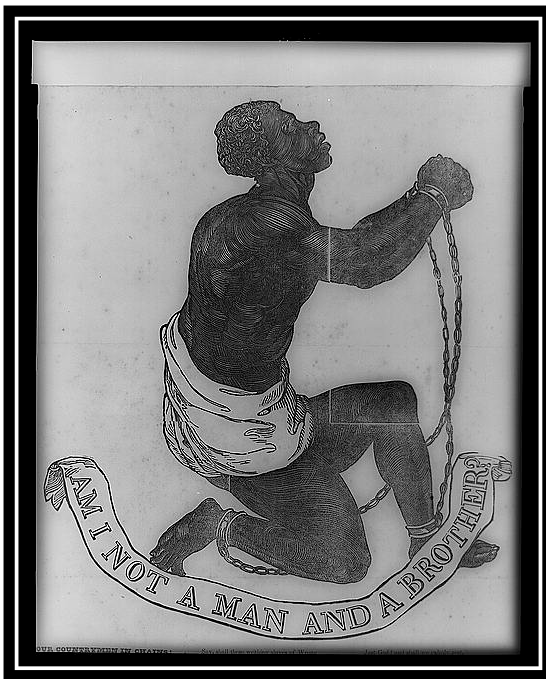


Civil War Lesson #1: The Road to War

Major Topics:

- Slavery
- States' Rights
- Sectional Differences

What caused the Civil War?



"Am I Not a Man and a Brother?" Woodcut image from an 1837 broadside publication of John Greenleaf Whittier's antislavery poem, "Our Countrymen in Chains." Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>

This first lesson centers on one of the most significant and contested issues in the study of the Civil War – the cause of the war itself. Slavery was the cause of the Civil War, because it underpinned all other causes. Sectional differences in geography, climate and economy between the North and South also contributed to the division, as did the unsettled constitutional question of states' rights. The South's desire to extend slavery into the western territories against the desires of the Northern majority reinforced sectional differences and fueled the argument for states' rights.

This lesson will provide opportunities for students to develop their chronological thinking skills and expand their understanding of cause and effect reasoning.

Procedures

Step 1: Civil War Pre-Test (Class Time: 50 minutes)



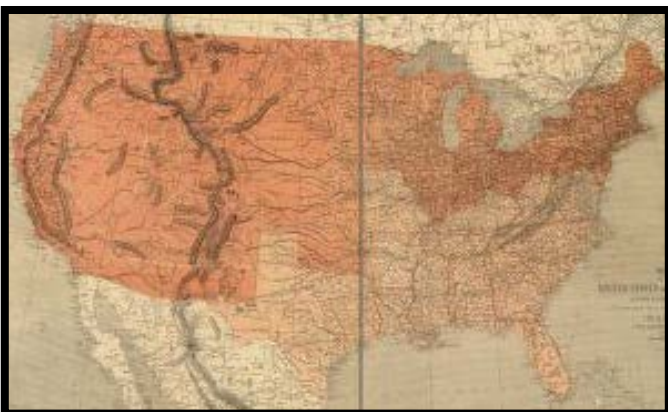
Distribute copies of the **Civil War Pre-Test (CW1.1)**, or have students take the pre-test online. The pre-test assesses what students remember from earlier units about the conflict over slavery in the western territories, the compromises agreed upon to avoid war, and regional differences. The pre-test also tests students on the historical thinking skills which are taught in this unit, including their ability to differentiate between primary and secondary sources, consider perspective, make an interpretation, and use evidence. Using the attached **Civil War Pre-Test Key (CW1.1-K)**, review student answers to determine what content and/or disciplinary skills need reviewing. Suggestions for re-teaching are provided.

Step 2: Unit Introduction: American Freedom (Class Time: 40 minutes)



Introduce the unit focus question: “Was the Civil War a War for Freedom?” Explain to students that the most significant result of the war was the end of slavery. The 13th Amendment (passed after the war) ensured freedom for all in the United States. As students study what happened during the Civil War, they will explore the many different meanings of the word “freedom,” and collect evidence about freedom from each lesson in the unit. At the end of the unit, they will make their own interpretation based on the evidence to answer the question. Tell students that their first task is to define what freedom means to them. Pass out **American Freedom Now and Then (CW1.2)** and review with the whole class the meanings of political, economic, and social. Have students answer the first question independently. Next, have students answer the second question with a partner. Debrief as a whole class. Record answers on a piece of butcher paper with the title, “Freedom Wall,” as in **Freedom Wall Lesson 1 (CW1.3)**. You will be adding evidence to this wall (made of pieces of butcher paper) throughout the unit. Alternatively, you can have students record notes in an interactive journal.

Step 3: Lesson Introduction: The Cause of the Civil War (Class Time: 30 minutes)



Map of the United States of North America, et al., 1861. By Theodor Ettlting. Source: Library of Congress Geography and Map Division, <http://hdl.loc.gov/loc.gmd/g3700.cw0011500>

Tell students that the first lesson is about the cause of the Civil War. Explain that a civil war is fought between two opposing groups within a country. Ask students whether they have guesses as to why the United States fought a civil war and which two groups were in conflict. Record class answers on the board. Pass out **America in the 1860s (CW1.4)** and review the opening information with students. Have them label the states on the map and answer the questions. Review students’ answers to the questions with the whole class, and tell them that they will be looking at a variety of primary and secondary sources – maps, graphs, and written sources - about the causes of the Civil War, or why the two sides went to war.

Procedures (continued)

Step 4: Slavery as the Cause of the War (Class Time: 35 – 50 minutes)



Port Royal Island, S.C. African Americans preparing cotton for the gin on Smith's plantation. 1862. Photographer: Timothy H. O'Sullivan. Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>

Tell students that almost all historians today interpret the cause of the Civil War in this way: Slavery was the cause of the war. Distribute **The Civil War's Greatest Myth (CW1.5)**. Tell students to answer these questions as they watch the History Channel's free film clip, "Civil War's Greatest Myth" <http://www.history.com/topics/american-civil-war/videos#civil-wars-greatest-myth> (2:41 minutes). Play it several times. Go over the answers with the students, using **The Civil War's Greatest Myth Key (CW1.5-K)**. Explain that historians and the general public often disagree about interpretations of history, such as what caused important events. You might also lead a discussion of the role that memory plays in history. If the pre-test indicates that students need more review of slavery and sectionalism, give them **The Role of Slavery (CW1.6)** reading. You might read this aloud with them, stopping to ask questions and explain at the end of each paragraph.

Step 5: Sectionalism (Class Time: 50 minutes)



Tell students that regional differences, especially slavery, between the North and South led to sectionalism (loyalty to one's region rather than to the nation.) To understand the regional differences, they will look at charts and graphs taken from the 1860 Census. Divide the class into 8 groups. Give each group one chart or graph from **Understanding the 1860 Census (CW1.7)**. Instruct the groups to answer the questions about their data and prepare to share those answers with the class. Have each group present their answers to the class. Using the last page of CW1.7-K, summarize the important points for students, on the board or overhead, and have them take notes. Finally, pass out **Sectionalism in America: North versus South (CW1.8)**, which stresses that competition over the western states fueled sectionalism. The question of which region would control all the new territory taken in the Mexican-American War bitterly divided the North and South and led directly to increasing violence and the outbreak of the war. Have the students read the text and answer questions 1-6 in groups. For more advanced students, assign question 7 (on page 4 of CW1.8) for homework, with an appropriate reading from a textbook. Review the students' answers to the questions, and make sure that they all have the correct answers recorded. Stress that slavery was the root cause of sectional conflict.

Procedures (continued)

Step 6: Chronology of States' Rights (Class Time: 90 minutes)



Tell students that in the past historians, especially historians from the South, argued that states' rights was the cause of the Civil War. States' rights wasn't the cause of the war, but rather it was the argument used by Southern politicians to try to keep slavery. Remind students that they studied the issue of how much power belonged to the states and how much power belonged to the federal government during the unit on the Constitution. This issue is one of the enduring constitutional questions raised again and again in American politics. Using the argument for states' rights, individual states challenged federal authority in a series of events from the late 18th century through 1861. As students have already studied the pre-war conflict over admitting free and slave states to the union and the individual compromises, the focus of this lesson is to grasp the big picture – that the states' rights argument came from differing interpretations of the constitutional sharing of power between the states and the federal government, and that conflict over slavery in the western territories fueled sectionalism and the use of the states' rights argument.



Distribute **Defining Ideas in Context: States' Rights (CW1.9)**. Explain to students that they will be defining the concept of states' rights and other related terms. In addition, they will be learning how to use clues within a reading to understand unfamiliar vocabulary terms. Working in pairs or groups of three, have students answer the questions that follow the excerpts. In the end, ask groups to share their definitions of states' rights. Use **Defining Ideas in Context: States' Rights Key (CW1.9K)** as a reference.



View from Confederate fort, east of Peachtree Street, looking east, Atlanta, Georgia. 1864. Photographer: George N. Barnard. Source: Library of Congress. <http://www.loc.gov/pictures/item/92507165/>

Distribute a copy of **The Chronology of States' Rights Timeline (CW1.10)** to each student. Form eleven small groups, and distribute one set of **The Chronology of States' Rights Placards (CW1.11)** to each group. Ask each group of students to explain the specific event and answer the following question: What was the issue [political problem or question]? Next, ask students to organize themselves chronologically, holding the placards. Have one student from each group briefly explain the event and identify the issue. For homework, have students answer the four questions in the box on p. 2 of CW1.10.

Procedures (continued)

Step 7: Civil War Causes and Freedom (Class Time: 15 minutes)



Ask student volunteers to share their answers to the lesson focus question, “What caused the Civil War?” List the three issues – sectionalism, states’ rights, and slavery – and ask students how each contributed to the outbreak of the war. Point out to students that the main issue behind sectionalism was slavery, and the main issue driving states’ rights was slavery. That is why historians argue that slavery was the cause of the war.



Life in Camp Cameron, Washington, DC. May 1861.
 Photographer: Matthew Brady. Source: Library of Congress. <http://www.loc.gov/pictures/item/2010647707/>

Turn to the Freedom Wall (See **CW1.3**) and ask students how the road to the Civil War was related to freedom. Make sure that they understand:

1. The most important cause of the Civil War (to most historians) was slavery – the opposite of freedom.
2. White southerners thought that they were fighting for their freedom. They saw states’ rights as the freedom to own slaves as property, the freedom to live their own way of life with no interference, and the freedom of their state to resist or secede from the union.

Modifications / Support for Student Literacy

Defining Ideas in Context: States' Rights (CW1.9)

This activity is designed to both explain an important concept and teach students to define the meaning of important terms independently. Although this is designed as an individual activity, students can be grouped in pairs or threes to complete the activity, as long as each student is required to explain the term, either in writing or verbally.

Role of Slavery Reading (CW 1.6)

If students struggle to understand CW1.6, consider using it as a teacher guide and explaining the ideas to students. Another strategy is to have students underline the main idea of each paragraph, and circle each piece of evidence.

Sectionalism in America: North and South (CW1.8)

Rather than assigning this reading to students, you might tell them the main ideas and have them record those points in their notes. Then have them analyze the "Tragic Prelude" painting. Project the painting and ask them to answer questions 5 and 6 orally.

Short-Track Schedule

The decision to condense this long lesson depends on students' responses to the pre-test. If students answer most of the questions on slavery, regional differences, and compromises before the war correctly, you can move quickly through lesson 1. If students have not mastered the preliminary content, we recommend taking the time to go through the activities of the lesson to reteach that content. If students are reasonably familiar with slavery, regional differences, and the compromises, and you only have only limited time, use this short-track schedule (4 class periods of 50 minutes each):

- Do Steps 1 and 2: (The definitions of freedom and the Freedom Wall information in step 2 are vital components for the essay-writing in lesson 8. Time spent now will save time later.) Do American Freedom Now and Then (CW1.2) as a whole class activity for 20 minutes. Have students suggest answers, you record the answers on the overhead or on the Freedom Wall, and have students copy the answers on the sheet, or directly in their notes.
- Do Steps 3 and 4, but do not assign the Role of Slavery (CW1.6).
- In Step 5, do only charts 1 and 5 from Understanding the 1860 Census (CW1.7), or skip the entire activity. Summarize the main points of the Sectionalism in America reading (CW1.8), and have students take brief notes.
- In Step 6, do either the Defining Ideas in Context (CW1.9) activity, or the Chronology of States' Rights (CW1.11) activity. Give the Chronology of States' Rights Timeline (CW1.10) as a homework assignment.
- Do Step 7.

CW1.1-Civil War Pre-Test (p. 1 of 3)

Instructions: Mark Questions 1-10 as either True (T) or False (F). Then, explain the reasons for your answers in the spaces below each question.

- _____ 1. There were slaves in America in revolutionary times.
- _____ 2. The Declaration of Independence was signed after the Civil War.
- _____ 3. The Declaration of Independence explained why the colonies should separate from England.
- _____ 4. This is a quote from the Bill of Rights: "...all men are created equal, that they are endowed by their Creator with certain unalienable rights..."
- _____ 5. Until the Civil War, there was no resistance against slavery.
- _____ 6. The cotton gin increased the need for slaves.
- _____ 7. Prior to 1860, the South was more urban than rural.
- _____ 8. Industrial factories emerged in Northeastern US in the 1800s.
- _____ 9. Most Southern whites owned slaves.
- _____ 10. Prior to 1860, more people lived in the North than in the South.

Questions 11-15 are multiple-choice review questions from the period between 1800 and 1860.

- 11. The New England region:
 - a. had a long warm growing season
 - b. was ideal for growing crops like tobacco
 - c. had more people living in cities than the South
 - d. was not hospitable to trade
- 12. The American South
 - a. was ideal for growing crops like tobacco and rice
 - b. was composed only of plantations
 - c. did not have any free black landowners
 - d. was densely populated
- 13. What led the newspapers to speak of "Bleeding Kansas" in 1856?
 - a. Attacks on job-seeking Irish immigrants
 - b. Conflict between cattle ranchers and farmers
 - c. Fighting between pro-slavery and anti-slavery forces
 - d. Reaction to the U.S. Supreme Court ruling against Dred Scott

CW1.1-Civil War Pre-Test (p. 2 of 3)

14. Why did many Northern members of Congress oppose the Kansas-Nebraska Act?
- It opened up a great deal of land to slavery.
 - It prohibited slavery in any land acquired from Mexico
 - It supported the Missouri Compromise
 - It ended the practice of popular sovereignty
15. What impact did the Dred Scott decision have on the slavery issue?
- It settled the debate for more than 30 years
 - It divided the country over slavery even more
 - It convinced the North to secede from the Union
 - It caused the president to impeach the chief justice
16. Are these accounts of the Lincoln-Douglas debates from 1858 primary or secondary sources?

Account	Primary?	Secondary?
a. The official written record of the debate		
b. A movie about the debate		
c. A book about the debate written 10 years later		
d. Notes written by a member of the audience		

Read the following quotes and then answer the questions that follow:

This quote comes from a United States History book published in 2008:

"Most white northerners at the time [1860] viewed blacks as inferior. . . .Only a few [white northerners] held strong opinions about slavery. . . A vocal minority of northerners were abolitionists . . . Some white northern bankers, mill owners, and merchants earned a lot of money on southern cotton and tobacco or by trading or transporting enslaved people. They were sympathetic to Southern plantation owners and did not want to abolish slavery."

17. How does the author of this secondary source interpret northern views of slavery in 1860?
- Most northerners believed that slavery was morally wrong.
 - Most northerners wanted to abolish slavery.
 - Most northerners were sympathetic to slavery.
 - Northerners had different opinions on slavery – while some wanted it abolished, others didn't care or even supported the practice

CW1.1-Civil War Pre-Test (p. 3 of 3)

This quote was written by Susie King Taylor, who was a child slave during the Civil War. "Yankees" is a slang term for northerners or the Union army. "Colored people" was a polite term for African-Americans at this time.

"About this time I had been reading so much about the "Yankees" I was very anxious to see them. The whites would tell their colored people not to go to the Yankees, for they would harness them to carts and make them pull the carts around, in place of horses. I asked grandmother, one day, if this was true. She replied, "Certainly not!" that the white people did not want slaves to go over to the Yankees, and told them these things to frighten them. . . . I wanted to see these wonderful "Yankees" so much, as I heard my parents say the Yankee was going to set all the slaves free."

18. This passage provides evidence for which of the following interpretations?
- Slaves thought the purpose for fighting the war was to save the union.
 - Slave-owners were afraid of losing their slaves to the Union army.
 - Abolitionists, both black and white, wanted to free the slaves.
 - Unless the Union army was close, slaves in the South did not know much about the war.

This quote comes from a letter written by Clinton Hatcher of Augusta County, Virginia, in 1861:

"I think now that Virginia is invaded it is becoming that every true Virginian should shoulder his rifle and march to the rescue. . . . I had the pleasure of casting the first vote of my life last Thursday and was happy to give it in so good a cause as that of ratifying the ordinance of Secession."

19. What is the author's perspective?
- He did not want slavery to be abolished.
 - He did not want Virginia to secede from the Union.
 - He did not want new states in the West to allow slavery.
 - He did not want to enlist in the Confederate army.

CW1.2 American Freedom Now and Then (p. 1 of 2)

To analyze historical issues, historians use three categories – political, economic, and social. When historians identify and think about the political, economic, and social aspects of a historical question (such as what was American freedom like now and then), they know that they have covered the historical context thoroughly. In the chart below, read the political, economic and social key elements and the examples of freedom. Then fill in the second and third charts.

Analyzing Freedom

Political	Economic	Social
Key Elements: power, government, law, police, army	Key Elements: jobs, money, industry, agriculture, stores, ownership of property	Key Elements: people, race, class, gender, ethnic groups, immigration, marriage, family, religion, relationships between people
Examples of political freedoms: Right of citizenship Right to vote Being equal to others before the law (police, judges, courts) Freedom of assembly Right to trial by a jury Freedom from torture	Examples of economic freedoms: Freedom to own property (and no one can take it away from you) Equal opportunity in employment Control over personal labor and earnings	Examples of social freedoms: Freedom from slavery Freedom to travel freely Freedom to leave one place and move to another place Freedom from discrimination based on race, color, ethnicity, or gender Freedom to marry anyone you wish Right to an education

What does freedom mean to you? Provide some examples of the political, economic, and social freedoms you enjoy.

Political	Economic	Social
When I am 18, I can legally vote.	I can shop anywhere.	My family and I can move freely from place to place.

CW1.2 American Freedom Now and Then (p. 2 of 2)

Think about the different people who lived in the United States in 1860. Whether they were free, slave, black, white, immigrant, Native American, men or women, how was freedom defined and experienced in the 1860 politically, economically, and socially?

Political	Economic	Social
White men could vote, but slaves, women, and Native Americans could not vote.	Freed blacks could only work in certain industries for low wages.	Immigrants freely entered the United States.

CW1.3-Freedom Wall for Lesson 1

On the Freedom Wall, you, the teacher, should record what the students have learned about freedom in each of the individual lessons of the Civil War Unit. This page gives you an example of what should be on the wall at the end of Lesson 1. In the following lessons, important points to be added to the wall will be listed at the end of each lesson. By the end of the unit, the Freedom Wall will be a series of butcher-paper posters on the wall containing a summary of all that the students have learned about the unit focus question: Was the Civil War a war for freedom? Students will have a visual reminder of these points to use in their writing at the end of the unit.

Freedom Wall: Was the Civil War a War for Freedom?		
Before the War: American Freedom in 1860		
Political	Economic	Social
<ul style="list-style-type: none"> • Slaves could not vote • Women could not vote • Native Americans were not citizens • Slaves, women and Native Americans were not equal before the law to white men • Masters could torture slaves • Slaves had no right to trial by jury 	<ul style="list-style-type: none"> • Slaves were considered property & couldn't own property • Freed blacks and women could only work in certain industries for low wages • Native Americans lost their property (Trail of Tears) • Slaves had no control over their personal labor and their masters did not pay them wages • White men (native-born and immigrants) could own property (including slaves) & they controlled their personal labor and earnings 	<ul style="list-style-type: none"> • Slaves could not travel freely, or leave their masters, and slave marriages and families were often broken up through sale • Slaves, freed blacks, Native Americans, immigrants, and women suffered from discrimination • All non-slaves had freedom of religion • Women's ability to travel and move away from their families and husbands was more restricted than it is today • White people and Native Americans had freedom from slavery • Most southern states had laws prohibiting slaves or free blacks from learning to read or write
<i>[The next two rows to be added at the end of Lesson 1]</i>		
The most important cause of the Civil War (to most historians) was slavery – the opposite of freedom.		
White southerners thought that they were fighting for their freedom. They saw states' rights as the freedom to own slaves as property, the freedom to live their own way of life with no interference, and the freedom of their state to resist or secede from the union.		

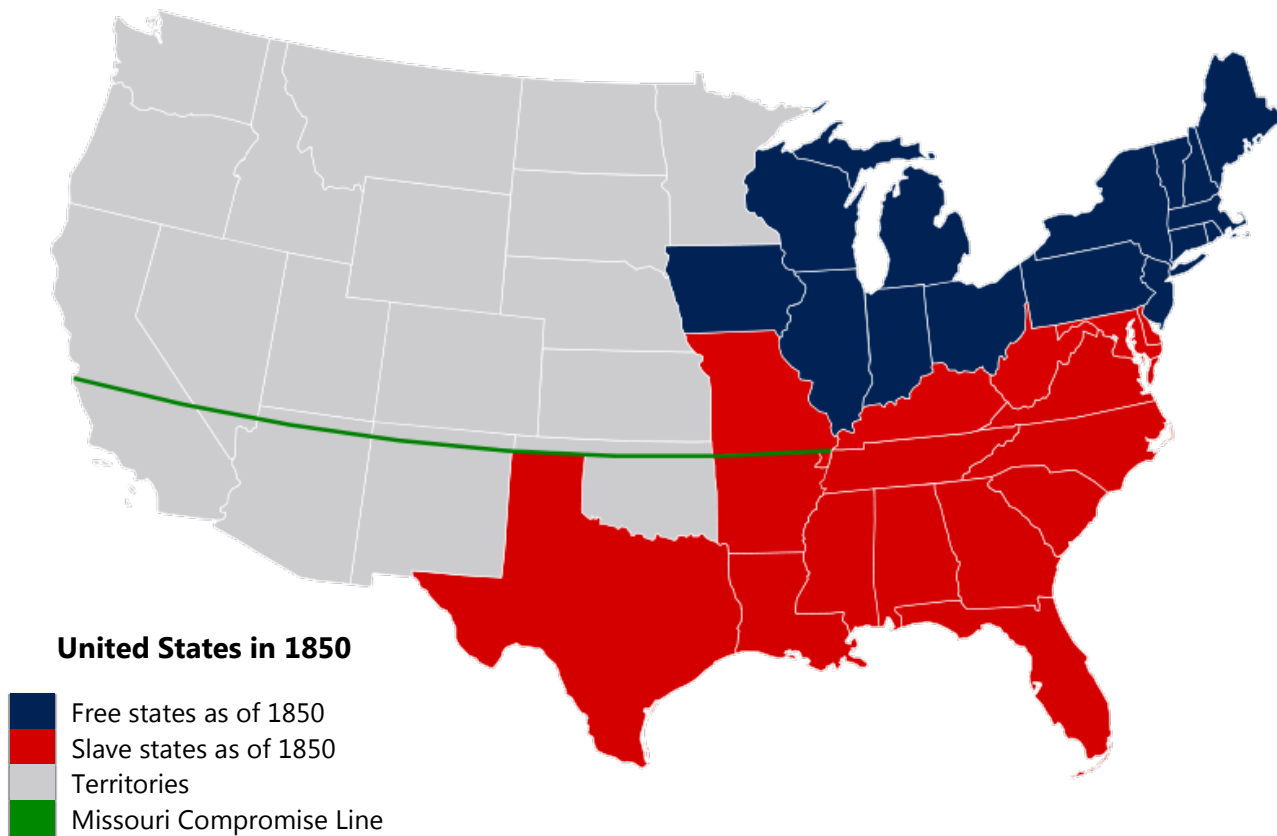
CW1.4-America in the 1860s

The United States had 33 states, 7 territories, and the District of Columbia, when the federal government finished the census in 1860. 31,443,321 people lived in the United States, according to the 1860 census. Nearly 4 million of them were slaves.

Abraham Lincoln won the presidential election in 1860. Before and after President Lincoln took office on March 4, 1861, 11 Southern states seceded (separated) from the United States in protest: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, North Carolina, and Tennessee. They formed the Confederate States of America.

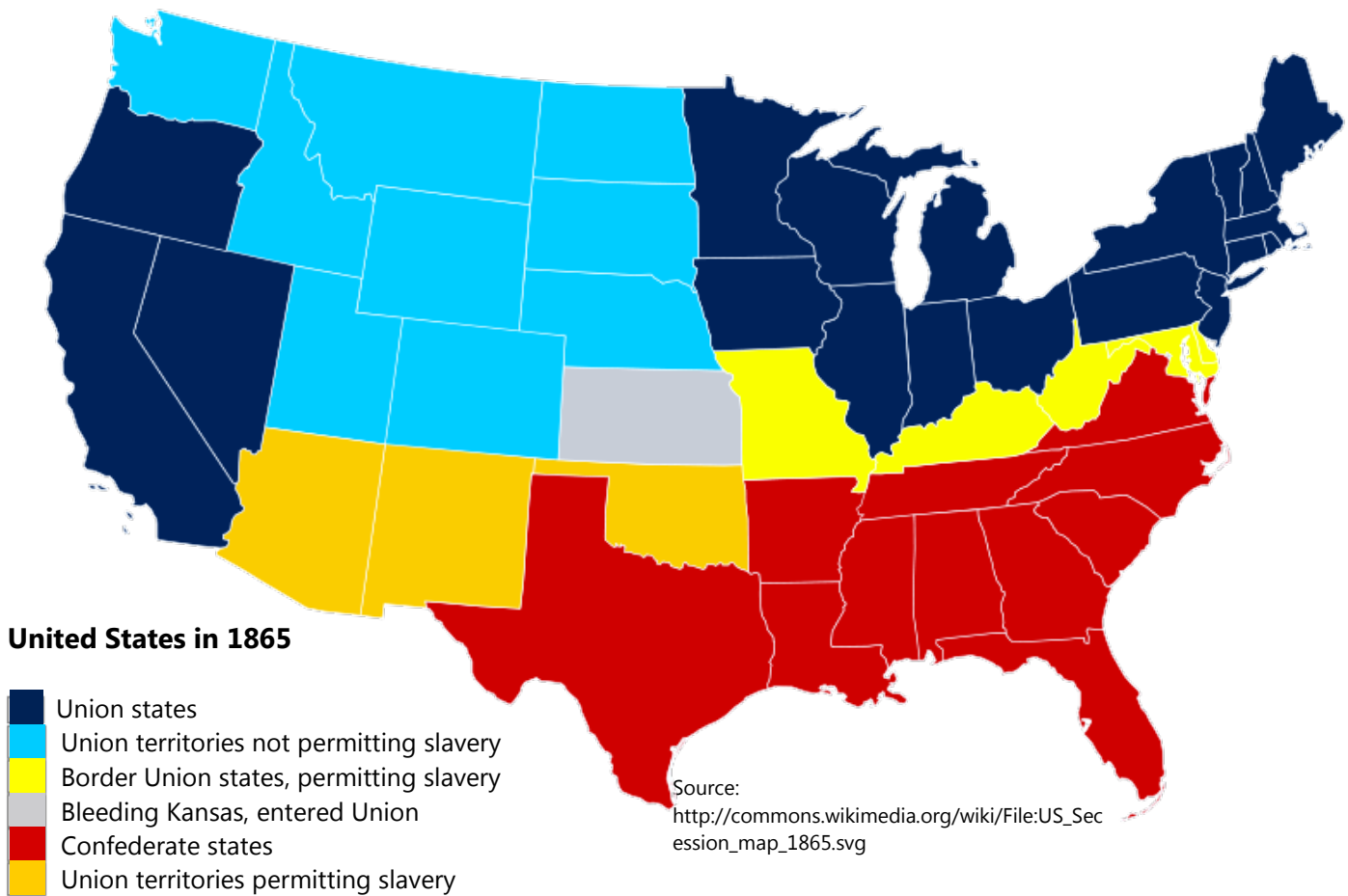
The Civil War began on April 12, 1861 with the Battle at Fort Sumter in South Carolina. On one side was the Union or the North, made of the Northern states that stayed within the United States. On the other side was the Confederacy or the South, made of the Southern states that seceded from the United States.

Instructions: Label the states (but not territories) on both maps below. Then answer the questions.



Source: http://en.wikipedia.org/wiki/File:Missouri_Compromise_Line.svg

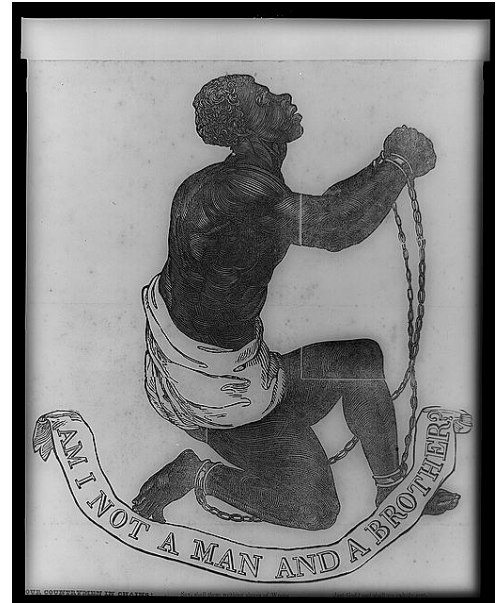
CW1.4-America in the 1860s



1. What are the red states?
2. What are the navy blue states?
3. What are the yellow states?
4. What are the differences between the two maps?

CW1.5 – The Civil War’s Greatest Myth

1. What is the greatest myth about the causes of the Civil War?
2. What do some southerners argue were the causes of the Civil War?
 - a. _____ rights
 - b. to preserve a separate Southern _____
3. What do most historians today (the historians in the video) say was the cause of the Civil War?



"Am I Not a Man and a Brother?" Woodcut image from an 1837 broadside publication of John Greenleaf Whittier's antislavery poem, "Our Countrymen in Chains." Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>

4. List two reasons why historians say that this was the cause of the Civil War.

5. After the war, why did some southerners argue that the war was not about slavery?

CW1.6-The Role of Slavery Reading



Port Royal Island, S.C. African Americans preparing cotton for the gin on Smith's plantation. 1862. Photographer: Timothy H. O'Sullivan. Source: Library of Congress, <http://www.loc.gov/pictures/item/2008661312/>

In 1860, there were almost 4 million slaves in the southern part of the United States. The agricultural economy of the South depended on slave labor. The South's most important cash crop, cotton, made cotton growers very wealthy, but required a lot of manual labor. Slaves did that labor. Worth \$3 billion, slaves were also the most valuable property in the South. Slavery was the basic social and economic institution of the South. White Southerners' greatest fear was that the federal government would free the slaves. According to white Southerners, freeing slaves would destroy the South's economy, culture, and way of life.

Slavery was a major regional difference between the North and the South. Southerners wanted the chance to use slave labor in western territories, while many Northerners wanted to be able to establish farms out West under "free soil and free labor." They did not want to compete with plantation owners who had the advantage of slave labor. Abolitionists were a small minority in the North, but they tried very hard to convince their fellow Northerners that slavery was morally wrong. Senators and Congressmen from

the North and the South argued bitterly over the admission of each new state. Sectional anger and division only grew through the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott court case of 1857. The sectional anger led to violence. In 1859, abolitionist John Brown raided a federal arms supply to encourage slaves in Virginia to rebel.

As northern and southern politicians debated the issue of slavery in the western territories, the feeling of sectionalism grew stronger and stronger. Sectionalism means that the people in each region (or section) have loyalty to the section rather than to the nation. The North had many more people than the South did. If Northerners voted as a section, the North would win every vote in the Congress, and decide who would be President. Because Southerners feared the North's voting power in the federal government, many Southern politicians argued for strengthening each state's rights. If the states were more powerful than the federal government, Southerners would be safe from federal laws passed by the Northern majority. If the Congress passed a law that threatened slavery, Southern states claimed the right to secede from the union.

In the election of 1860, almost no Southerners voted for Abraham Lincoln, but the Northern majority elected him President. Even though Lincoln said that he would not interfere with slavery in the South, Southerners did not believe him. Before and after President Lincoln took office on March 4, 1861, 11 Southern states seceded (separated) from the United States in protest: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, North Carolina, and Tennessee. They formed the Confederate States of America.

The Civil War began on April 12, 1861 with the Battle at Fort Sumter in South Carolina. On one side was the Union or the North, made of the Northern states that stayed within the United States. On the other side were the Confederates or the South, made of the Southern states that seceded from the United States.

CW1.7-Understanding the 1860 Census

Group 1

1860 Population: 31,443,321 people in the U.S.

Region or Group	Total number of people
All Union States, DC, and Territories	22,339,989
States which later seceded	9,103,332
Slaves and Free Blacks	4,441,730
Immigrants	4,136,175

Discuss the data on this chart and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

CW1.7-Understanding the 1860 Census

Group 2

If a state did not have any slaves or slaveholders, it does not appear on this chart. For example, there were no slaves in New York, so New York is not on this chart.

Slave States	Slaveholders	Total Slaves
Alabama	33,730	435,080
Arkansas	1,149	111,115
Delaware	587	1,798
Florida	5,152	61,745
Georgia	41,084	462,198
Kansas	2	2
Kentucky	38,645	225,483
Louisiana	22,033	331,726
Maryland	13,783	87,189
Mississippi	30,943	436,631
Missouri	24,320	114,931
North Carolina	34,658	331,059
South Carolina	26,701	402,406
Tennessee	36,844	275,719
Texas	21,878	182,566
Virginia	52,128	490,865

Discuss the data on this chart and answer these questions:

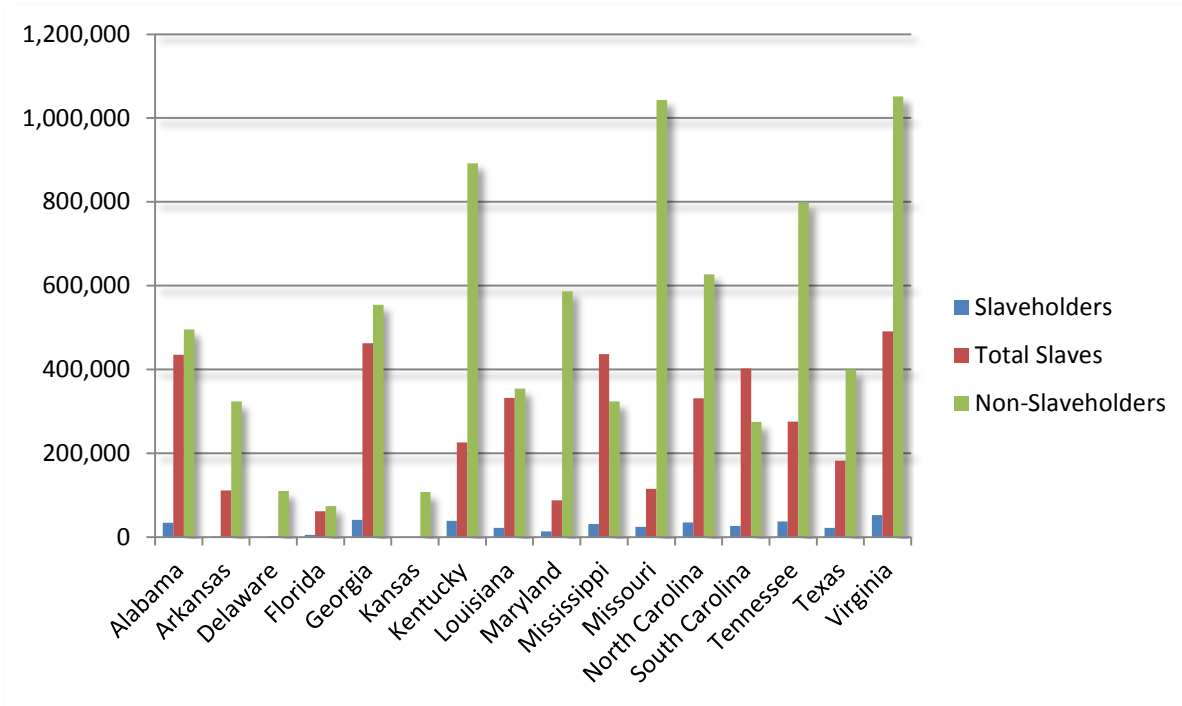
1. What stands out or strikes you about this data?
2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

CW1.7-Understanding the 1860 Census

Group 3

If a state did not have any slaves or slaveholders, it does not appear on this graph. For example, there were no slaves in New York, so New York is not on this graph.



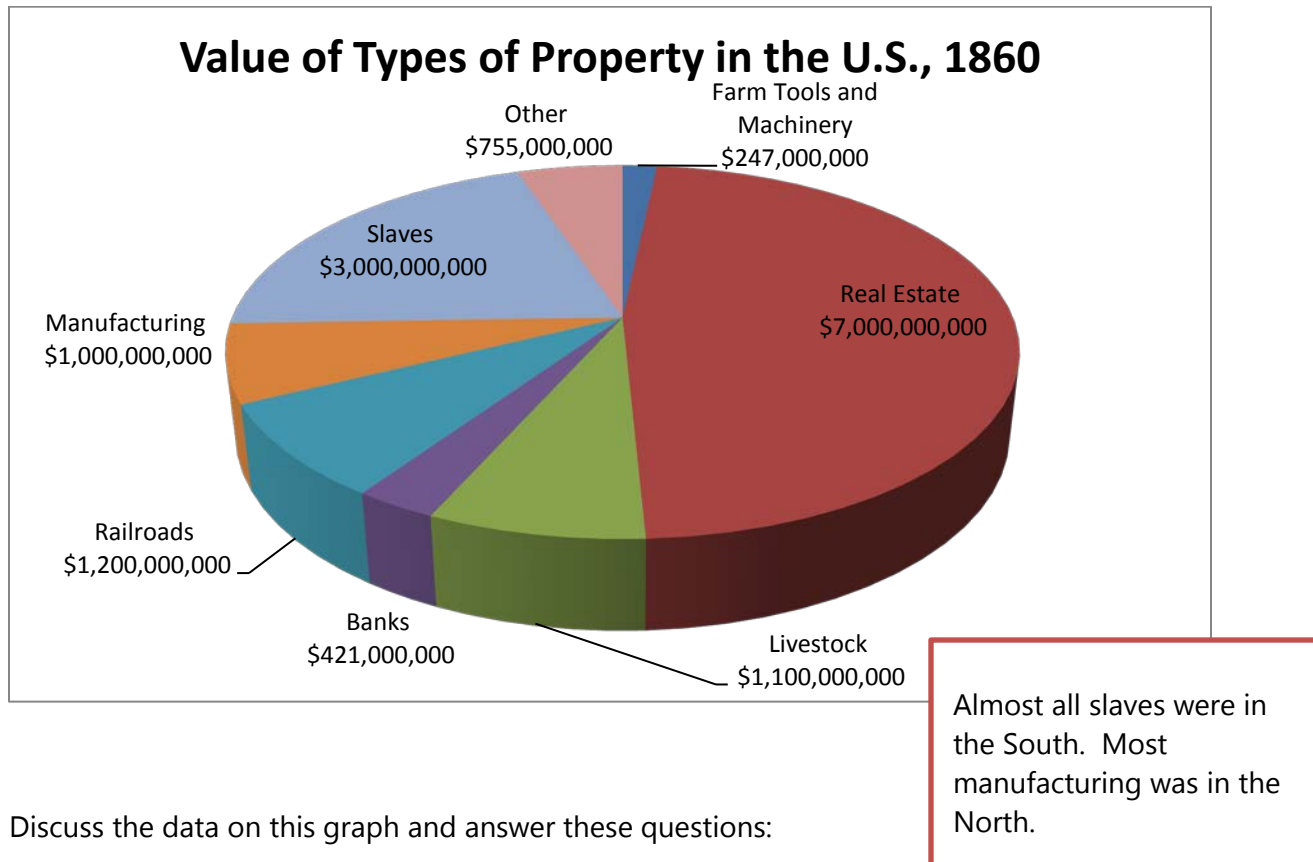
Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?
2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

CW1.7-Understanding the 1860 Census

Group 5



Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?

2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

CW1.7-Understanding the 1860 Census

Group 7

Cotton Bales (400 pounds per bale)

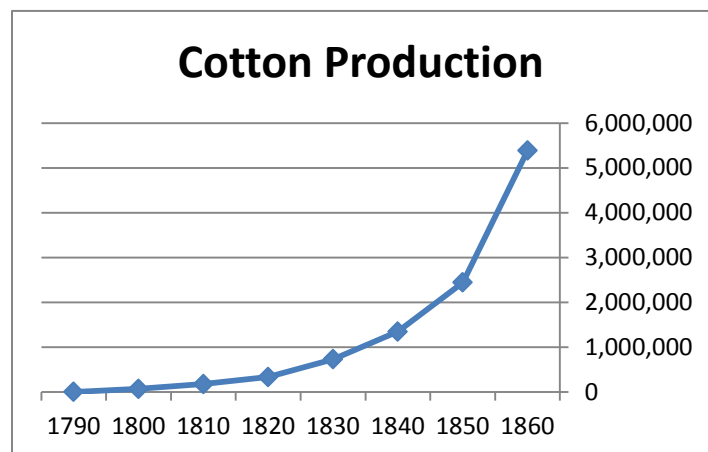
	1860	1850
Mississippi	1,202,507	484,292
Alabama	989,955	564,429
Louisiana	777,738	178,737
Georgia	701,840	499,091
Texas	431,463	58,072
Arkansas	367,393	65,344
South Carolina	353,412	300,901
Tennessee	296,464	194,532
North Carolina	145,514	50,545
Florida	65,153	45,131
Missouri	41,188	
Virginia	12,727	3,947
Illinois	1,482	
Utah	136	
Kansas	61	
New Mexico	19	
United States	5,387,052	2,445,793

Discuss the data on these 2 charts and answer these questions:

1. What stands out or strikes you about this data?
2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

If a state did not grow cotton, it does not appear on the top chart. For example, farmers in New York did not grow cotton, so New York is not on the chart.



CW1.7-Understanding the 1860 Census

Group 8

Manufacturing in 1860: This chart lists the number of factories producing goods in certain industries by regions.

Region	Cotton goods	Boots & Shoes	Printing	Railroad Iron	Locomotive engines	All industries combined
New England States	570	2,439	278	14	9	20,671
Middle States	340	5,412	708	134	7	53,287
Western States	22	3,175	487	24	2	36,785
Southern States	159	1,365	151	35	1	20,631
Pacific States	0	96	42	0	0	8,777
Total in U.S.	1,091	12,487	1,686	256	19	140,433

Middle States = New York, Pennsylvania, New Jersey, Delaware, Maryland

Western States = Ohio, Indiana, Illinois, Utah, Missouri, Kentucky, Michigan, Wisconsin, Minnesota, Iowa, Kansas and Nebraska

Pacific States = California and Oregon

Discuss the data on this graph and answer these questions:

1. What stands out or strikes you about this data?
2. What does this data tell us about regional differences between the North and South before the Civil War?

Be prepared to share your answers with the class.

CW1.8 - Sectionalism in America: North versus South (p. 1 of 3)

Read the text and answer the questions below.

Regional Differences and Sectionalism

All regions have differences, but often regions do cooperate with each other, if it serves their political interests. For example, a region that was mostly agricultural (like the South in 1860) might exchange its food and agricultural products (like cotton) for manufactured goods from a region that was industrializing (like the North in 1860). However, regional differences sometimes created huge barriers between the people of the different regions, and caused the people of those regions to think that the people of the other region did not share the same interests. Differences between the North and the South grew into sectionalism, a fierce loyalty to one's region. Under sectionalism, people gave their loyalty to their region and not to the whole country. They defined their own freedom as winning the interests of their region and not being told what to do by people of the other region. They were willing to fight and die to protect the interests of their region.

Competition over the West drove sectionalism. Most Northerners did not care what happened in the South; most Southerners did not care what took place in the North. But, both regions cared deeply about which side was going to control the newly-acquired western territories. For more than thirty years before 1860, there were long and bitter arguments between politicians over admitting an even number of free and slave states from the

western territories. Southerners wanted the western territories to include slavery, especially in the southwest where cotton could grow. Most Northerners wanted the territory to remain open only to "free soil and free labor" – by white men, not slaves. The conflict which had been building for decades saw its first bloodshed in the West, in the territory that would become the state of Kansas.

Congress passed the Kansas-Nebraska Act in 1854, which made slavery a matter of popular sovereignty (by vote of the people living in the state.) A number of northerners in favor of "free soil" moved into Kansas to create support for anti-slavery [against slavery] laws. Meanwhile, pro-slavery [for slavery] Missourians crossed the border into Kansas to tip the scales toward support for



John Magee, "Southern Chivalry – Argument versus Club" 1856. Democratic Congressman, Preston Brooks, attacking Republican Senator Charles Sumner, on the Senate Chamber floor.
http://en.wikipedia.org/wiki/File:Southern_Chivalry.jpg

CW1.8 - Sectionalism in America: North versus South (p. 2 of 3)

slavery. More than once, Missourians illegally voted in Kansas elections for pro-slavery laws and to elect legislators committed to extending slavery. The sides were so divided that they established two different governments within the territory of Kansas, and presented two different state constitutions to the U.S. Congress. Kansans representing both sides of the issue took up weapons, fought, and killed each other on a number of occasions.

John Brown, a fiery abolitionist, moved into Kansas in 1855 and took it upon himself to pay back any violence against anti-slavery residents - practicing "an eye for an eye" revenge for each death committed by a pro-slavery resident. Brown was also responsible for the raid against the armory in Harper's Ferry, Virginia in 1859, when he armed nearby slaves to fight for their freedom. Violence also took place in Washington, D.C., over the issue of slavery in Kansas. In 1856 Massachusetts Republican Senator Charles Sumner spoke passionately against pro-slavery legislators. In response, a Democratic Congressman from South Carolina, Preston Brooks, entered the Senate Chamber and beat Sumner over the head with his cane, nearly killing him.

The first bloodshed of the Civil War occurred in the West (Kansas). As the population of the North grew larger and larger, and more and more free states were admitted to the union, the Southern states thought they could not defend their sectional interests (especially slavery) in Congress because the North had greater voting power. When the Republican presidential candidate, Abraham Lincoln, won the 1860 election, Southerners were ready to secede to protect their interests.



John Stuart Curry, "Tragic Prelude" (1938-40). The painting depicts "Bleeding Kansas" and foreshadows the Civil War. Since it was painted in the twentieth century, this painting is not a primary source from the Civil War.

Source: <http://www.kshs.org/p/kansas-state-capitol-online-tour-tragic-prelude/16595>

CW1.8 - Sectionalism in America: North versus South (p. 3 of 3)

1. What is sectionalism?
2. How is sectionalism related to freedom?
3. Why did the two regions fight over the West?
4. Give two examples of the fighting before the Civil War.
5. List five symbols in the "Tragic Prelude" painting, and explain what they mean.
6. The central figure is John Brown. Why does the artist depict him as such a large figure, and why is he standing between the two sides?

CW1.8 - Sectionalism in America: North versus South (continued)

7. Why did sectionalism create conflict?

To answer this question, fill out this chart using information from class activities. Determine whether the North and South were either favored (pro) or opposed (con) the issues listed below and why.

	North		South	
Social				
Slavery	Pro/ Con		Pro/ Con	
Economic				
Tariffs	Pro/ Con			
National Bank	Pro/ Con		Pro/ Con	
Internal Improvements	Pro/ Con		Pro/ Con	
Political				
Western expansion	Pro/ Con		Pro/ Con	

CW1.9 – Defining Ideas in Context: States’ Rights (page 1 of 3)

One of the most important concepts in this unit is the noun phrase, “States’ Rights.” Understanding how this term was used in the 1800s requires more than just learning the dictionary definition. It was a fundamental cause of tension between the North and the South.

To get a sense of how this phrase was used and what it meant to both the Union and the Confederacy, and to understand how it relates to the question of freedom during the war, read the following short excerpts that describe related terms. Each of these excerpts follows a common practice in history texts- they define important terms within the text itself, using punctuation marks or phrases, like “known as,” or “called” In the examples that follow, the authors have used commas to separate a term from its definition.

Instructions:

1. Highlight or underline the definition for each noun.
2. Speculate (or guess) how that noun might be related to the phrase “states’ rights.”
3. Read the excerpt from the Lincoln-Douglas Debate, which summarizes much of the concept of states’ rights.
4. Finally, create your own definition of states’ rights.

Concept #1: Federalism

“Just as the Constitution divides power among the three branches of the federal government, it also divides power between the states and the nation, a division known as **federalism**.” (p. 155)

How do you think this term is related to the phrase “States’ Rights?”

Concept #2: Popular Sovereignty

“For decades, the major parties – the Whigs and the Democrats – had avoided the slavery issue, thus managing to win support in both the North and the South. In 1848, they hoped once again to attract voters from all sides of the slavery debate....

Both Democrats and Whigs addressed the problem by embracing the idea of **popular sovereignty**, a policy stating that voters in a territory – not Congress – should decide whether or not to allow slavery there. This idea had wide appeal, since it seemed in keeping with the traditions of American democracy.” (p. 326)

How do you think this term is related to the phrase “States’ Rights?”

CW1.9 – Defining Ideas in Context: States’ Rights (page 2 of 3)

Concept #3: Secede (Verb)

“... Calhoun did not believe that Clay’s proposal gave the South enough protection. If the North would not submit to the South’s demands, “let the states agree to separate and part in peace. If you are unwilling that we should part in peace, tell us so, and we shall know what to do.” In other words, if the North did not agree, the South would **secede**, or break away, from the Union.” (p. 327)

Note: The act of seceding is known as **secession**.

How do you think this term is related to the phrase “States’ Rights?”

Concept #4: Nullification (Noun)

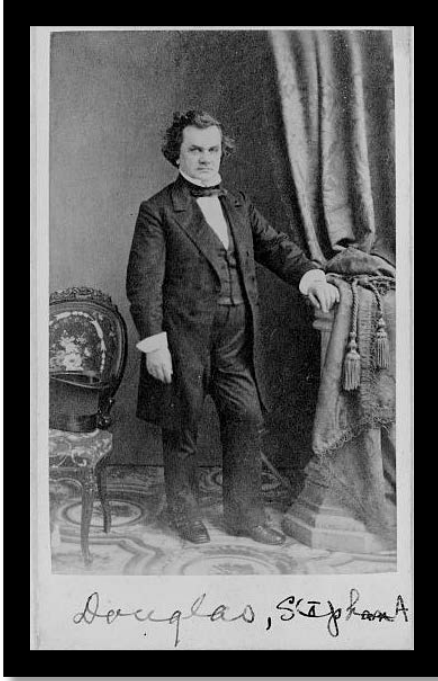
This episode convinced [John C. Calhoun] that the future of slavery, which he supported, required a stronger defense of states’ rights. Toward that end, he began to champion [argue for] the concept of **nullification**, which meant that states could **nullify**, or void, any federal law deemed [thought to be] unconstitutional. (p. 256)

How do you think this term is related to the phrase “States’ Rights?”

Source for Concept Excerpts: Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, and Alan Taylor, *United States History* (Boston: Holt, Pearson Education, 2008).

CW1.9 – Defining Ideas in Context: States’ Rights (page 3 of 3)

Stephen Douglas (in a speech during the Lincoln-Douglas Debate, 1858)



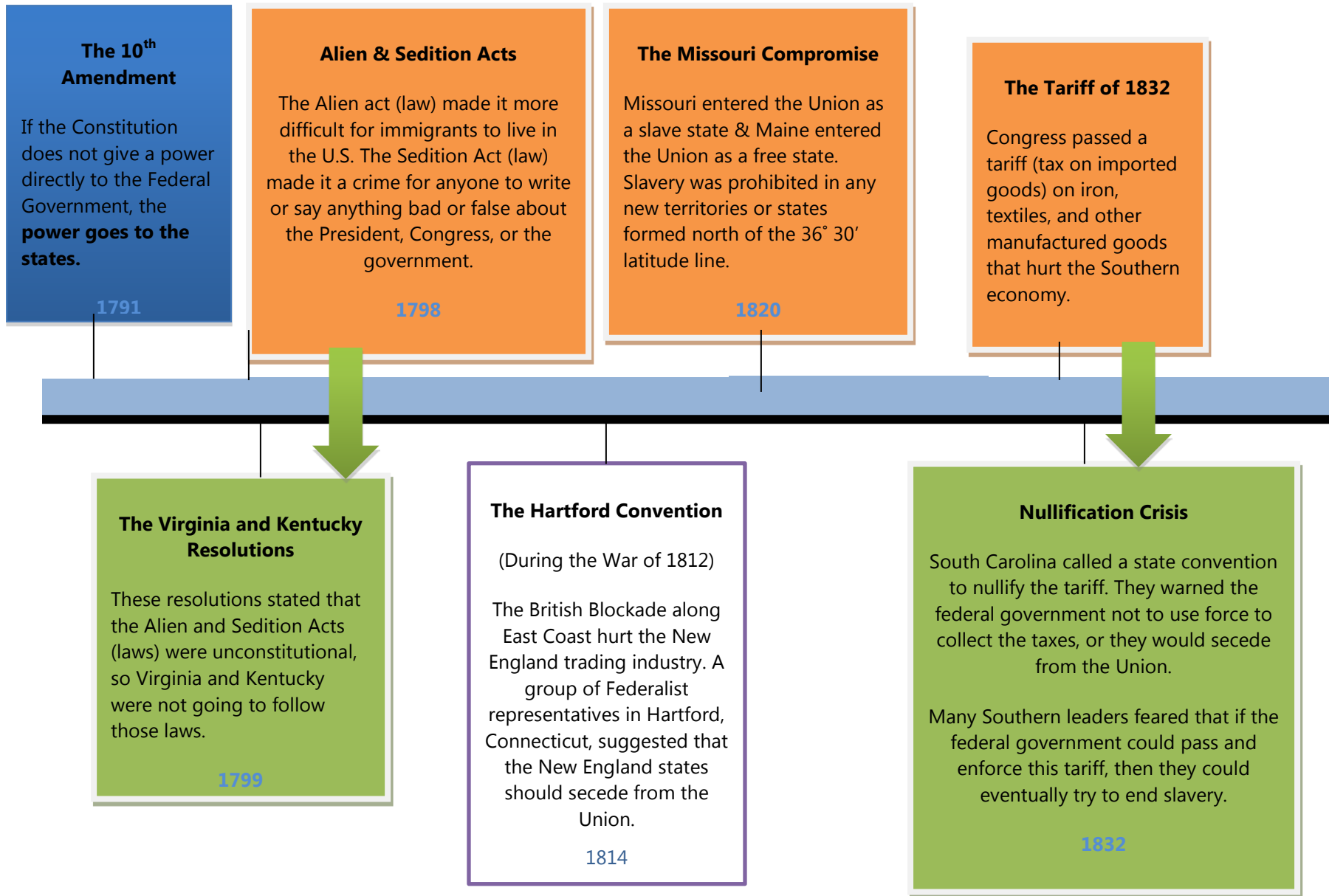
“I repeat that the principle is the right of each State, [and] each Territory, to decide this slavery question for itself, to have slavery or not, as it chooses, and it does not become Mr. Lincoln, or anybody else, to tell the people of Kentucky that they have no consciences, that they are living in a state of iniquity, [sin] and that they are cherishing an institution to their bosoms in violation of the law of God. Better for him to adopt the doctrine of ‘judge not lest ye shall be judged.’”

Defining States’ Rights

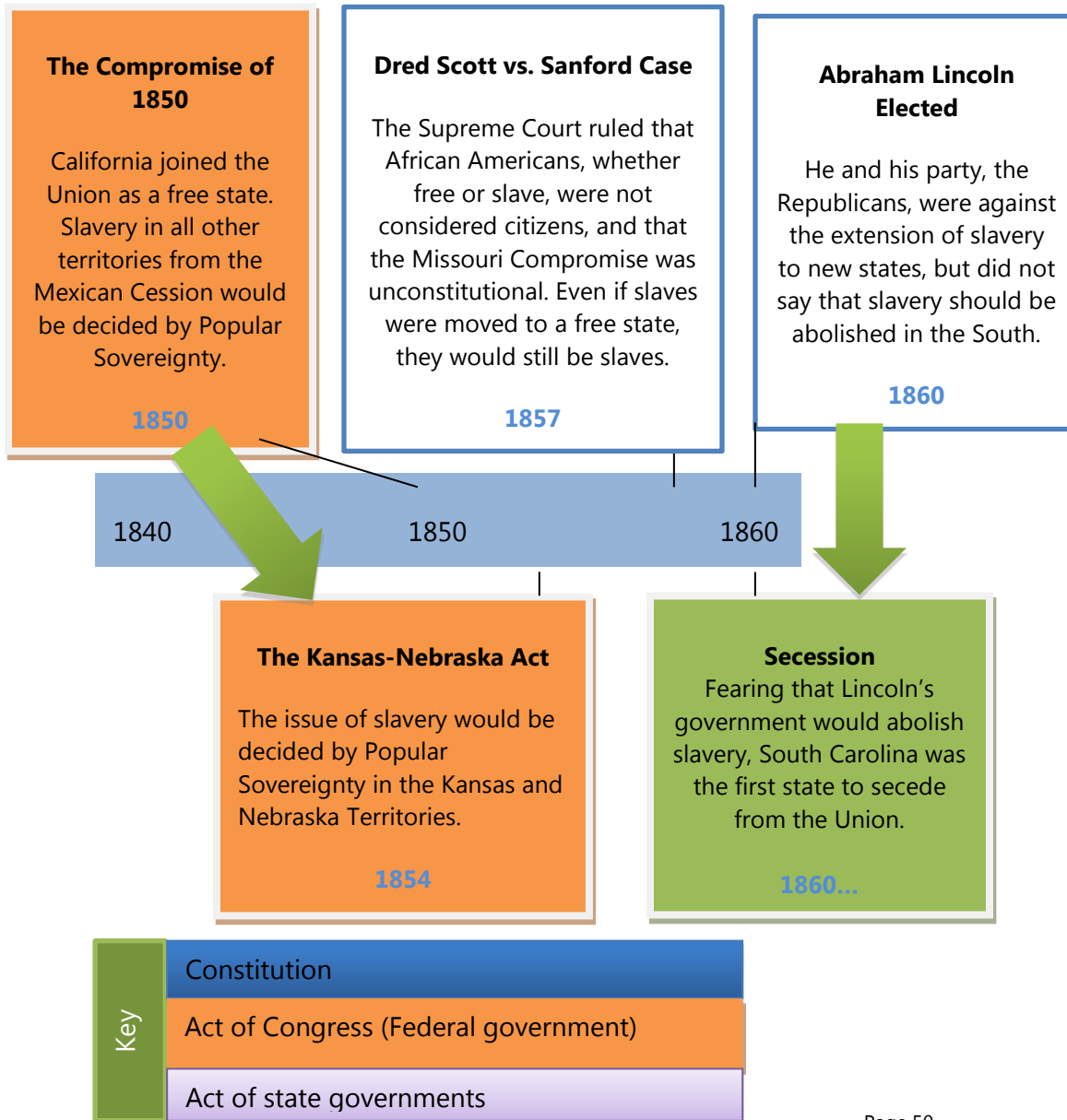
Using your work above and the Douglas quote, define the phrase “states’ rights” and explain what it has to do with the division between North and South.

Stephen A. Douglas, full-length portrait, facing front, 1860, Source: Library of Congress, <http://www.loc.gov/pictures/item/2005696317/>

CW1.10 – Chronology of States’ Rights Timeline (Part 1)



CW1.10 – Chronology of States’ Rights Timeline (Part 2)



Answer these questions in complete sentences.

1. In the 10th Amendment, how is the power in the United States divided?
2. Which events caused states to threaten to secede from the union?
3. After 1850, what was the biggest states’ rights issue [political problem or question]?
4. What freedom do states’ rights and secession offer?

10th Amendment to the Constitution *(Federal law)*

1791

The 10th Amendment

If the Constitution doesn't give a power directly to the Federal Government, the **power is kept by the states.**

Alien & Sedition Acts

(Federal laws)

1798

Alien & Sedition Acts

The Alien Act was a law that made it more difficult for immigrants to live in the U.S.

The Sedition Act was a law that made it a crime for anyone to write or say anything bad or false about the President, Congress, or the government.

The Virginia and Kentucky Resolutions

Virginia and Kentucky

1799

The Virginia and Kentucky Resolutions

These resolutions stated that the Alien and Sedition Acts were unconstitutional, so Virginia and Kentucky were not going to follow those laws.

The Hartford Convention

Hartford, Connecticut

1814

The Hartford Convention

(During the War of 1812)

The British blockade along east coast hurt the New England trade. A group of Federalist representatives in Hartford, Connecticut, suggested that the New England states should secede from the Union.

The Missouri Compromise

Missouri, Maine, Unsettled Western Lands

1820

The Missouri Compromise

Missouri entered the Union as a slave state & Maine entered the Union as a free state. This kept the number of slave and free states balanced, so that the number of Senators from each side would be balanced. Slavery was prohibited in any new territories or states formed north of the 36° 30' latitude line.

The Tariff of 1832

(Federal Tax)

1832

The Tariff of 1832

Congress passed a tariff (tax on imported goods) on iron, textiles, and other manufactured goods that hurt the Southern economy.

Nullification Crisis

South Carolina

1832

Nullification Crisis

South Carolina called a state convention to nullify (eliminate or cancel) the tariff. They warned the federal government not to use force to collect the taxes, or they would secede from the Union.

Many leaders feared that if the federal government could pass and enforce this tariff, then it could some day make slavery illegal.

The Compromise of 1850

*California, Western lands from
the Mexican Cession*

1850

The Compromise of 1850

California joined the Union as a free state. Slavery in all other land from the Mexican Cession would be decided by popular sovereignty.

The Kansas-Nebraska Act

Kansas and Nebraska

Territories

1854

The Kansas-Nebraska Act

The voting residents would decide whether slavery would be allowed in the new states in the Kansas and Nebraska Territories (popular sovereignty.)

Dred Scott vs. Sanford Case

(Supreme Court Decision)

1857

Dred Scott vs. Sanford Case

The Supreme Court ruled that African Americans, whether free or slave, were not considered citizens, and therefore had no right to sue in federal court. Even if slaves were moved to a free state, they would still be slaves. The Court also ruled that the Missouri Compromise was unconstitutional.

Abraham Lincoln Elected President 1860

Abraham Lincoln Elected President

The Republicans, Lincoln's party, wanted to stop the spread of slavery to new states in the western territories. Even though Lincoln said he would not interfere with slavery in the South, the Southern states did not believe him.

Secession

South Carolina

1860

Secession

South Carolina was the first state to formally withdraw from the Union.

The South Carolina delegates argued that since the states voluntarily agreed to join the Union, they could voluntarily leave the Union by the same process.