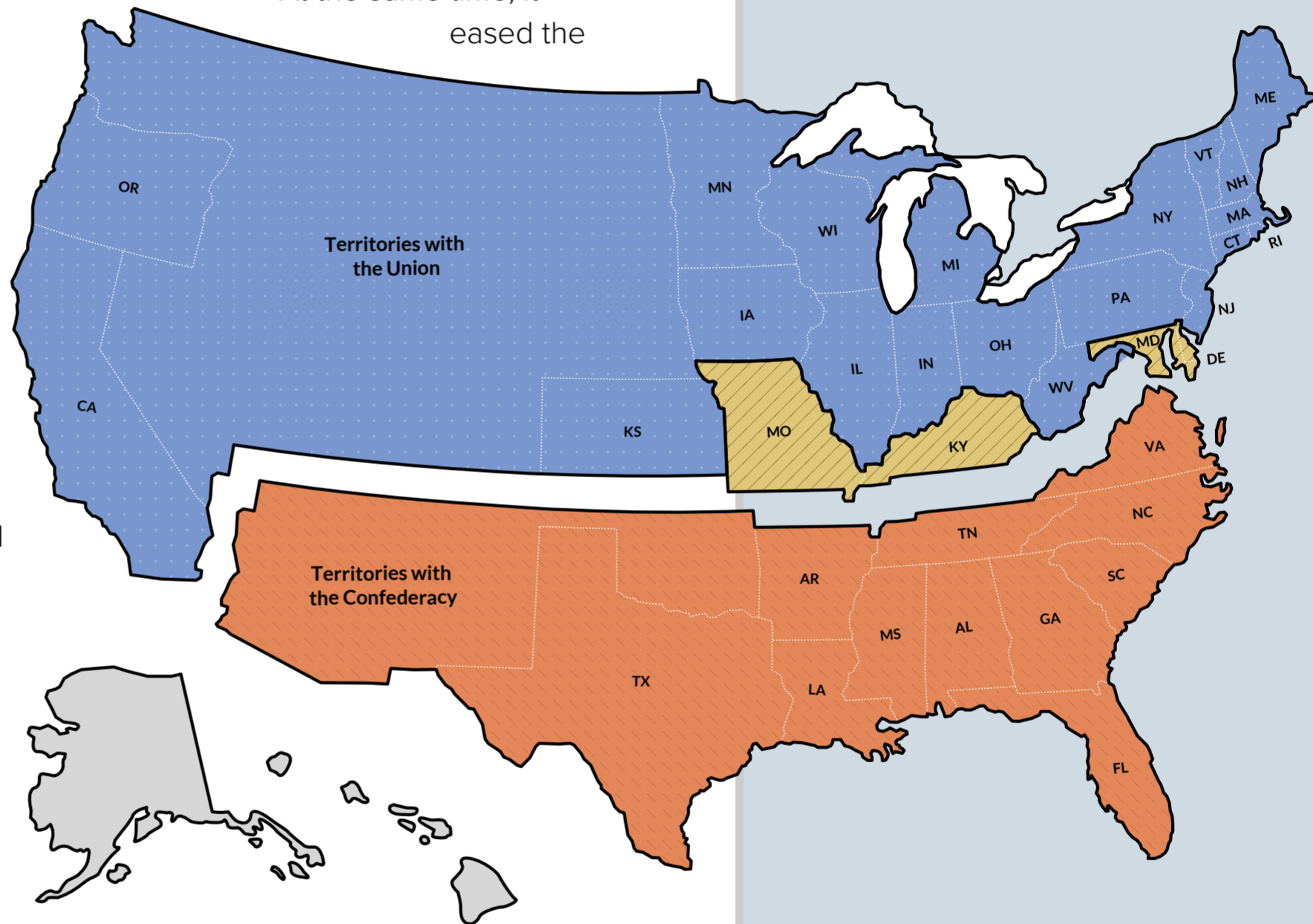
union of sovereign states in which a central government is given limited powers. This is the type of government America had from 1781 to 1789 under the Articles of Confederation.)

On February 4, 1861, delegates from Georgia, South Carolina, Alabama, Florida, Mississippi, and Louisiana met in Montgomery, Alabama. Texas delegates arrived later. There, they voted to form a new nation. Its official name was the Confederate States of America, though many people simply called it the Confederacy. Jefferson Davis was elected as its first president. He was a former military officer, U.S. senator from Mississippi, and U.S. secretary of war. Georgia's Alexander Stephens was picked to be the Confederacy's vice-president.


Thomas R. R. Cobb, a noted Athens lawyer and University of Georgia law professor, was principally responsible for drafting a constitution for the new Confederacy. Though modeled after


the U.S. Constitution, it gave the central government less power and individual states more. On the matter of slavery, the Confederate Constitution prohibited importing blacks from any foreign country.


At the same time, it eased the



STATES

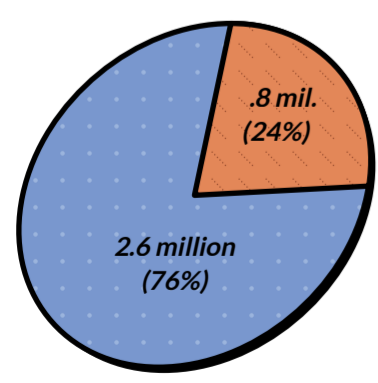
Union 

Border 

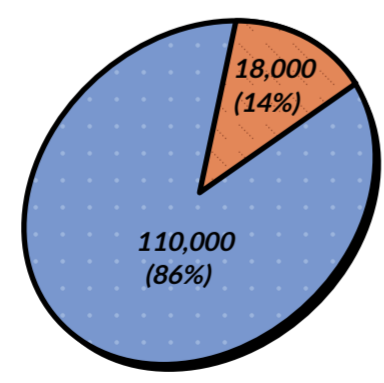
Confederate 

West Virginia separated from Virginia in 1861
Virginia joined the Union in 1863

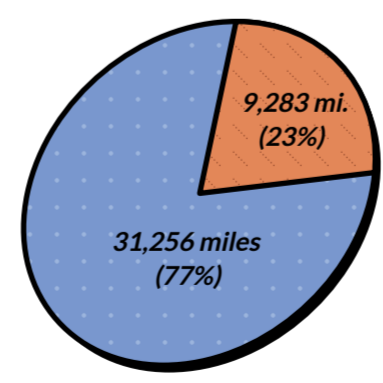
NORTHERN AND SOUTHERN RESOURCES COMPARED, 1860



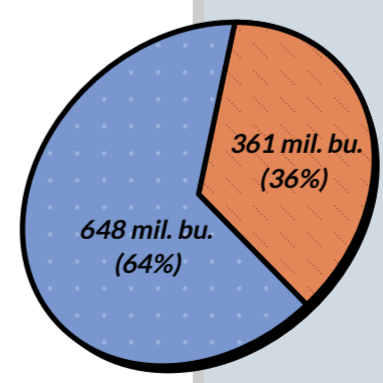
Military Age Population
(white males, 15-30)



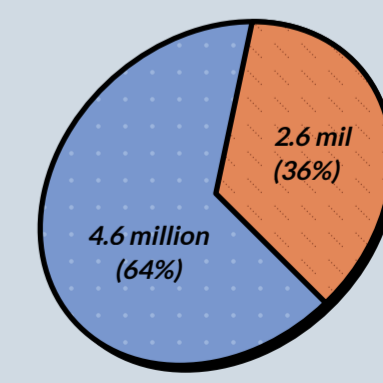
Manufacturing Establishments



Railroad Mileage



Grain Production (bushels)
(corn, wheat, oats, rice)



Draft Animals
(horses, mules, asses)



fears of slaveholders by prohibiting the Confederate Congress from passing any law to abolish slavery.

On March 11, the constitution was adopted. At Montgomery, the Confederacy's first capital, the new government began work, raising money and preparing for a short war.

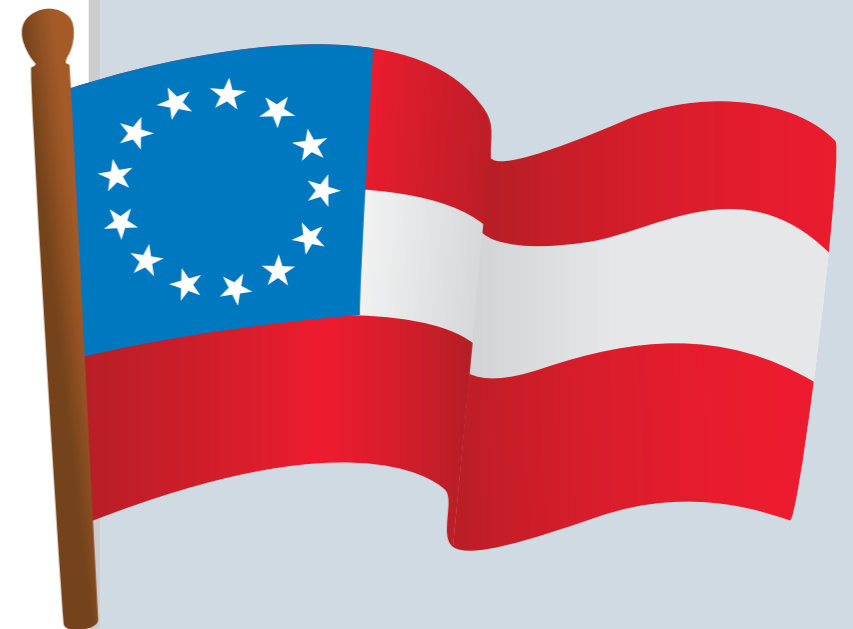
Although seven states had declared themselves out of the Union, Lincoln was determined not to let them go. Hoping to persuade southern leaders to rethink their actions, he announced that he was not inclined “to interfere with the institution of slavery in the States where it exists.” Nevertheless, he warned them he had taken a solemn oath to “preserve, protect, and defend” the national government.

FIGHTING BEGINS

By late March 1861, the eyes of the nation turned to Charleston, South Carolina. Although the state had seceded three months earlier, the United States continued to keep military forces stationed at Charleston. The Confederate government prepared to take control of these bases, but U.S. officials refused to turn them over. One base, Fort Sumter, was located on a small island guarding the harbor. Twice, its U.S. garrison rejected

◀ Alabama's capitol building in Montgomery was the meeting place for delegates from seceded states, who voted to form the Confederate States of America.

Adopted in 1861, the first national flag of the Confederacy was referred to as the Stars and Bars.



Confederate demands to withdraw. On April 12, 1861, a final message was sent to the fort. Confederate forces opened fire an hour later. After two days of bombardment, Union forces surrendered. Down came the Stars and Stripes. In its place was raised a new flag—the Confederate Stars and Bars.

Church bells rang out across the city, and Charleston's streets were a scene of glorious celebration and rejoicing. Back in Georgia, news of Fort Sumter's fall brought additional cheering.

One 10-year-old girl in Macon wrote in her diary: "Sumter is taken and the stars and bars wave over it, Hurrah! Unto God be the praise."



Most people believed that Lincoln would now back down on his determination to hold the Union together. Little did they know what lay ahead for the South.

News of Sumter's fall was telegraphed to Washington, DC. The next day, President Lincoln took action. He called for 75,000 volunteers to enlist for three months to put down the "rebellion." Within a month, the call was raised to 500,000 volunteers willing to serve three years. Across the North, young men answered the president's call.

Lincoln also declared a naval **blockade**² of the South. The U.S. Navy would prevent

◀ **Edwin Frances Jemison**, a private in the Confederate States Army

◀ Many Confederate soldiers were barely old enough (16) to serve. Some young boys would write "16" on the soles of their shoes so that they could swear to the army recruiter that they were "over 16."

all ships from entering or leaving southern ports.

Other southern states now were forced to choose sides. That was one of the goals of Jefferson Davis in ordering the firing on Fort Sumter. Virginia, Arkansas, North Carolina, and Tennessee picked the Confederacy. Because of Virginia's size, location, and resources, the Confederate government moved its capital to Richmond, Virginia.

Four other slaveholding states—Delaware, Kentucky, Maryland, and Missouri—stayed in the Union. These four were known as **border states**³ because they bordered free states. Though divided, most residents did not favor secession. Also staying with the Union were the nonslaveholding counties in western Virginia. In 1863, they seceded from Virginia and joined the Union as the new state of West Virginia.

BOTH SIDES SQUARE OFF

In the early months of 1861, neither southern nor northern leaders expected that war, if it came at all, would last very long. Southerners tended to believe that the people of the North would have no stomach for fighting and wouldn't support Lincoln. For their part, northerners felt their huge advantages in resources would mean swift military defeat of the South. Both sides were wrong. The Civil War would last four years. Its cost would be staggering: over 600,000 southern and northern soldiers killed and another 400,000 wounded. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** confederacy, blockade, border states
 - 2 **Identify:** Confederate States of America, Thomas R. R. Cobb, Stars and Stripes, Stars and Bars
 - 3 How were the Articles of Confederation and the Confederate Constitution similar?
 - 4 What reasons did the North and the South each give for believing it would be a short, victorious war for their side?
-

Vocabulary

- 1 Confederacy** - Name given to the southern states during the Civil War. The official name of the government was “Confederate States of America.”
- 2 Blockade** - Use of military forces to isolate enemy territory, such as a harbor, in order to prevent entry of supplies or persons.
- 3 Border states** - Slaveholding states that bordered the free states and did not secede during the Civil War.

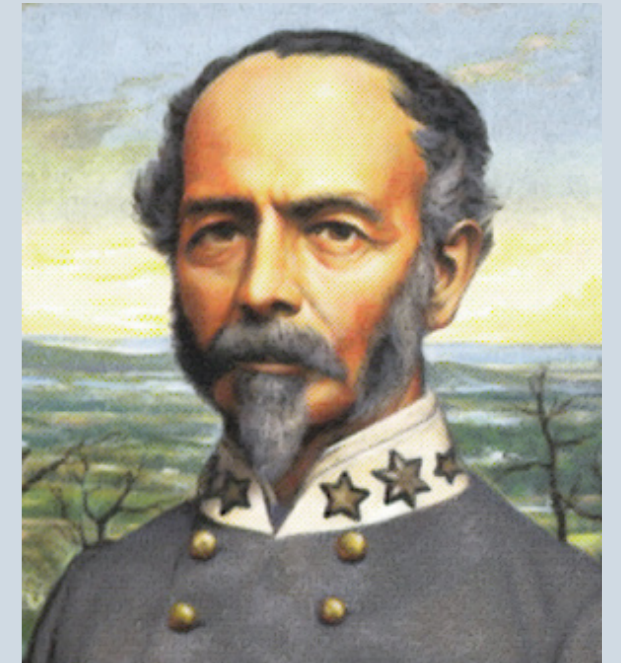
Georgians in the War

Within days of Lincoln’s call for 75,000 volunteers in the North, Governor Brown called on the young men of his state to rally to the defense of Georgia. By October 1861, more than 25,000 Georgians had volunteered. Unfortunately, there weren’t enough weapons, uniforms, and supplies to equip them. **Arsenals**¹ — facilities where weapons and ammunition are manufactured or stored—were built

in Augusta, Atlanta, Savannah, Macon, Columbus, and other cities.

To the sound of music and cheering home crowds, young recruits in both the North and South marched off to war. **Soon, “Johnny Reb” would face “Billy Yank” on the battlefield*.**

At first, superior military leadership gave the South an advantage. Yet its soldiers



◀ Confederate general **Joseph E. Johnston** rallies Georgia troops to a victory at Bull Run near Manassas Junction, Virginia, in July 1861. Note the sergeant carrying the Georgia flag, which had the state coat of arms on a solid background.

* Soon, “Johnny Reb” would face “Billy Yank” on the battlefield. - Confederate soldiers were often called “Rebels” (or “Rebs”) by northerners, who considered the South in rebellion. Union soldiers were known as “Yankees” (or “Yanks”) and “Federals.” Popular names for the common soldier on opposing sides were “Johnny Reb” and “Billy Yank.”

were vastly outnumbered by the North, forcing the Confederate government to begin a **draft**² —a law requiring civilians to join the army. Georgia’s Governor Brown strongly opposed the Confederate draft. As a strong believer in states’ rights, he felt only individual states had this power. On this and other issues, Brown soon became a thorn in the side of the Confederate government and particularly its president,

Jefferson Davis. Although loyal to the cause, Brown tended to think of Georgia first and the Confederacy second.

The first major battle of the Civil War was at Virginia’s Manassas Junction, near Bull Run Creek. There, Confederate forces won a stunning upset. There were other early southern victories, but the superior numbers and equipment of the North soon began to make a difference.



◀ Examples of some of the weapons and uniform adornments used by U.S. Confederate soldiers.

Both sides realized it was going to be a long conflict, and the glamour of war began to fade. On battlefields in Virginia and other states, thousands of Georgians were being killed and wounded. One was

Substitute for Coffee



Take sound ripe acorns, wash them while in the shell, dry them, and parch until they open, take the shell off, roast with a little bacon fat, and you will have a splendid cup of coffee.

(Recipe printed in a southern newspaper during the Civil War)

Gen. T. R. R. Cobb, killed at the battle of Fredericksburg in 1862. Soon, caskets and disabled soldiers were returning to Georgia in a steady flow. Of the 120,000 Georgians who fought for the South, about 25,000 lost their lives.

LIFE IN GEORGIA DURING THE CIVIL WAR

For two years, most of the fighting was far from Georgia's soil. Nevertheless, the people of Georgia felt its effects in several ways.

First, the Union's naval blockade of southern ports prevented the export of cotton, the South's main source of income. Unable to sell cotton to Great Britain and other countries, the Confederacy had little money to buy military supplies and food. As the blockade tightened, Georgians faced food shortages and sky-high prices.

Mary Chesnut of South Carolina kept a detailed wartime diary that has been used by historians to understand what life was like in the South during the war.



The women of the state rose to the occasion, finding substitutes for such necessities as coffee, sugar, and tea. With medicine in short supply, they learned to use native-grown roots, herbs, and other plants to care for the sick. Old clothes were dyed and tailored into uniforms. Many women also took over the responsibility of running farms and plantations. As the war raged on, women helped care for the wounded soldiers returning to Georgia.

During the first three years of the war, most slaves lived much as they did before. Some, however, were assigned to build forts and prisons and to repair railroads in the state. Others worked behind the lines in Confederate army units, sometimes as cooks, wagon drivers, and blacksmiths. Throughout the war, Confederate leaders considered arming slaves to fight in return for their freedom. Some, however, worried that having slaves fight would put them on equal footing with white soldiers

and contradict arguments in defense of slavery. Also, some whites feared that armed slaves might turn their guns on Confederates rather than aim at Yankee soldiers.

With many of Georgia's slave owners off to war, the number of runaway slaves increased. By spring 1862, Union forces had captured all of Georgia's coastal islands, making them a popular destination for escaped slaves.

On September 17, 1862, Confederate and Union forces fought a terrible battle at Antietam, Maryland. It was the single bloodiest day of the war. Though neither side won, President Lincoln used the battle to issue

During the war, women helped to care for sick and wounded soldiers in hospitals and sometimes on the battlefields.



his **Emancipation Proclamation**³. This historic document stated that on January 1, 1863, all persons held as slaves in any state or part of a state waging war against the United States “shall be thence forward, and forever free.” The war was no longer just a fight to preserve the Union. It was now a war to free southern slaves. Despite Lincoln’s declaration, slavery continued in Georgia as before.

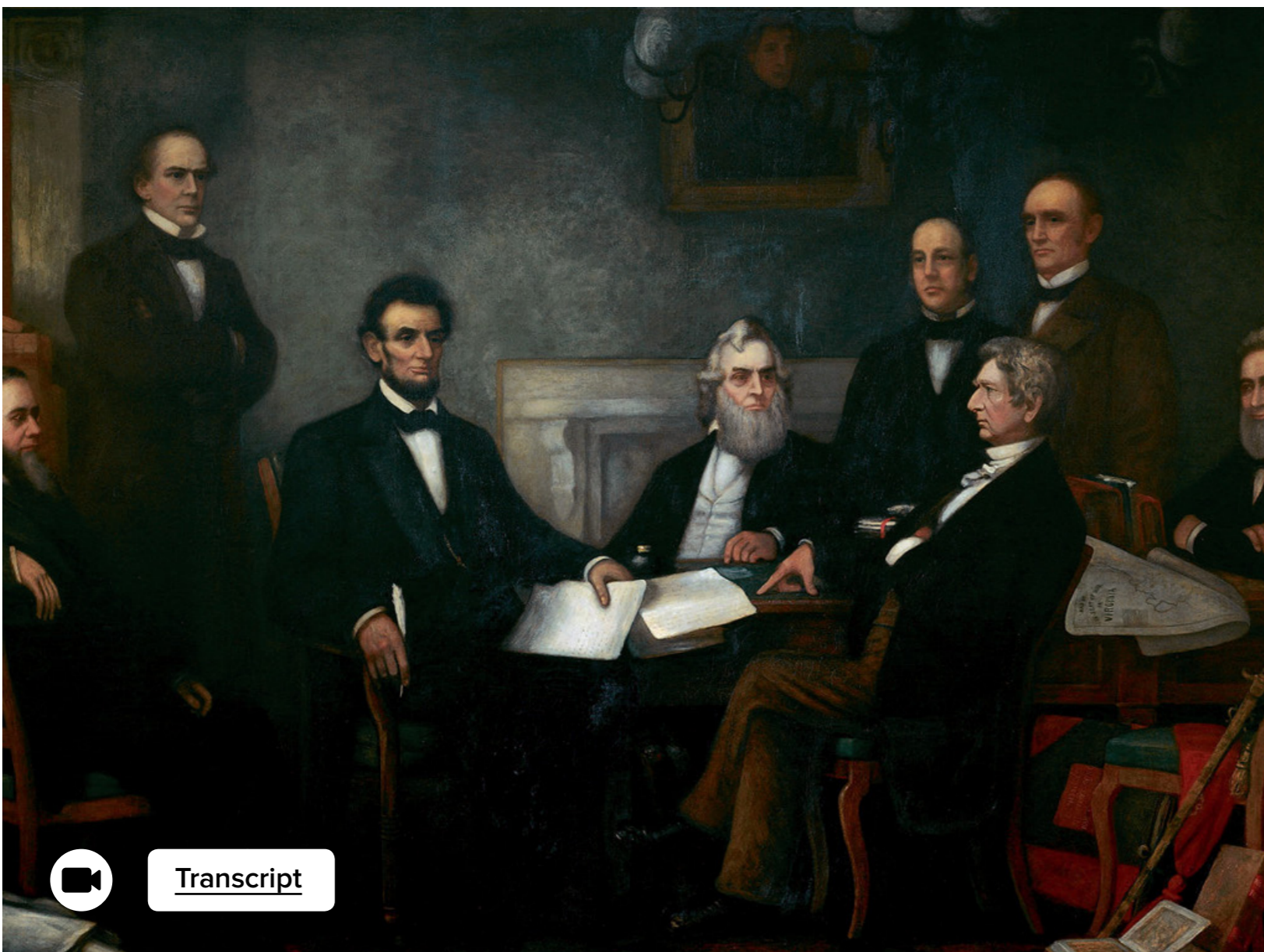


Lincoln’s Emancipation Proclamation had a second provision: “[S]uch persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.” Not only was Lincoln freeing southern slaves, he was welcoming them to come join the Union army. Many did. Of the 186,000 African Americans who enlisted as Union soldiers and sailors, 93,000—half—came from Confederate states, plus an additional 40,000 from the border states. Of all who enlisted, 38,000 African Americans died during the Civil War.

GEORGIA SUPPLIES THE CONFEDERACY

While Georgia soldiers fought elsewhere, the state became one of the Confederacy’s most important sources of supplies. Farmers were told to switch

◀ Half of the African-American soldiers who served in the Union Army were former slaves from the South.



◀ First reading of the **Emancipation Proclamation** of President Lincoln



Transcript

from growing cotton to raising corn and other foodstuffs needed by the southern soldiers.

Georgia, with more industry than any other southern state, supplied the Confederacy with military equipment. Confederate troops depended on Georgia to provide rifles, cannons, gunpowder, sabers, wagons, railroad cars, tools, saddles and harnesses, and clothing. Atlanta, Augusta, Columbus, Macon, and Savannah were the main manufacturing centers. Also, thousands of small operations, some in

private homes, turned out uniforms, shoes, bandages, and other supplies.

Georgia had over 1,400 miles of railroad, the best system in the Deep South. This system, with Atlanta as its hub, was vital in supplying and transporting Confederate troops. Georgia's strategic location, its rail network, and its ability to supply southern armies with sorely needed food and equipment, made it the "heart of the Confederacy." Therefore, destruction of Georgia's resources would be fatal to the Confederate war effort. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** arsenal, draft, Emancipation Proclamation
- 2 Name two contributions women in the South made to the war effort.
- 3 What were two provisions of the Emancipation Proclamation?
- 4 What factors made Georgia an attractive military target?



Vocabulary

- 1 **Arsenal** - A place where weapons are made or stored.
- 2 **Draft** - 1: A law requiring civilians to join the military. 2: To write a proposal for a law or proclamation.
- 3 **Emancipation Proclamation** - The document issued by Pres. Abraham Lincoln that stated as of January 1, 1863, that all slaves in the Confederacy were considered “forever free.”

The Tide Turns

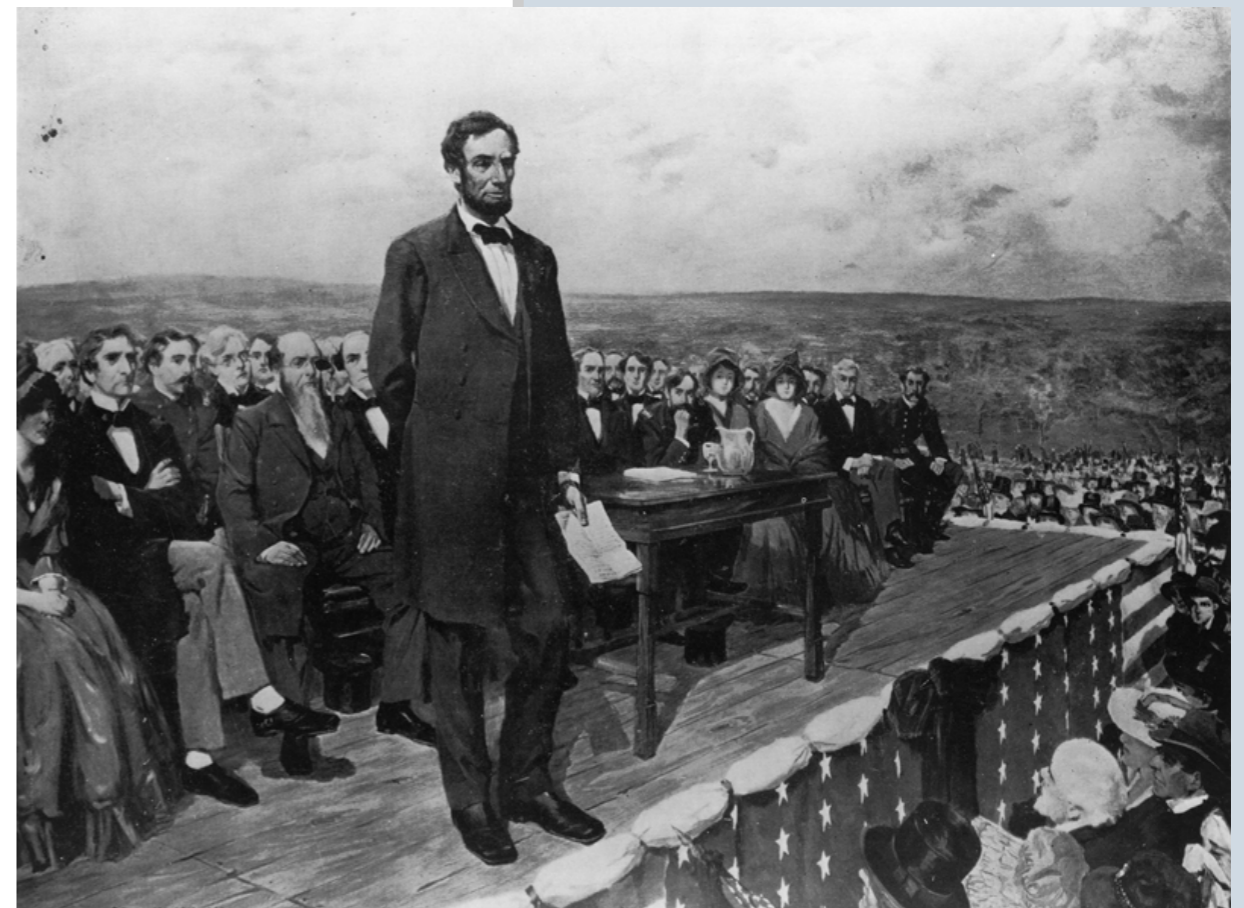
The first two years of the Civil War brought many Confederate victories—largely due to superior military leaders. In 1863, however, the course of the war began to change. For one thing, the South could not match the North in number of soldiers, arms, and economic resources. Second, more capable generals were now commanding Union armies. Third, Lincoln’s Emancipation Proclamation had given the people of the North a new reason to continue the war. What had begun as a war to save the Union was now also a war to free the slaves.

In May 1863, Gen. Thomas “Stonewall” Jackson was accidentally shot and fatally wounded by one of his own soldiers. The Confederacy thus lost one of its greatest military minds. In June, Gen. Robert E. Lee decided to take the war to the North. If the Confederate Army could win some battles in the northland and capture Philadelphia or Washington, the North might agree to

a political settlement to end the war. With this in mind, Lee led his Army of Northern Virginia (which included many Georgia soldiers and officers) into Pennsylvania. By chance, at the little town of Gettysburg, Confederate forces looking for supplies ran into a Union cavalry unit of Gen. George Meade’s Army of the Potomac.

Lee had 75,000 men, while Meade had 97,000. Still, Lee decided to fight, and the two sides squared off for battle. Of the more than 2,000 land battles of the Civil War, the Battle of Gettysburg would prove to be the most important. Here, on July 1, 1863, the greatest

President Lincoln’s brief speech known as the **Gettysburg Address** used the solemnity of the occasion to urge the North to win the war.



battle ever fought on the continent of North America began.

During three days of terrible fighting, both sides fought bravely. By July 3, Confederate losses were 28,000 killed, wounded, or captured. Union casualties numbered 23,000. Unable to dislodge Meade's army, Lee decided to retreat to Virginia. Four months later, President Lincoln dedicated a portion of the Gettysburg battlefield as a cemetery for the fallen soldiers. His brief remarks, known as the **Gettysburg Address**¹, used the solemnity of the occasion to urge the North to win the war in order to preserve the Union and the democratic ideals on which the nation was founded. The concluding words of his address were

... that we here highly resolve that these dead shall not have died in vain, that this nation shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

The South suffered another setback on July 4. That day, Union forces under Gen. Ulysses S. Grant captured Vicksburg, Mississippi, giving the North control of the Mississippi River and splitting the Confederacy in two. In late November, Chattanooga, Tennessee, fell to Union forces. Except for a few victories, 1863 was not a good year for the Confederacy. The tide of war had now changed.

WAR COMES TO GEORGIA

During the first two years of the war, few battles had been fought in Georgia. In November 1861, federal forces had occupied Tybee Island to give themselves control of the entrance to the Savannah River. Several miles upstream, Union forces used powerful artillery to destroy Fort Pulaski and force the surrender of its Confederate defenders on April 1,

Address delivered at the dedication of the cemetery at Gettysburg.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not ded-

▲ Gettysburg Address,

November 19, 1863

Address delivered at the dedication of the cemetery at Gettysburg.

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who died here that the nation might live. This we may, in all propriety do. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

It is rather for us the living, we here be dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

Abraham Lincoln

November 19, 1863

1862. However, except for Pulaski and the burning of Darien, Union forces limited their efforts to the blockade of Georgia's coastal waters.

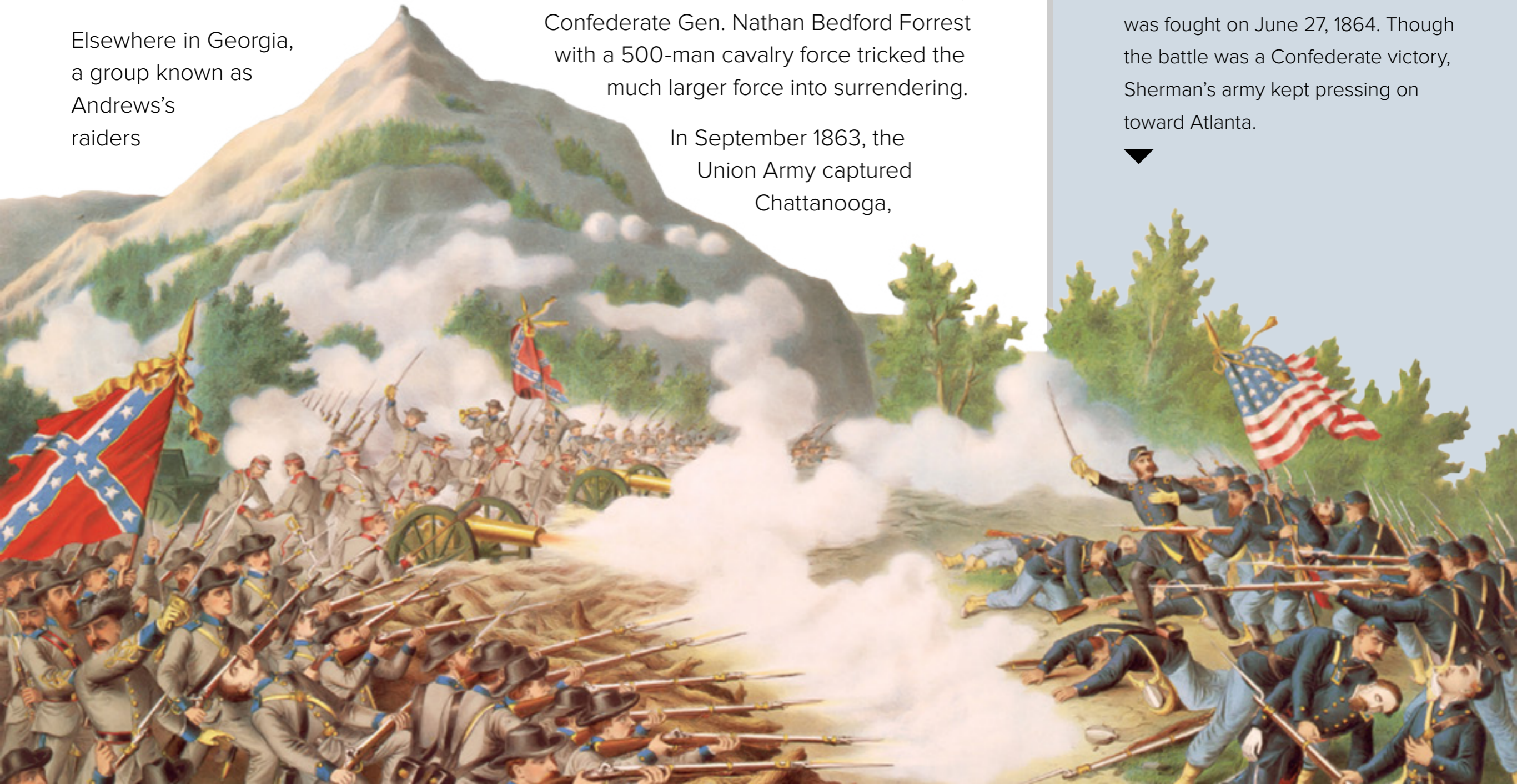
Elsewhere in Georgia, a group known as Andrews's raiders

tried to cripple the W & A Railroad north of Atlanta in 1862. Then, in 1863, a large Union force, 1,500 strong, rode in from Alabama to cut off the W & A. Near Rome, Confederate Gen. Nathan Bedford Forrest with a 500-man cavalry force tricked the much larger force into surrendering.

In September 1863, the Union Army captured Chattanooga,

The Battle of Kennesaw Mountain

was fought on June 27, 1864. Though the battle was a Confederate victory, Sherman's army kept pressing on toward Atlanta.



Tennessee, which is several miles north of the Georgia border. Two weeks later, federal forces advanced into Georgia, where the Confederate Army turned them back in a bloody battle at Chickamauga.

The Civil War had come to Georgia. Now, all eyes were on Atlanta. Atlanta wasn't the largest city in Georgia, nor was it the state capital. But with its industrial and transportation resources, Atlanta was the most important military target in Georgia.

SHERMAN INVADES GEORGIA

The story of Atlanta's destruction began in early 1864. A Union army of 99,000 men, commanded by Gen. William T. Sherman, was at Chattanooga, Tennessee. Thirty miles south at Dalton, 62,000 Confederates, commanded by Gen. Joseph E. Johnston, had dug into defensive trenches.

On April 4, from Washington, DC, the commander of U.S. armies, Gen. Ulysses S. Grant, wrote to General Sherman:

You I propose to move against Johnston's army, to break it up, and get into the interior of the enemy's country as far as you can, inflicting all the damage you can against their war resources.

In the late spring, the armies of Sherman and Johnston battled at Dalton, Resaca, and New Hope Church. Sherman relentlessly pushed south toward Atlanta. Greatly outnumbered, Johnston would dig in and then retreat south, following the W & A railroad line, not allowing Sherman to break up or encircle his army.

On June 27, at Kennesaw Mountain, Sherman recklessly

The March to the Sea.

Sherman's army moved over a 60-mile-wide path between Atlanta and Savannah. Which areas escaped destruction?



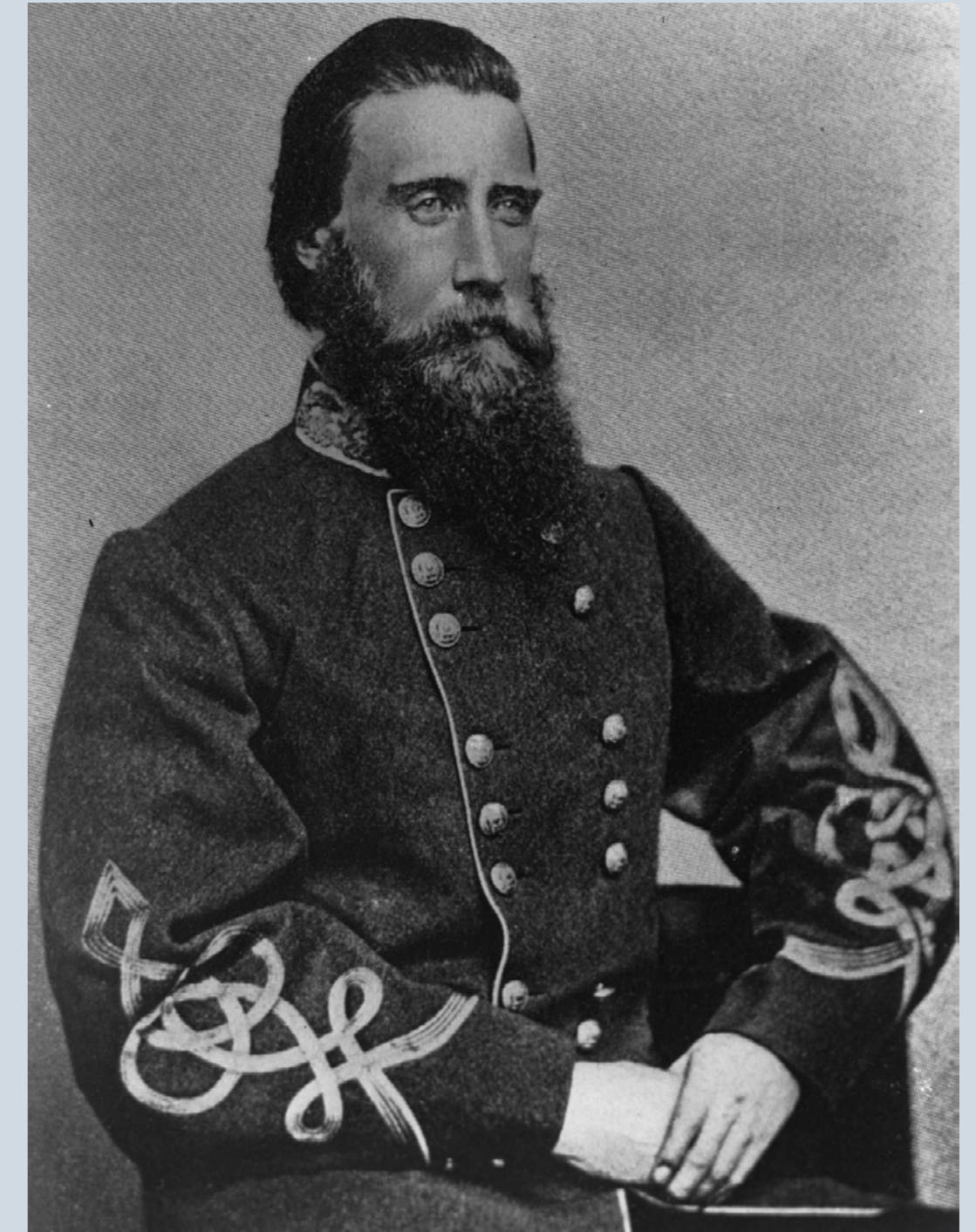
attacked head on. Johnston taught him a lesson: 3,000 Federals were killed while only 500 Confederates were lost. But again, Johnston's men had to fall back and dig their trenches—this time to defend Atlanta.

Unhappy with General Johnston's retreat, the Confederate government in Richmond

replaced him with Gen. John B. Hood. As expected, Hood attacked Sherman's army, but he was thrown back several times.

For 40 days, Sherman's artillery pounded Atlanta. Hood, fearing that his army would be trapped, evacuated the city on September 1.

On their march through Georgia, Sherman's forces seized or destroyed millions of dollars' worth of food and property.



Gen. John Bell Hood

He decided not to leave anything that Sherman's army could use. He ordered his troops to destroy everything that they could not carry. Seven locomotives and 81 railroad cars were blown up. The next day, the mayor of Atlanta rode out under a white flag to surrender the city. Within a week, Sherman ordered all civilians to leave.

Sherman's army occupied Atlanta until mid-November. Then, still following Grant's original plan, he gave orders for the city's destruction. A Union soldier described it this way:

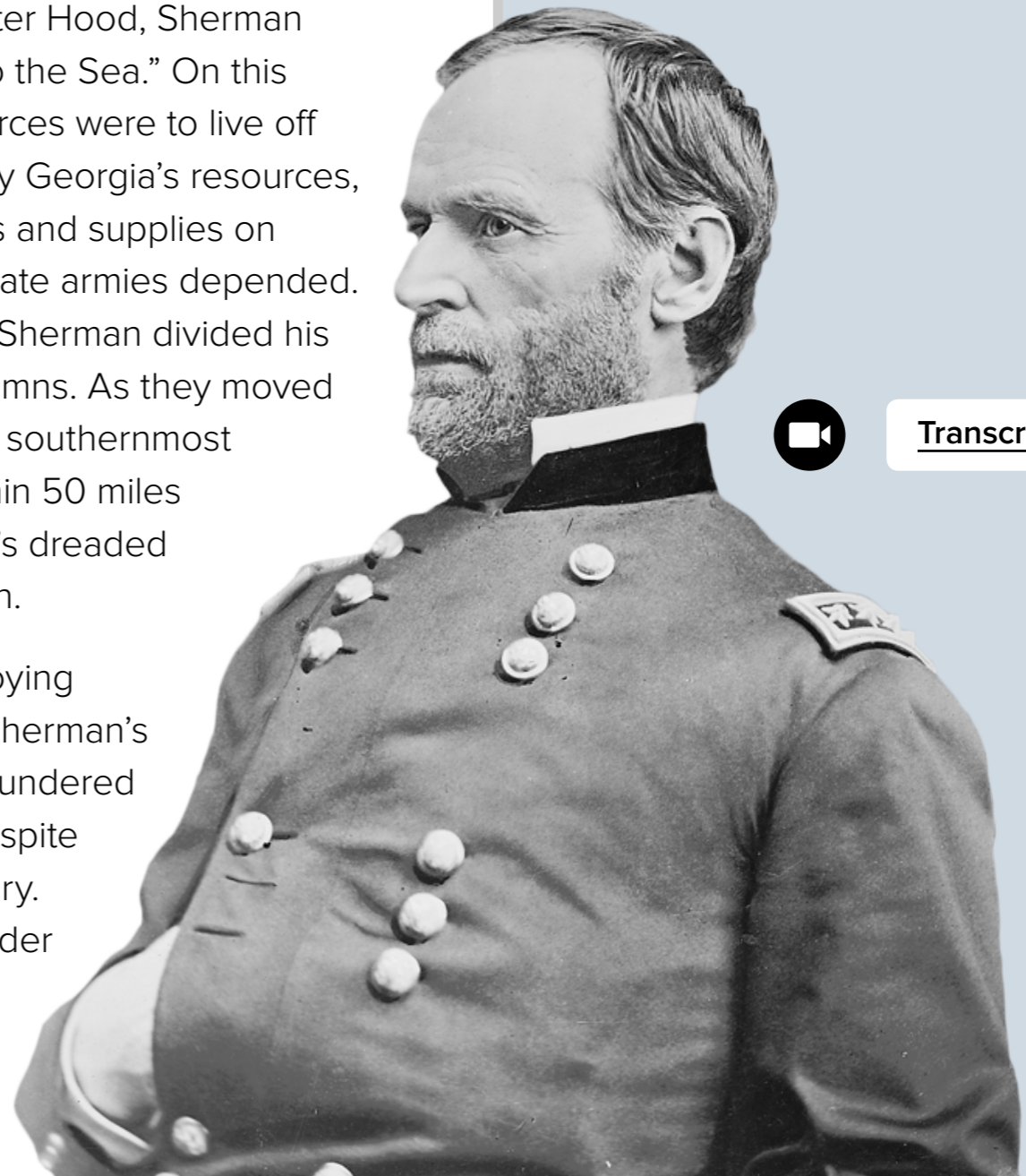
On the night of November 15th, the torch was applied to the railroad shops, foundries, and every one of the many buildings that had been used in fitting out the armies of the enemy in this vast "workshop of the confederacy," as Atlanta was called. The flames spread rapidly, and when morning came, it is doubtful whether there were a score of buildings remaining in the city, except in the very outskirts.

SHERMAN'S MARCH TO THE SEA

On November 16, after sending part of his army north after Hood, Sherman began his "March to the Sea." On this march, the Union forces were to live off the land and destroy Georgia's resources, particularly railroads and supplies on which the Confederate armies depended. To accomplish this, Sherman divided his troops into two columns. As they moved through Macon, the southernmost column passed within 50 miles of the Confederacy's dreaded Andersonville Prison.

In addition to destroying legitimate targets, Sherman's troops frequently plundered private property, despite orders to the contrary. The Union commander later reported that during the march,

Gen. **William T. Sherman** led the Union Army through the heart of Georgia in 1864.



[Transcript](#)



[Transcript](#)

◀ Fort McAllister Earthwork Fort

his army destroyed \$100 million worth of food and other resources. Sherman defended the destruction as a way of bringing “the sad realities of war” to the heart of Georgia. Neither Georgia nor the Confederacy would recover in time to change the outcome of the war.

On December 21, 1864, Sherman’s army entered Savannah. Along the way they had been joined by about 14,000 African Americans, although because of age



and health, only about half completed the march. The general telegraphed President Lincoln:

“I beg to present you as a Christmas gift the city of Savannah, with 150 guns and plenty of ammunition, also about 25,000 bales of cotton.”

On April 9, 1865, at Appomattox Court House in Virginia, Gen. Robert E. Lee surrendered the small force he still commanded. Other Confederate generals across the South followed his action. Georgia troops were under the command of Gen. Joseph E. Johnston, who was in North Carolina preparing to surrender to Sherman. In Washington, Georgia, 25-year-old Eliza Frances Andrews, daughter of Judge Garnett Andrews, recorded these words in her diary:

April 21, Friday. . . . Confirmation of Lee’s surrender, and of the armistice [truce] between Johnston and Sherman. Alas, we all know only too well what the armistice means! It is all over with us now, and

◀ Confederate **Fort McAllister** fell to Sherman’s troops in December 1864. Visitors to the fort, which is located south of Savannah, can see the earthworks and cannons used to defend the Ogeechee River



◀ Sherman at Savannah, GA

SHERMAN AT SAVANNAH, GA.

there is nothing to do but bow our heads in the dust and let the hateful conquerors trample us under their feet. There is a complete revulsion in public feeling. No more talk about fighting to the last ditch; the last ditch has already been reached. . . .

For Georgia, the Civil War officially came to an end on April 26, 1865, when Johnston's formal surrender was accepted by Sherman.

Holding its last official meeting in Washington, Georgia, the Confederate government collapsed. On May 10, Union

forces captured Jefferson Davis near Irwinville in south Georgia. The long war was over. The South's "second war of independence" had ended in defeat, with dreams of a southern nation now painful memories. It was time to prepare for an uncertain future. ■



LOCATING *the* MAIN IDEAS

- 1 **Define:** Gettysburg Address
- 2 **Identify:** Andrews's raiders, workshop of the Confederacy, March to the Sea.
- 3 What did General Lee hope to accomplish by moving the Confederate Army north to attack Union troops?
- 4 Describe General Grant's plan for the Union attack on Georgia.
- 5 What did General Sherman do to Atlanta after the city surrendered?
- 6 What was the purpose of Sherman's destructive march to the sea?

◀ General **Robert E. Lee** surrendered to General **Ulysses S. Grant** on April 9, 1865, at Appomattox Court House in Virginia. Within weeks most other Confederate commanders did likewise, thus ending this nation's deadliest war.

Vocabulary

- 1 **Gettysburg Address** - A brief speech made by President Lincoln at the dedication of the national cemetery at the Gettysburg battlefield. In it, he urged the North to win the Civil War in order to preserve the Union and the democratic ideals on which it was founded.

EVENTS IN HISTORY

The Great Locomotive Chase

During the Civil War, Georgia's railroads were vital to the Confederacy. In 1862, James Andrews, a Union spy from Kentucky, planned a secret mission to disrupt one of the most important rail lines in Georgia. This was the 138-mile Western & Atlantic Railroad, which connected Atlanta with Chattanooga.

On April 12, 1862, Andrews and 19 Union soldiers dressed as civilians arrived at Marietta. Here, they boarded an early-morning northbound train pulled by the locomotive *General*. At Big Shanty (today's Kennesaw), the train stopped so that the passengers and crew could eat breakfast. Andrews and his men used this opportunity to steal the train. Calmly, they uncoupled the passenger cars and sped off with their prize—the *General*, a fuel car, and three boxcars. Their objective now was to tear up track and burn railroad bridges during their journey northward.

William Fuller, conductor of the *General*, looked through the dining room window with disbelief as his train chugged away.

Off he ran to try to catch his stolen train.

Running with him were two W & A employees, Anthony Murphy and Jefferson Cain. For over two miles, they

General



[Transcript](#)



followed the train on foot. Finding a work crew, they borrowed a handcar to continue the chase. At last, they came upon a small locomotive used to haul coal to a local ironworks. Rather than let the Yankee spies escape, its conductor let them borrow his locomotive.

Meanwhile, Andrews and his men pulled into Kingston. Because they had cut telegraph wires along the way, no one at the station knew the *General* had been stolen. But there was bad news. Ahead on the single track were three southbound trains. Andrews was directed to pull his train off onto a siding and wait. Two trains passed. Suddenly, from the south came the whistle of Fuller's borrowed locomotive. Andrews now knew they were being pursued. He had no choice. Despite a third train ahead, the *General* pulled back out on the main track.

At Kingston, Fuller and his party boarded a larger locomotive. But north of the station, damaged rails forced them to stop. For three miles, he and Murphy continued the chase on foot. At last, they encountered a southbound train pulled by the *Texas*. Fuller waved the train to a stop and quickly told his story. They backed the train onto a siding, uncoupled the freight cars, and steamed

off—in reverse—after the *General*. For the first time, Fuller and Murphy had a locomotive of comparable size and power.

In Calhoun, Fuller and Murphy were joined by Confederate soldiers. The chase was on again. A few miles north of Calhoun, Fuller came in sight of Andrews's men trying to tear up the track. There was not enough time to disrupt the track, so the raiders jumped back on the *General* and sped northward.

Knowing the penalty for spying could be death, Andrews's men were now desperate. They dropped railroad ties from the rear boxcar onto the track, but these were pushed aside. Then, they began unhooking box cars, one by one, to block the track. Fuller, however, simply coupled them to his train and continued the chase.

Near Ringgold, the *General* ran out of fuel. Andrews and his men scattered to the woods. Within days, however, all were captured. Their mission had been a failure. The damaged track was easily repaired. Rainy weather also spoiled several efforts to burn bridges along the route.

Seven raiders—including Andrews—were subsequently hanged

as spies. The rest were spared but sent to prison. Some escaped. Six were exchanged for Confederate prisoners the next year. In March, these six were summoned to Washington, DC, to become the first recipients of the new Medal of Honor. Eventually, other members of the raid, or their survivors, received the award also. Interestingly, the man who had planned and led the raid, James Andrews, was not included. According to Congress, recipients of the Medal of Honor had to be members of the military. Andrews—though a Union spy—had never enlisted.



PRIMARY SOURCE

A Georgia Soldier's View

Written correspondence (letters) is one of the best sources of information about the past. Letters provide clues to the private thoughts and attitudes of people who lived long ago.

John W. Hagen was a sergeant in the 29th Georgia Volunteer Infantry. The following letter, written to his wife, Amanda, at home in Lowndes County, is an example of private correspondence. That is, the writer did not intend for it to be published.

INTERPRETING THE SOURCE

- 1 What does Hagen's letter tell you about his spirit or morale? the morale of Confederate troops in general? of Union troops?
- 2 What was Hagen doing just before he wrote his wife?
- 3 What evidence is there that Hagen feels the Confederates are badly outnumbered?

In Line of Battle, Georgia,
July the 4th, 1864

My Dear Wife,

. . . We have given up our works & fell back 3 or 4 miles from Marietta, leaving it to the mercy of the Yanks. . . .

We thought this morning being the 4th of July we would have a hopping time with them, but they seem to keep their proper distance. Our men was up on the look out & on the march all night. When we got here we went to work in an open field & worked all day & all night & is yet at work & is about ready to receive them. Our skirmishers are now having a plenty to do & if we stay here we may have something to do in the way of fighting from our works.

We are in the breastworks [ditches] now in an open field & they are in line of battle in a hill in another old field about one mile off, but we can see all they do. I do not know whether they will attack us or not, but I hope they will for I am wore out marching and building breastworks.

The reason we had to leave Kennesaw mountain was because the Yanks was flanking [going around the side] us on the left & we was forced to fall back.

The Yankees' army is so much stronger than ours that they can put a force in our front to compete with ours & then they have a corps or two which they can send on either flank & then we have to fall back to prevent them getting in our rear. . . .

Our generals say when we reach the river 8 miles from Atlanta that they will then be forced to fight us in our works. They say the Yanks can not flank us any further, but I do not know. It seems we have a strong position here, but I feel doubtful about their attacking us. But they will roll up their artillery & keep up an incessant shelling.

The Yankees seems to be in fine spirits playing their bands and hallowing. I am now sitting in full view of their line of battle & their wagon trains bringing supplies. They seem so cheerful and full of fun. Some of our troops grow despondent, but it is only those who are always despondent. All good soldiers will fight harder the harder he is pressed, but a coward is always ready to want an excuse to run or to say they or we are whipped. . . .

You must not think strange at this scribbled letter for I am writing in a hurry for I never know how soon a shell may order men to the breastworks, etc. . . .

Tell James to think of us when he is eating butter & drinking buttermilk & eating many good things. We get tolerable plenty of meat & bread now, but we want something in the way of vegetables. You must send us something if you get a chance to send it safely.

I must close for the shells is bursting too near me. Give my love to all. . . .

I am as Ever your affectionate husband

J. W. H.

EVENTS IN HISTORY

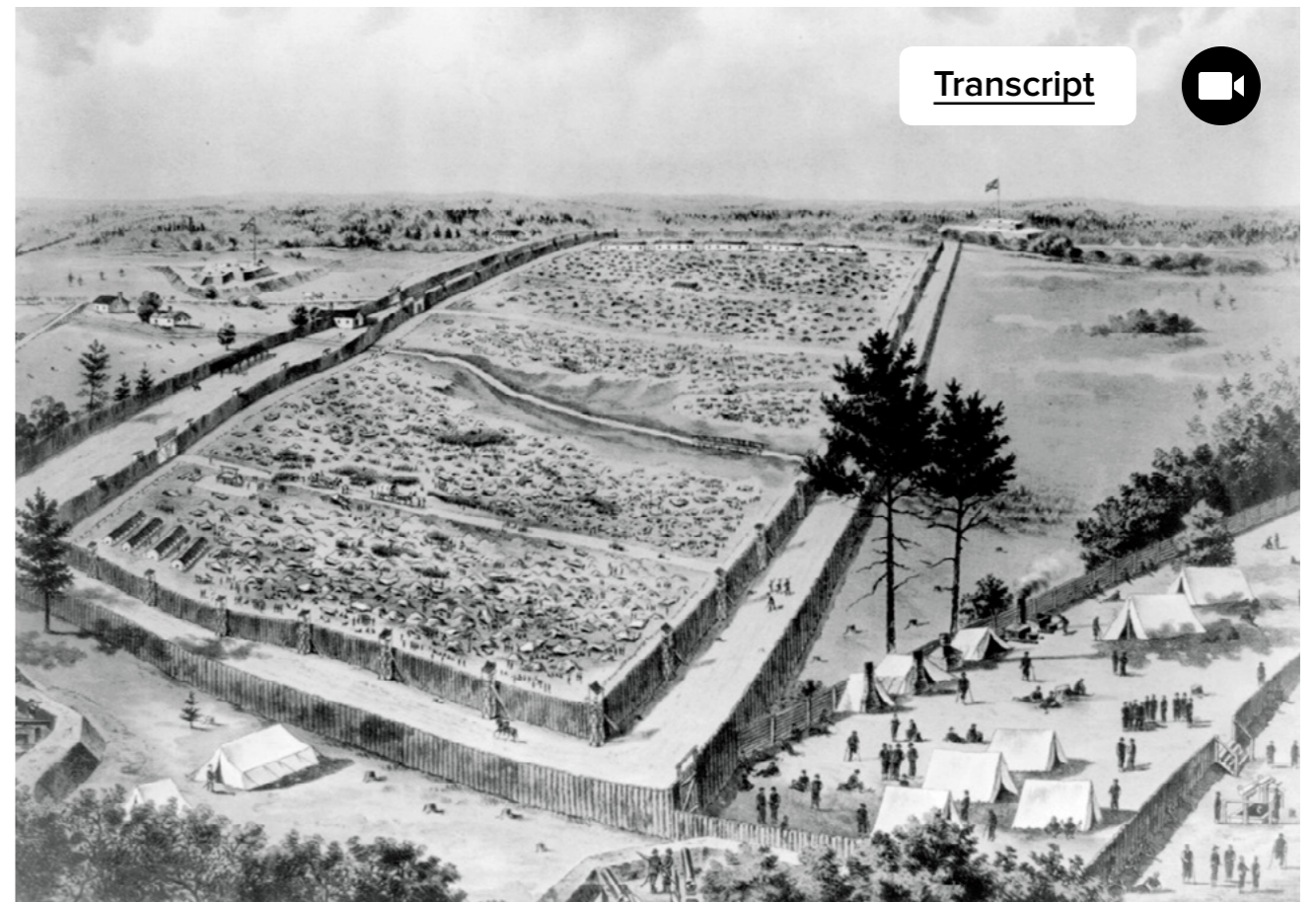
The Tragic Story of Andersonville Prison

About 10 miles from Americus, Georgia, you will find the site of one of the great tragedies of the Civil War. Today, it is a National Historic Site operated by the National Park Service. During the war, it was the home of Andersonville Prison, a name that came to be associated with horror and death.

In November 1863, the Confederacy was faced with growing numbers of Union prisoners and no place to put them. The War Department picked southwest Georgia, far from the battle front, to build its largest prison. In the small village of Andersonville, work on the prison began. Though officially called Fort Sumter, it was more commonly known as Andersonville Prison.

Andersonville consisted of a double stockade of tree trunks surrounding a 27-acre open area in which 10,000 prisoners would be kept. Originally, barracks were planned for the camp. Before they could be built, however, the War Department began sending prisoners of war.

Andersonville Prison ▼

[Transcript](#)

In February 1864, 600 Union prisoners were transferred to Andersonville. In less than two months, the prison population increased to 12,000! By May, there were 19,000 prisoners, and by June, 23,000. The camp reached its peak population of more than 33,000 Union prisoners in August 1864.

Conditions at Andersonville were horrible. The sanitary conditions were unspeakable. What water was available was polluted. Food supplies were so inadequate that some prisoners starved. Clothing and medical supplies were always scarce. The only shelter in the cold and rain were crude tents, and not everyone had them. During the summer of 1864, more than 100 Union prisoners died each day at Andersonville. Most died of dysentery and other diseases.

Capt. Henry Wirz, camp commander, was faced with an impossible situation. The number of Union soldiers far exceeded Andersonville's capacity, but the government kept sending more and more prisoners. As the tide of war turned against the South, the Confederacy had difficulty even feeding and clothing its soldiers in the field, let alone sending provisions to prison camps. Also, at the time of Andersonville's greatest overcrowding, many of its staff were transferred north to protect



Atlanta from Sherman's advance. The camp was left with a small crew of poorly trained guards.

Conditions improved in September 1864, when many of Andersonville's prisoners were shipped to other camps. When the war ended in April 1865, the prison was closed. It had been in operation just 14 months. During this time, over 45,000 Union soldiers were imprisoned there. Almost 13,000 died.

After the war, Captain Wirz was arrested and sent to Washington, DC, for trial by a military commission. In his defense, Wirz presented a wide variety of evidence to show that he had done all he could to improve conditions at Andersonville. For instance, he showed

copies of numerous letters he had written to the Confederate government pleading for food, clothing, medicine, and shelter for his prisoners. However, Lincoln had just been assassinated, and the mood in Washington was not one of sympathy for the South. The military commission found Wirz guilty of "murder in violation of the laws and customs of war." On November 10, 1865, he was hanged.



◀ A carved stone dove atop the headstone of Sgt. L. S. Tuttle of Maine in the Andersonville Cemetery.



CHAPTER 13 QUIZ

Text Version

Chapter 14

Foreword

Georgia Standards of Excellence
Correlations ▼

SS8H6

Chapter Outline

Economic Reconstruction

- Rebuilding Begins
- Carpetbaggers and Scalawags
- Help for the People
- Negative Reactions

Political Reconstruction

- Presidential Reconstruction
- Congressional Reconstruction

Blacks in Georgia Politics

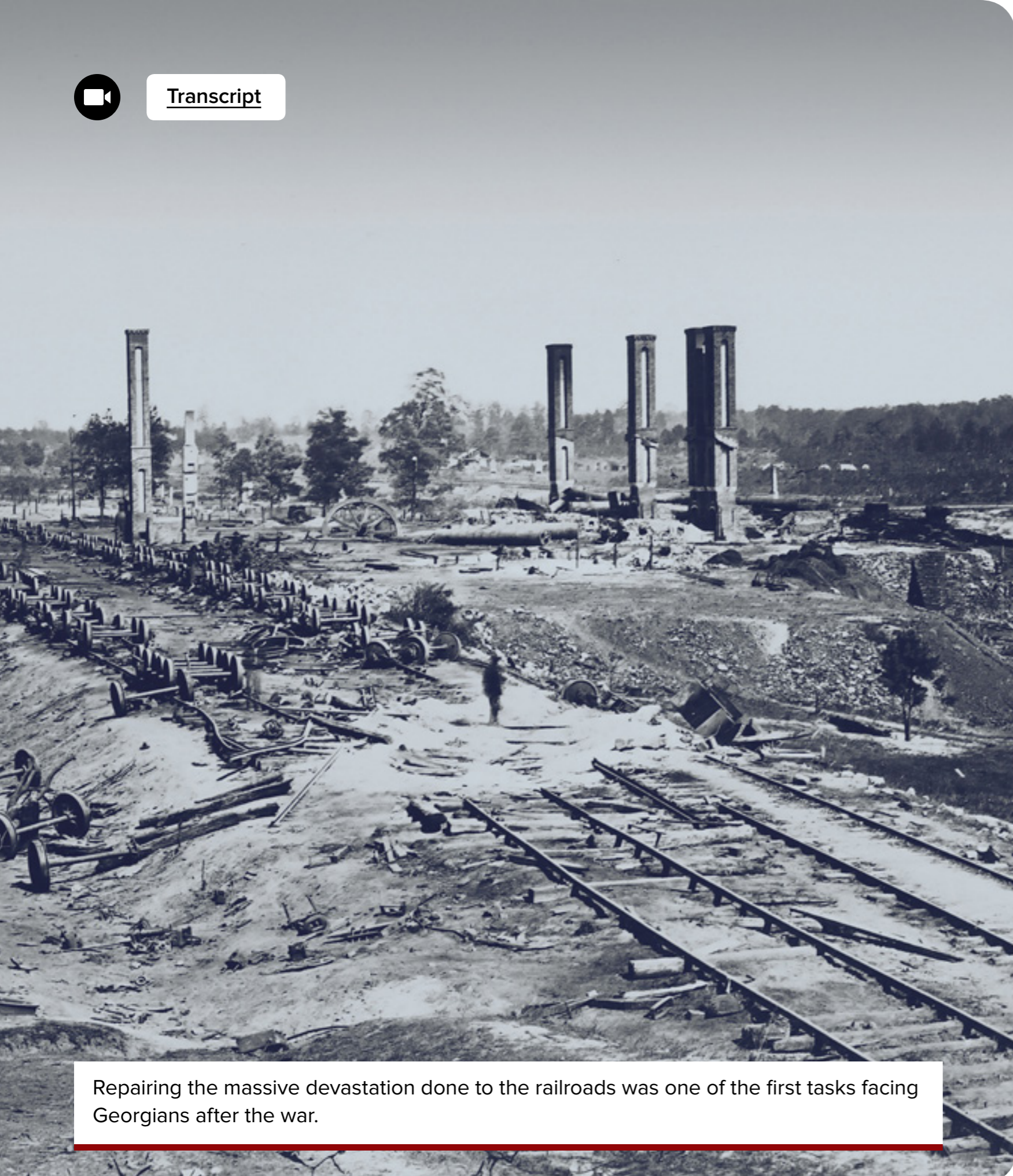
- The Rise of Terrorist Groups

The End of Reconstruction

SS8H6

Analyze the impact of Reconstruction on Georgia.

- Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
- Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction Plans.
- Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.
- Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.



Repairing the massive devastation done to the railroads was one of the first tasks facing Georgians after the war.

CHAPTER 14



▲ After the Civil War, Atlanta adopted a new city seal. It showed the phoenix rising out of flames. The seal suggested that like the phoenix, Atlanta would rise up from its wartime destruction to a new life.



▲ After Sherman left Atlanta, tracks were relaid amid the ruins of this locomotive roundhouse to get the trains running again.

AT FIRST GLANCE

This chapter covers Reconstruction in Georgia after the war, including the plans of presidents Lincoln and Johnson and the Radical Republicans. Economic problems caused by the war are discussed along with relief efforts provided by the federal government. Also examined are the role of blacks in Georgia politics during the years immediately following the Civil War and the rise of terrorist groups. Alexander Stephens is the subject of a Georgians in History feature. The chapter concludes with the end of Reconstruction and the return to power of white Democrats.

Reconstruction Comes to Georgia

[Economic Reconstruction](#)

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[The End of Reconstruction](#)

The spring of 1865 was a time of despair for most white southerners and of short-lived joy for most black southerners. For either race, it was a time of uncertainty about the future. The South was now a conquered land. The vision of an independent Confederacy was a painful memory.

That spring, war-weary Georgia soldiers returned home, leaving behind about 25,000 dead and missing. Upon returning home, Confederate veterans often found ruin and great confusion. From Chattanooga to Savannah, blackened chimneys—“Sherman’s sentinels”—marked the locations of once prosperous plantations. “Sherman’s neckties” (rails twisted around trees) and burned depots and bridges were all that remained of the state’s railroads. Cotton gins, mills, factories—all lay in ruin.

Georgia businesses faced a bleak future. They had no stock, no supplies, no equipment, no money, and few customers. For many farmers and plantation owners, the situation was equally bleak, for now there were no slaves to work the fields. Most planters’ wealth had been tied up in slaves. Now, that wealth—possibly the entire southern way of life—seemed “gone with the wind.”

At first, many whites hoped that their former slaves would stay on and work for wages. Some did, but most soon walked away.

Typical was John Banks, a 68-year-old Columbus planter at the time of the war’s end. He had seven sons who served in the Confederate army, three of whom were killed in battle. Shortly after the South’s surrender, Banks wrote in his diary details of the effect of emancipation on his Georgia plantation:

Emancipation has been proclaimed by Lincoln and partially carried out. . . . I owned about two hundred negroes, in which my property mostly consisted. This leaves me poor.

Today many of my negroes left me. Celia, who has cooked for me more than forty years, left me. I made no opposition to it. Am now satisfied it [emancipation] will be carried out. George, my body servant, has left me. All the negroes about the yard are gone. . . . All have left me but such as are of expense to me. Wesley is about ten years old and drove me in the buggy to town today. Windsor, who came in the buggy with me (a good boy) this morning, when I called for him found he was gone. The negroes at the plantation are still there but so demoralized that they work but little.

In rural areas, bands of ex-slaves or army deserters roamed about taking what little there was from unprotected farms. Thousands of former slaves flocked to the cities, seeking food and a place to live. Finding neither, many became homeless. In the months after the war, whites also experienced terrible conditions—with no money, few clothes, and little food. As one Georgia woman wrote in her diary on May 27, 1865: “We are a poverty-stricken nation.”

By the spring of 1865, state government had broken down. U.S. military authorities took control of Georgia and other southern states. The federal government planned to change the makeup of southern government, politics, and society. Its intent was to change—or reconstruct—Confederate states before allowing them back into the Union. Thus began an era known as **Reconstruction**¹.

Vocabulary

- 1 **Reconstruction** - The period after the Civil War when the federal government took control of the former Confederate states in an attempt to change them before readmitting them to the Union.

Economic Reconstruction

The Civil War destroyed much of Georgia’s agriculture and industry. This destruction forced changes in the social and economic patterns of the people. Antebellum economy had been based on three main resources: land, labor, and **capital**¹ (money). In **postbellum**² Georgia (the period after the war), the typical planter had plenty of land, but no slave labor to work it. The freed African Americans had their own labor, but most had no land. Neither had any money. Now, whites and blacks had to find new ways of working together to survive.

LAND

After the war, many plantation owners had to sell off some of their land to raise cash. They needed money to pay taxes and buy equipment, livestock, seed, fertilizer, and the labor needed to rebuild.

So much land was available and landowners were so desperate for cash that land sold for a fraction of its prewar value. It became “dirt cheap.” As a result, many more small farms came into being in Georgia. In some cases, blacks as well as whites became landowners through aid from the federal government. Still, the majority of Georgians of both races could not afford to own their own land.

LABOR

After the Civil War, Georgia and other southern states faced a serious shortage of workers—particularly on farms and plantations. One reason was the great number of white males killed or disabled during the war. Also, after the war many Georgians left to start life over in such faraway places as Texas, Mexico, and even Brazil.



▲ **Sidney Lanier**, a famous Georgia poet, was also a Confederate soldier, teacher, law clerk, novelist, and a flutist with the Baltimore Symphony Orchestra.

In 1869, Georgia's best-known poet, Sidney Lanier, wrote a poem about Georgians migrating to the west after the Civil War. In "Thar's More in the Man than Thar Is in the Land," Lanier writes about a Georgian named Jones, who "lived pretty much by gittin' of loans, and his mules was nuthin' but skin and bones." Jones has trouble making ends meet. He finally sells his land—

*And Jones he bought him a waggin
and tents,
And loaded his corn, and his wimmin,
and truck,
And moved to Texas, which it tuck
His entire pile, with the best of luck,
To git thar and git him a little land.*

An even more important reason for the South's labor shortage was the loss



◀ Atlanta, 1864. The remains of a burned-out bank stand on the corner. Despite great destruction by Sherman's forces, Atlanta rebuilt quickly. A New York reporter wrote that from morning until night, Atlanta streets were alive with workers and wagons, loaded with lumber and brick.

of its large pool of slave labor. After emancipation, some blacks stayed with their former masters and agreed to work for wages. But most left their old plantations. They wanted to leave behind their former way of life—no matter how uncertain the future.

Now that they were free, ex-slaves needed to find ways to make a living. They could sell their labor—but they had little experience working for money. Most white landowners needed workers, but were short of cash.

Devising a new working arrangement between whites and blacks was not easy. Because of a shortage of money to pay workers, several approaches came into general use. Black Georgians seeking work would either work for wages, rent land, or sharecrop with a landowner. (See Chapter 16 for a discussion of sharecropping.)

CAPITAL

There’s an old saying that “it takes money to make money.” To make money growing cotton, a planter needed capital—money available for spending—to buy work animals, plows, seed, fertilizer, and labor.

With emancipation and the war’s end, capital that had been tied up in slaves was lost. Remaining capital in the form of Confederate money and bonds was worthless. Very few farmers in the South had any U.S. money. Other than by selling off land, the only way to get money was to borrow it. But many Georgia banks had collapsed with the Confederacy, and little credit was available. The shortage of capital would make Georgia a poor state for decades. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** Reconstruction, capital, postbellum
 - 2 **Identify:** Sherman’s sentinels, Sherman’s neckties
 - 3 Why was land “dirt cheap” after the war? What was one result of land being so low priced?
 - 4 Give two reasons for the labor shortage after the war.
-

REBUILDING BEGINS

Not every aspect of economic life in Georgia was bleak. Even though it would take Georgia a long time to rebuild, some bright spots marked the start of new growth. For example, in the parts of the state that had escaped war damage—the northeast and the southwest—farm production had resumed. In 1865 and 1866, a worldwide shortage of cotton helped the South revive. Demand for cotton by New England and European manufacturers was so great that Georgia farmers growing cotton could sell it at a high price. Some northern banks, and a few new Georgia banks, began lending money to cotton producers. Slowly Georgia agriculture improved, but as ever, it remained tied to the white fiber plant.

Other parts of the economy received a boost when northern bankers and businessmen began making investments

in the South. Money from the North helped get Georgia’s mills going, the trains running again, and new companies started.

CARPETBAGGERS AND SCALAWAGS

Along with northern money came northern opportunists, people looking for a way to take advantage of the South’s economic and political turmoil. Some gained control of businesses or bought land cheaply to sell later at a profit. Others used their money and influence with federal authorities to gain high positions in Reconstruction governments. Because these persons often carried traveling bags made of carpet material, they were called **carpetbaggers**³ by white southerners. The carpetbaggers were likened to vultures preying on southerners’ misfortune.

Carpetbagger was a scornful name Southerners gave to Northerners (also referred to as Yankees) who moved to the South during the Reconstruction era. The term referred to the observation that these newcomers tended to carry “carpet bags.”



Likewise, white southerners who worked with the carpetbaggers received their own nickname—**scalawags**⁴. The scalawags, often looked upon as traitors, were despised by most of their white neighbors.

HELP FOR THE PEOPLE

In March 1865, the United States government set up the Bureau of Refugees, Freedmen, and Abandoned Lands. Popularly known as the **Freedmen's Bureau**⁵, this federal agency issued food, clothing, fuel, and other supplies to needy white refugees and black freedmen.

At first the Freedmen's Bureau helped thousands of poor whites. Soon, however, it became an agency mainly to help blacks function as free persons. Under slavery, blacks had been denied any education, given few responsibilities, and prevented from making decisions for themselves.

Suddenly they were free and responsible for their own lives.

Many blacks were unsure about going back to work on plantations. They feared that white landowners would treat them badly. To overcome these fears, the bureau helped blacks and white landowners draw up labor contracts. Written contracts were designed to guarantee the workers a fair wage and job security and the employers a stable work force.



The **Freedmen's Bureau** had the overwhelming job of helping thousands of freed slaves start new lives.



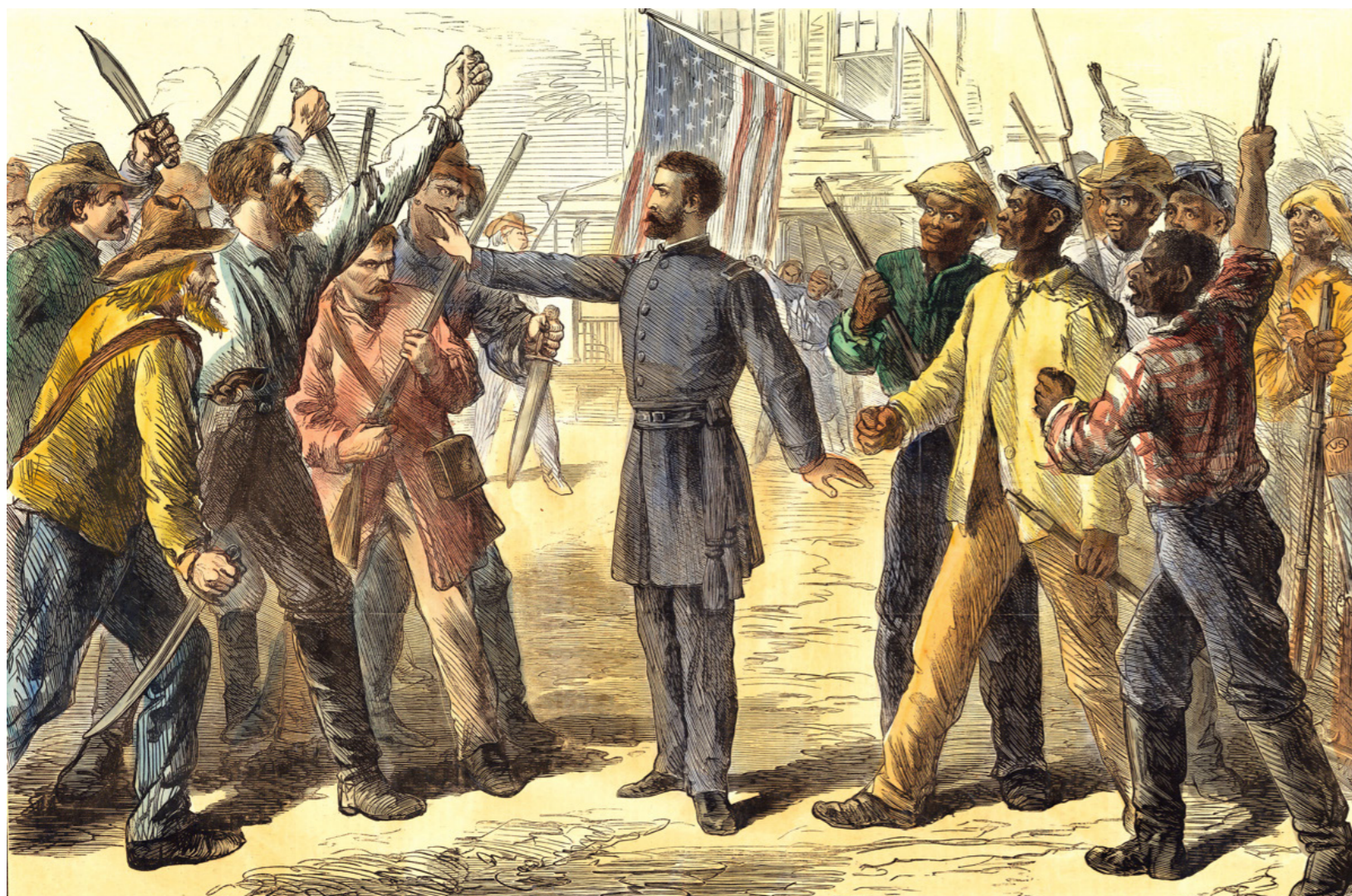
Because most blacks could neither read nor write, education was a primary concern of the Freedmen’s Bureau. The bureau set up schools and assisted charity groups in doing the same. Sometimes the bureau acted for blacks in legal matters and encouraged them to take part in politics. It also helped blacks set up their own churches which became the focus of community life for African-Americans.

Help for blacks also came from northern missionary and charitable groups, sponsored mainly by the Congregationalist, Methodist, and Baptist churches. Between 1865 and 1873, these groups sent 367 teachers—80 percent of them women—to Georgia. These teachers set up schools across the state and taught both children and adults to read and write. They also stressed the virtues of hard work and good citizenship.

Such groups helped start the first colleges for African American students in Georgia.

In 1867, Atlanta University, sponsored by the American Missionary Association, was established. In Augusta, the American Baptist Home Missionary Society founded Morehouse College (later relocated in Atlanta). The northern Methodist Episcopal Church founded Clark College.

A **Freedmen’s school** in 1866. Why would adults as well as children be in this school?



◀ A Union officer keeping the peace between a crowd of angry whites and blacks.

NEGATIVE REACTIONS

White Georgians did not always appreciate the activities of the Freedmen’s Bureau. At the time, many whites were suffering the same poverty as blacks but receiving little help from the agency. To them, bureau staff often seemed more concerned with helping the Republican party in state politics than with helping people in need.

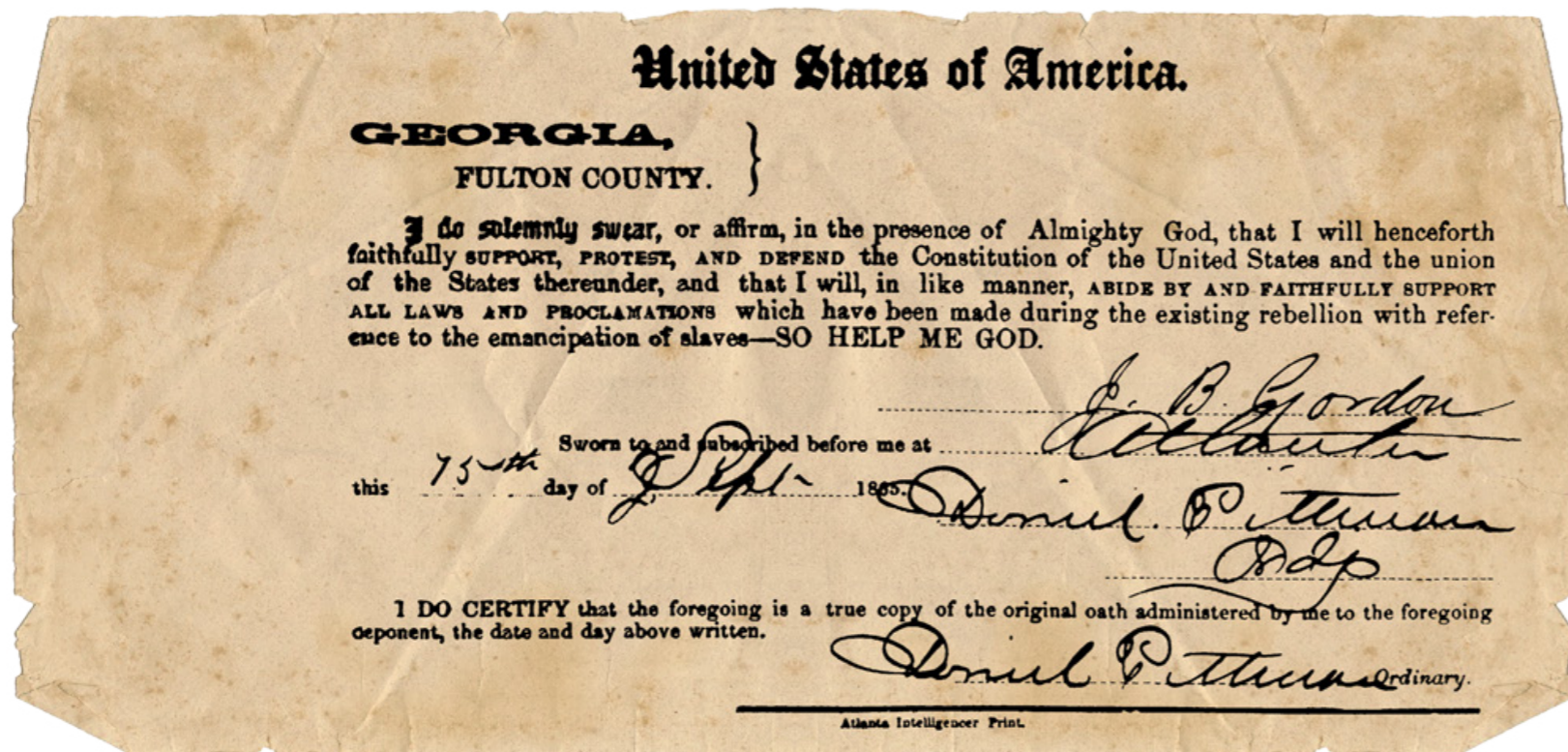


Other people not always welcomed were northern missionaries and teachers who came south during Reconstruction. To many white southerners, the message they brought was one of raising former slaves to a position of social equality with whites. ■

LOCATING *the* MAIN IDEAS

- 1 **Define:** carpetbagger, scalawag, Freedmen’s Bureau
- 2 Why was it easier for northeast and southwest Georgia to recover from the war?
- 3 How did carpetbaggers take advantage of Georgia in the postbellum period?
- 4 What was the purpose of the Freedmen’s Bureau? How did its clients (the people who used it) change over time?

◀ General **John B. Gordon**. In September 1865, Georgia’s best-known soldier took the oath of allegiance to the United States. What is the probable reason Gordon took this oath?



Vocabulary

- 1 Capital** - 1: Money and resources available for spending or producing goods or income. 2: The city that serves as the seat of government for a state or nation.
- 2 Postbellum** - Period after the Civil War.
- 3 Carpetbagger** - A nonsoutherner who came to the South during Reconstruction to take advantage of its economic and political situation. Carpetbaggers got the name because many came with travel bags made of carpet material.
- 4 Scalawag** - A southerner who worked with carpetbaggers or Union Army officials during Reconstruction.
- 5 Freedmen's Bureau** - Federal Reconstruction agency which issued food, clothing, fuel, and other supplies to black freedmen and some needy whites.

Political Reconstruction

In late 1863, President Lincoln had begun planning for reuniting the nation once the fighting ended. Lincoln saw reconstruction as a healing, not a punishing, process. In March 1865, in his second inaugural address, he had expressed this view:

With malice toward none, with charity for all, . . . let us strive to finish the work we are in, to bind up the nation's wounds. . . .

PRESIDENTIAL RECONSTRUCTION

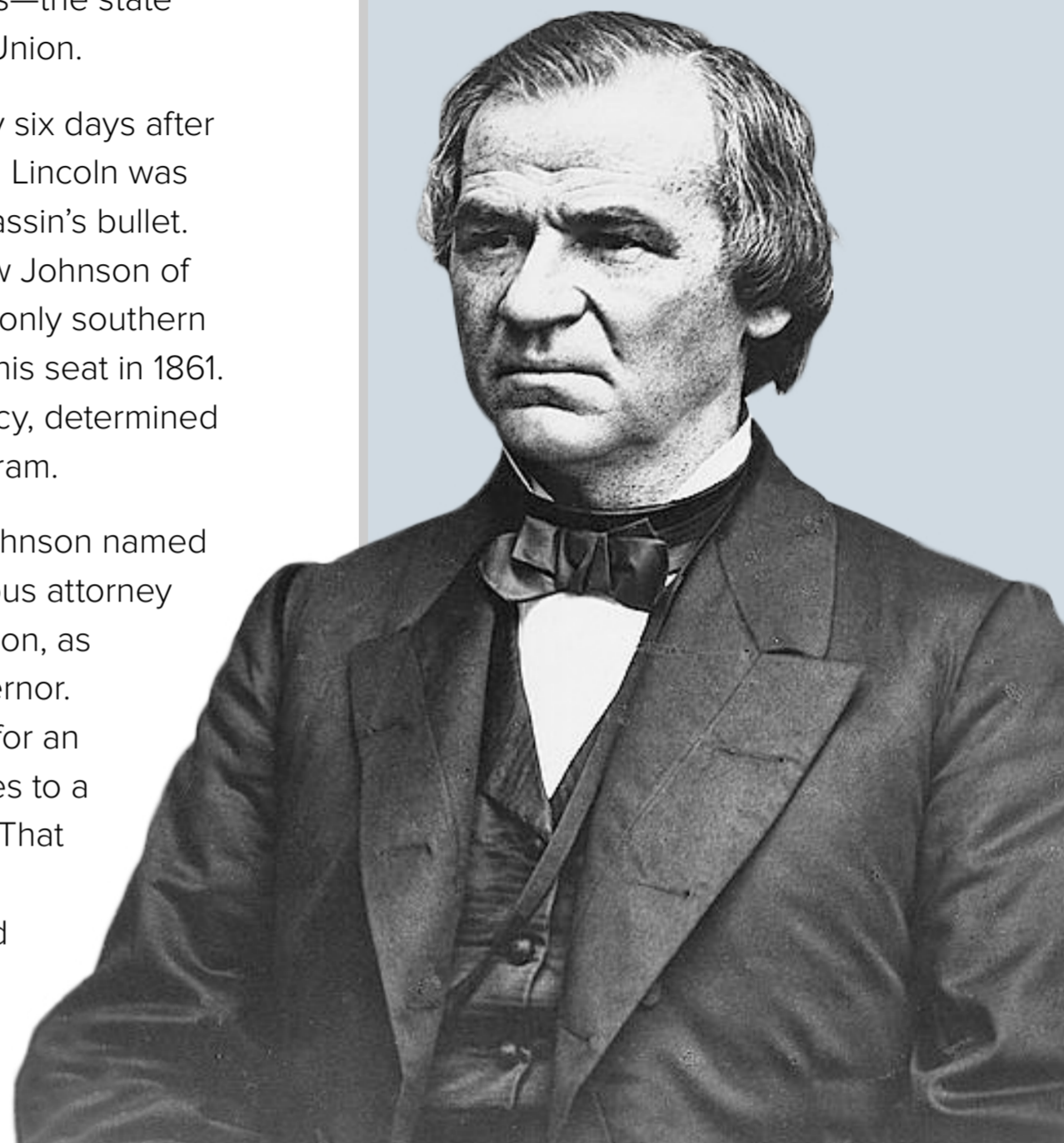
Lincoln's plan for reconstructing the South was to bring seceded states back into the Union as quickly as possible. He would name a provisional (acting) governor for each state. Except for former Confederate leaders, southerners would be pardoned and granted full citizenship rights if they took an oath of allegiance to the United States. Once 10 percent of the voters took this oath, they could elect delegates

to write a new state constitution. If this document did three things—declared secession null and void, abolished slavery, and canceled all war debts—the state would be restored to the Union.

But on April 15, 1865—only six days after Lee's surrender—Abraham Lincoln was dead, the victim of an assassin's bullet. His vice-president, Andrew Johnson of Tennessee, had been the only southern U.S. senator not to resign his seat in 1861. He assumed the presidency, determined to carry out Lincoln's program.

In June 1865, President Johnson named James Johnson, a Columbus attorney who had opposed secession, as Georgia's provisional governor. Governor Johnson called for an election to select delegates to a constitutional convention. That body met in October, and within a month had drafted

Pres. **Andrew Johnson**



◀ When this illustration was published, the accompanying caption read, **“Exciting scene in the House of Representatives, January 31st, 1865, on the passage of the amendment [13th] to the Constitution abolishing slavery for ever.”** How long did it take for the amendment to be ratified by the states?

a document that satisfied President Johnson. State voters approved the new constitution and elected a new governor and General Assembly. From the old state capitol in Milledgeville, Georgia's state government began operating much as it had before the Civil War.

In December 1865, Georgia's General Assembly ratified the Thirteenth Amendment to the U.S. Constitution outlawing slavery in America. It also adopted legislation recognizing certain rights of freed blacks. For the first time, blacks would be allowed to make legal contracts, sue, and hold and sell personal property. Still, there were many rights blacks did not have. The new constitution, for instance, only allowed white male citizens to vote (which meant that only white males served on juries). The 1865 constitution also prohibited the marriage of whites and "persons of African descent." Lawmakers further banned blacks from testifying against whites in court.

Certain that Georgia would be restored to the Union, the General Assembly chose the state's two U.S. senators—Alexander Stephens and Herschel Johnson.

CONGRESSIONAL RECONSTRUCTION

Not everyone was happy with the manner and speed of the South's "reconstruction." Some Congressmen, known as Radical Republicans, had strongly opposed Lincoln's plan for Reconstruction. Now with Andrew Johnson as president, they were even more upset. The Radicals distrusted Johnson, a former Democrat from Tennessee. Also, Johnson had gone beyond Lincoln's original plan and had pardoned many former Confederate officials and military officers.

Rather than welcoming southern states



[Transcript](#)

AMENDMENTS

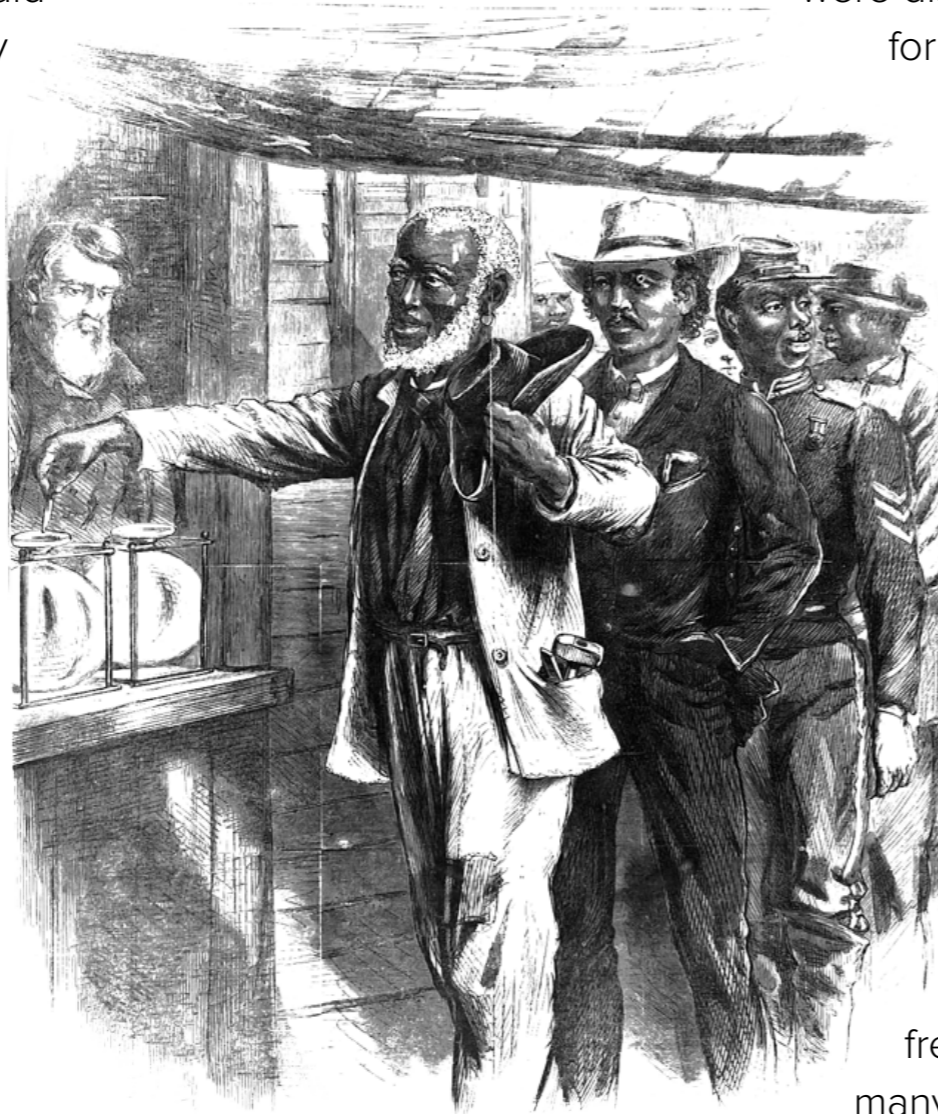
13th Amendment: Neither slavery nor involuntary servitude . . . shall exist within the United States, or any place subject to their jurisdiction.

14th Amendment: No State shall make or enforce any law which shall abridge [limit] the privileges or immunities [or rights] of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment: The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

back into the Union, Radical Republicans felt the South should be punished. They especially wanted to keep Democrats who had been political leaders before the war from regaining political power. If southern states were allowed quick entry back into the Union, Radical Republicans feared Democrats would win control of Congress.

By 1866, southern states had met President Johnson's conditions for



Reconstruction, but Radical Republicans were dissatisfied. Except for Texas, new state governments were functioning in each of the former Confederate states. These new governments, however, were run by white Democrats—most of whom were ex-Confederate officers or officials. Though freeing the slaves, many of the southern legislatures had passed **Black Codes**¹—laws limiting the political and civil rights of former slaves.

◀ **The First Vote.** Freedmen go to the ballot box supervised by federal officials. This event was carried on the front page of the national newsmagazine **Harper's Weekly**, November 16, 1867.

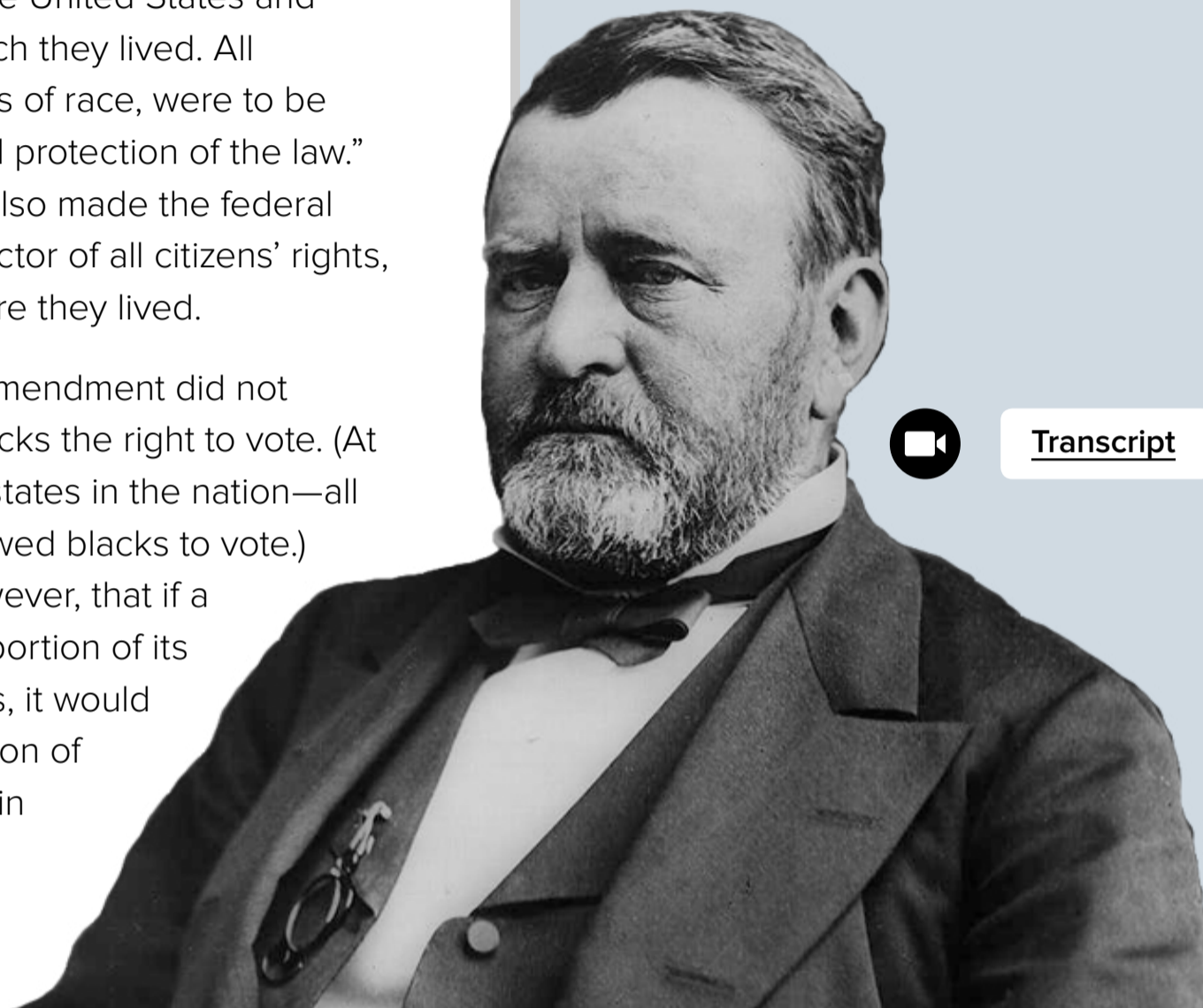
Radical Republicans were furious. They decided to seize control of Reconstruction from President Johnson. In Congress, they refused to approve the new state governments or to seat their representatives. In the congressional elections of 1866, Republicans won a majority in both the U.S. House and Senate. President Johnson, lacking Lincoln’s political skill, was unable to prevent the Radicals from taking charge of Reconstruction. His relationship with Congress became so bad that the House later **impeached**² him (filed charges to remove from office). By a single vote in his Senate trial, the president was saved from removal. Though able to complete his term, Johnson decided not to run for reelection. In 1868, Republicans nominated Ulysses Grant for the presidency. Grant had been commander of the Union Army in 1864–1865 and was very popular in the North.

THE FOURTEENTH AMENDMENT

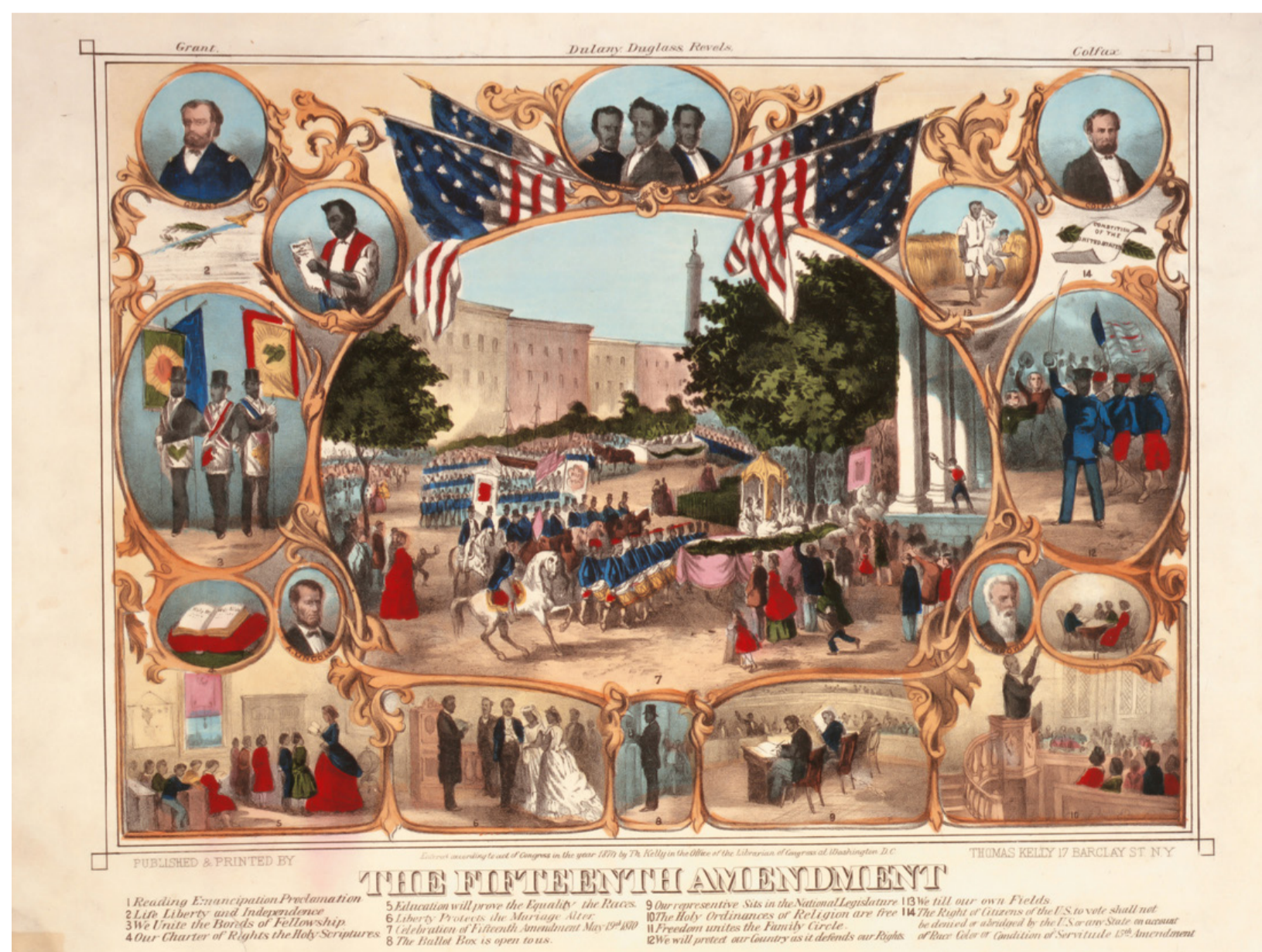
In reaction to the Black Codes, Congress in 1866 proposed a new amendment to the U.S. Constitution. The Fourteenth Amendment made it clear that blacks were citizens of the United States and of the state in which they lived. All citizens, regardless of race, were to be guaranteed “equal protection of the law.” The amendment also made the federal government protector of all citizens’ rights, regardless of where they lived.

The Fourteenth Amendment did not expressly give blacks the right to vote. (At the time, only six states in the nation—all in the North—allowed blacks to vote.) It did provide, however, that if a state denied any portion of its citizens their rights, it would lose a similar portion of its representation in

Ulysses S. Grant was U.S. president during most of Reconstruction. Though a popular Union general, he was not very effective as president.



[Transcript](#)



◀ Why would a poster with pictures of leaders and illustrations of rights associated with the **Fifteenth Amendment** be useful to ex-slaves?

Congress. Georgia and the other former Confederate states, except Tennessee, refused to ratify the amendment.

MILITARY OCCUPATION AGAIN

Early in 1867, Radical Republicans pushed an act through Congress to place the 10 southern states refusing to ratify the Fourteenth Amendment under military occupation. The states were divided into five military districts. (Georgia, Florida, and Alabama were in the Third District.) In charge of each district was a U.S. Army general, backed by federal troops.

Under this new setup, the first task was to register voters. All adult males, black as well as white, who took the oath of allegiance to the United States could register. Certain categories of ex-Confederates, however, were denied this right.

In each state, the new voters were to elect delegates to write a new state constitution (which had to be approved by Congress). When new legislatures were elected, they had to ratify the Fourteenth Amendment. Only after the southern states had done these things would they be free of military occupation and readmitted to the Union.

In April 1868, Georgia voters ratified a new state constitution. In it, race was removed as a qualification for voting. A provision was added that “The State of Georgia shall ever remain a member of the American

Campaigning for political office was a new experience for African Americans. During the Reconstruction period, many were elected to office at the state and federal levels.



Union.” All married women were guaranteed control of their own property. Imprisonment for debt was abolished. And, for the first time, Georgia was to have a free public school system for all children. This provision was not carried out until 1871.

In the summer of 1868, Georgia’s General Assembly finally ratified the Fourteenth Amendment. Nine days after that action, federal troops were withdrawn. But Reconstruction was not over. Federal troops would return and occupy the state a year later. ■

LOCATING *the* MAIN IDEAS

- 1 Define:** Black Codes, impeach
 - 2 Identify:** Andrew Johnson, Thirteenth Amendment, Alexander Stephens, Herschel Johnson, Radical Republicans, Fourteenth Amendment
 - 3** Why were the Radical Republicans unhappy with President Johnson’s reconstruction of the South?
 - 4** What did the Radical Republicans do about states refusing to ratify the Fourteenth Amendment to the U.S. Constitution?
-

Vocabulary

- 1 **Black Codes** - Laws passed by southern legislatures after the Civil War to limit the political and civil rights of former slaves.
- 2 **Impeach** - To file charges to remove a politician from office.

GEORGIANS IN HISTORY

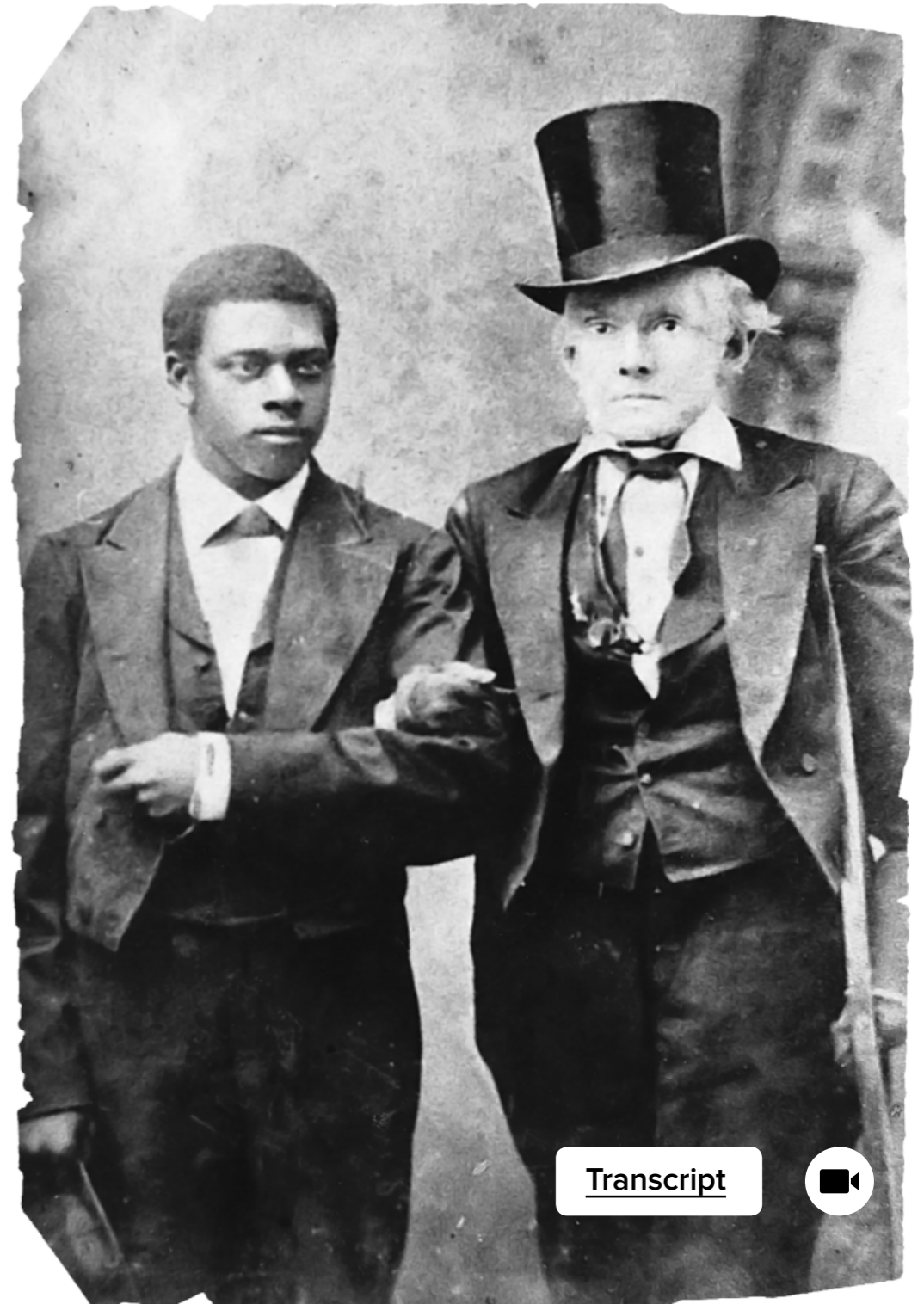
Alexander Stephens

Like many other southerners, Alexander Hamilton Stephens felt it was his duty to support the Confederacy. His native Georgia had, after all, voted to break away from the Union. He is best remembered as vice-president of the Confederacy, but that role was not his most important one. His 28 years of service in the U.S. Congress both before and after the Civil War made Stephens the most prominent Georgian of the nineteenth century.

Born on a Wilkes County farm in 1812, Stephens, orphaned at 14, was educated at the University of Georgia. There he proved himself to be a gifted student and outstanding speaker. Frail and slight, weighing about 100 pounds, Stephens suffered aches, illnesses, and depression throughout his life.

After setting up a law practice in Crawfordville, Stephens was elected to Georgia's state legislature in 1836 and to Congress in 1843. With a reputation for independent thinking, Stephens had generally opposed slavery until 1850. In Congress, he was widely respected for his skills as a speaker and was one of the South's most influential spokesmen. Stephens was not in favor of secession, but not even his great

Alexander Stephens and his servant, Aleck Kent Stevens. The former Confederate vice-president, although in poor health, worked hard to get Georgia back in the Union. In this 1882 photo, he is on his way to be sworn in as governor of Georgia.

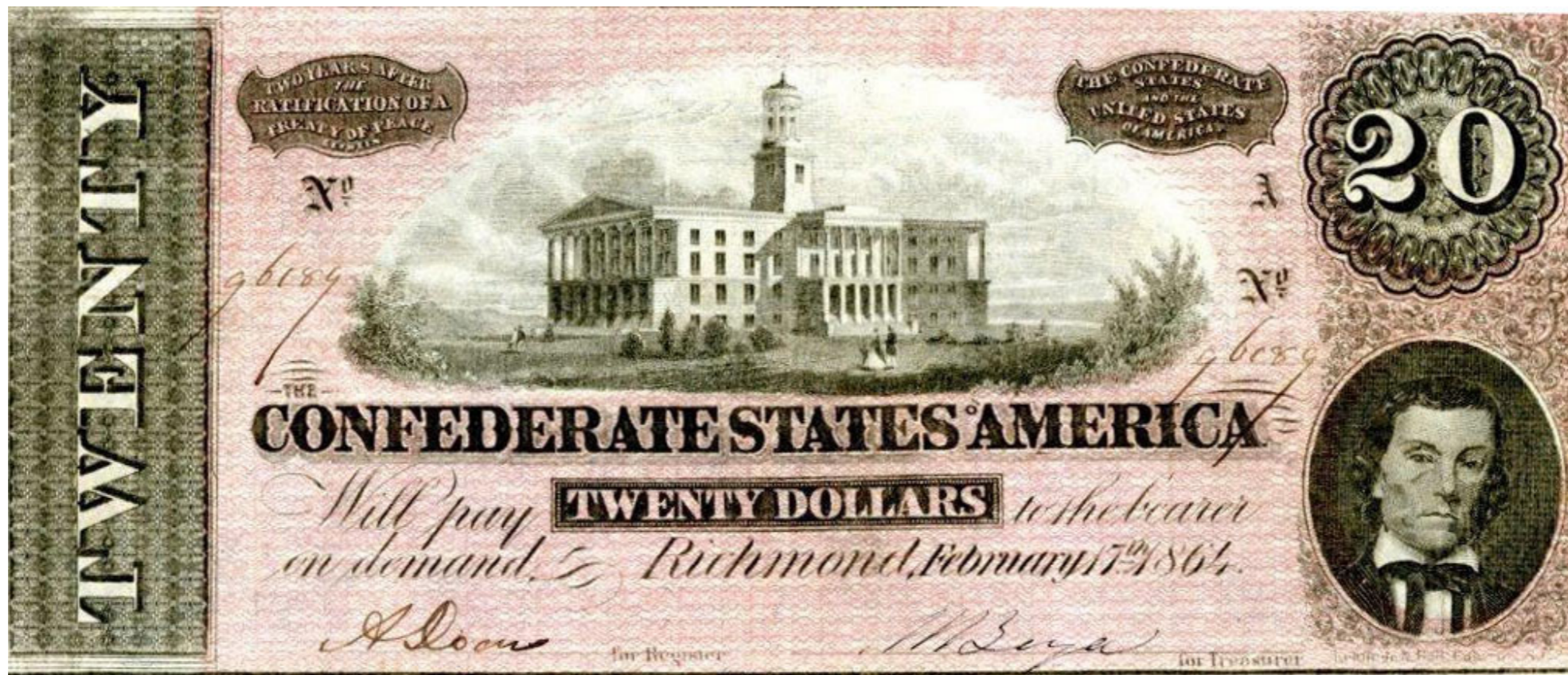


[Transcript](#)



speaking ability could persuade his fellow Georgians to stay in the Union. Once that decision was made, Stephens supported it by helping to draft the Confederate constitution and serving as vice-president.

He spent most of the war at his Crawfordville home, opposing many practices of Jefferson Davis's government. Imprisoned in Boston briefly after the war, Stephens was never charged with "Confederate crimes" and was allowed to return to Georgia. He once again was elected to Congress in 1872, where he served 10 years before retiring at age 70 with severe health problems. Georgia's badly divided Democratic party immediately urged him to run for governor. Elected in 1882, Stephens was in office for only 119 days before he died, serving the state he had loved all his life.



▲ Confederate twenty-dollar bill with a portrait of Vice President Alexander Stephens.

Blacks in Georgia Politics

In 1867, African Americans voted for the first time in Georgia, selecting delegates to a convention to draft a new state constitution. Of 169 convention delegates elected, 37 were black.

When the black delegates were denied rooms in Milledgeville hotels, U.S. Gen. John Pope, who commanded the Third District, ordered the convention moved

to Atlanta. This move helped Atlanta in its long-standing bid to become Georgia's state capital, a move voters approved the



following year.

Most blacks in the South considered the Republican party the “party of Lincoln” and consequently voted largely for Republican candidates. In 1868, Georgia African Americans cast their first ballots for federal and state offices. In the presidential election, they overwhelmingly supported Republican nominee Ulysses

Grant (who won 64 percent of Georgia’s popular vote). Georgia black voters also

◀ Erected on the grounds of Georgia’s state capitol in 1976, **Expelled Because of Their Color** is a tribute to the black state legislators who were elected and almost immediately expelled by white members of the General Assembly.

helped ratify a new state constitution. The Constitution of 1868 gave more rights to more citizens than previous Georgia constitutions. Black males gained full civil rights, including the vote. In the election that followed, 32 black Republicans were elected to Georgia's General Assembly. Of 172 state representatives, 29 were black; of 44 senators, 3 were black. In the same election, a white Republican, Rufus Bullock, defeated a popular hero, ex-Confederate general John B. Gordon, to become governor.

The participation by blacks in politics was not easily accepted by most whites. While the newly elected General Assembly ratified the Fourteenth Amendment, many of its white members looked for ways to remove the black members. Over the protests of the black members, the white majority, in September 1868, voted to expel 28 blacks. The argument for doing this was that the state constitution did not grant blacks the right to hold public office.

Four mulatto members (persons of mixed black and white ancestry), however, were allowed to retain their seats.

THE RISE OF TERRORIST GROUPS

The summer and fall of 1868 also witnessed the rise of the Ku Klux Klan (KKK) in Georgia. This secret organization, founded in Tennessee in 1866, began as an effort by southern white Democrats to regain control of their governments from Republicans.

Disguised in hoods and robes, Klan members used terror and threats of violence in their attempts to restore southern Democrats

Members of the **Ku Klux Klan** dressed in robes and hoods to disguise themselves and to make their appearance more frightening.



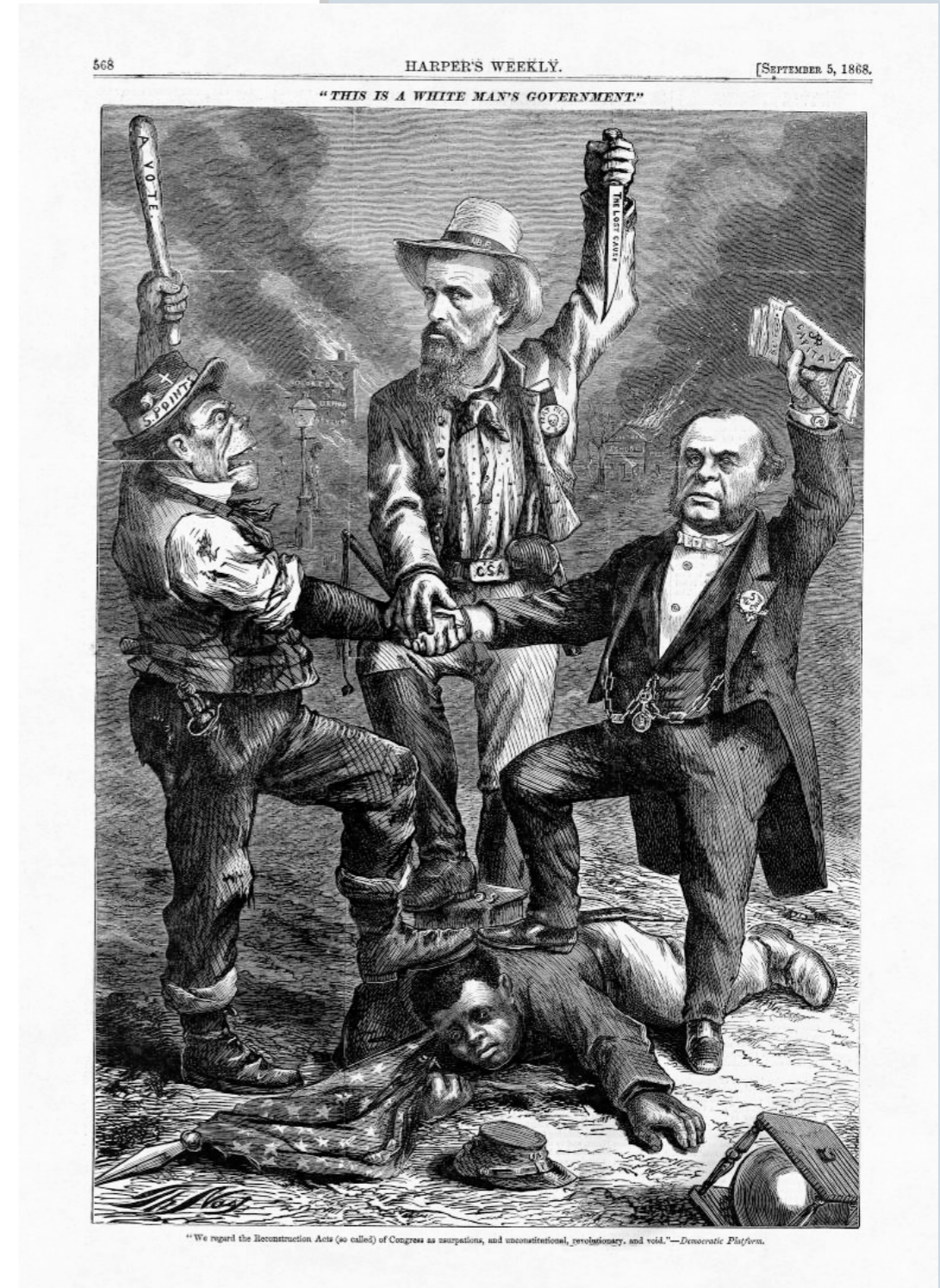
to power. This meant attacking the base of Republican strength in the South—the large number of freed slaves. But the Klan was interested in more than political parties. It sought to control the social and economic activities of blacks. Klan sympathizers—and there were many—argued that the KKK was necessary for white self-protection, particularly in areas where whites were a minority.

To achieve its goals, the Klan and other similar organizations attempted to **intimidate**¹ (frighten) blacks into submitting to control by whites. Blacks who did not submit, and others who stood by them, faced having their houses burned, whippings, or even death. The Klan encouraged **lynching**² (illegal killing, usually by hanging, by violent mobs) of blacks. In one month in 1868, the Freedmen’s Bureau reported 142 terroristic acts against blacks, including 31 murders, 48 attempted murders, and 63 beatings in the South.

One way that the Klan intimidated blacks was at the polls. At the time, Georgia did not use the secret ballot. During elections, Klan observers would often watch to see which ballot—Republican or Democrat—a black voter would take. If the voter did not take the Democratic ticket, he risked being the target of KKK violence.

The activities of the KKK and other such organizations alarmed the Radical Republicans in Congress. In 1868, 1869, and again in 1871, Congress set up committees to investigate the Klan and other secret organizations.

“This is a White Man’s Government”
by Thomas Nast



Vocabulary

- 1 **Intimidate** - To frighten or threaten persons in order to control their actions.
- 2 **Lynch** - Illegal killing, usually by hanging, by violent mobs.

The End of Reconstruction

The activities of the Klan, the expelling of black legislators from the General Assembly, and other problems led

Governor Bullock to ask Congress for help. In December 1869, Georgia was placed under federal military control for a third time. An army commander ordered the General Assembly to reseal the expelled black members. In south Georgia, seven counties were placed under military occupation because of Klan terrorism. Various laws were enacted to protect Republican voters.



Now Georgia had to satisfy additional requirements before becoming part of the union. Congress ordered Georgia

to ratify a new constitutional amendment—the Fifteenth—to protect the voting rights of blacks. In February 1870, the General Assembly ratified the Fifteenth Amendment and reapproved the Fourteenth. In October, it authorized the statewide system of public schools. The schools were to be “for the instruction of white and colored youth

of the district in separate schools.”

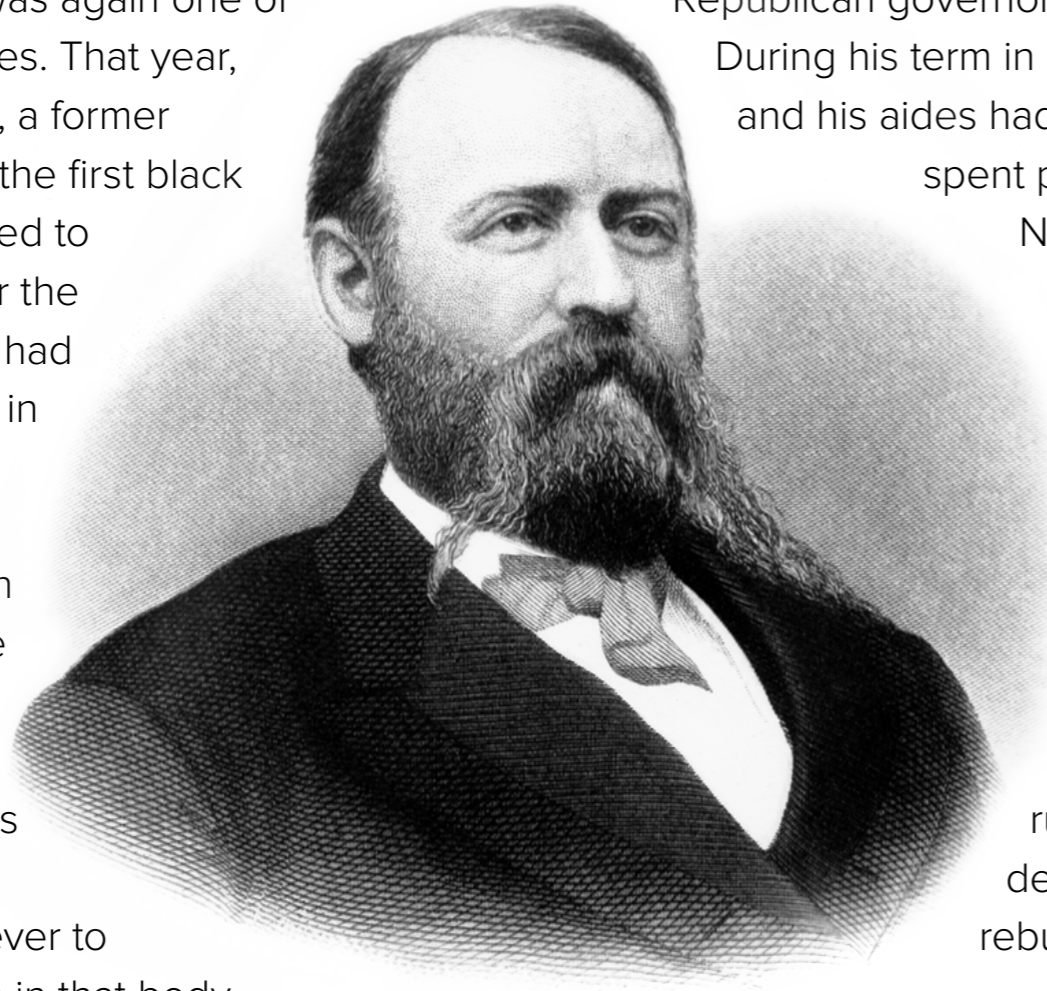
◀ **Jefferson Long**, a Macon tailor, became Georgia’s first black congressman. After a short term, he resumed his business and remained active in Republican party politics.

Federal troops left the state, and in July 1870 Georgia was again one of the United States. That year, Jefferson Long, a former slave, became the first black Georgian elected to Congress. After the Civil War, Long had become active in the Republican party. He successfully ran for a seat in the U.S. House of

Representatives and became the first black ever to make a speech in that body.

Long called for an end to lynching and other violence and spoke out in Congress against a bill that would make it easier for ex-Confederates to hold public office.

Once federal troops withdrew, the



administration of Rufus Bullock, the Republican governor, was doomed. During his term in office, he and his aides had recklessly spent public funds.

Newspaper editorials charged that Bullock's friends were filling their pockets with much of this money. The state also had run up a large debt in an effort to rebuild railroads.

As proof of corruption mounted, Georgians elected a solidly Democratic legislature that began looking into the financial dealings of the "carpetbagger" government. Facing impeachment, Governor Bullock resigned and returned

◀ Elected in 1868, **Rufus Bullock** was Georgia's first Republican governor. Though criticized as a corrupt leader, Bullock later became one of Atlanta's leading businessmen.

to his hometown in New York. In a special election to fill the governor's office, Democrat James M. Smith was elected.

Meanwhile, in Washington, DC, Radical Republicans were losing their strength and their interest in punishing the South and helping southern blacks. In 1872, Congress granted **amnesty**¹ (forgiveness) to all but 500 former Confederates, making

them eligible to hold public office. The Freedmen's Bureau was abolished the same year.

In 1872, Governor Smith was easily reelected. Only four blacks were elected to the General Assembly. With the state firmly controlled by white Democrats, the *Atlanta Constitution* noted the passing of "the long night of Radical rule." The

newspaper concluded, "Thank God Georgia is redeemed." ■



[Transcript](#)



LOCATING *the* MAIN IDEAS

- 1 **Define:** intimidate, lynch, amnesty
- 2 **Identify:** Rufus Bullock, John B. Gordon, Jefferson Long, Fifteenth Amendment
- 3 What event helped Atlanta to become the capital of the state?
- 4 What was the Ku Klux Klan attempting to do through its terroristic activities? How did Klan members justify their activities?
- 5 Why did Governor Bullock ask federal soldiers to return to Georgia? What happened to Bullock when the soldiers left?

◀ **Henry McNeal Turner** was a black legislator expelled from the General Assembly in 1868. During Reconstruction, he was active in organizing the AME church in Georgia and was elected its bishop. Disillusioned with white America, he became a national spokesman urging black Americans to emigrate to Africa.

Vocabulary

- 1 **Amnesty** - Pardon granted by the government to a large group of people for something they did.



CHAPTER 14 QUIZ

Text Version