From Secession to Civil War

http://lincolnstore.com/page5.html
**STANDARD USI.9a**

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation.

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<th>Essential Questions</th>
<th>Essential Knowledge</th>
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<td>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</td>
<td>How did cultural, economical, and constitutional issues create bitter divisions between the North and the South?</td>
<td><strong>Issues that divided the nation</strong>&lt;br&gt;<strong>Slavery</strong>&lt;br&gt;• While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.&lt;br&gt;<strong>Cultural</strong>&lt;br&gt;• The North was mainly an urban society in which people held jobs.&lt;br&gt;• The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.&lt;br&gt;• Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.&lt;br&gt;<strong>Economic</strong>&lt;br&gt;• The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.</td>
<td>Make connections between the past and the present. (USI.1b) Sequence events in United States history. (USI.1c) Interpret ideas and events from different historical perspectives. (USI.1d)</td>
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Map of the United States
Free / Slave Soil Map - 1820
The Missouri Compromise

http://www.rosecity.net/civilwar/capesites/warmap.html
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<td>• Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added. • Constitutional • A major conflict was states’ rights versus strong central government.</td>
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The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
b) explaining how the issues of states’ rights and slavery increased sectional tensions.

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| The South feared that the North would take control of Congress, and Southerners began to proclaim states’ rights as a means of self-protection. The North believed that the nation was a union and could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. | How did the issues of states’ rights and slavery increase sectional tension between the North and South? | Issues that divided the nation
- An important issue separating the country related to the power of the Federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government’s power was supreme over that of the states.
- Southerners felt that the abolition of slavery would destroy their region’s economy. Northerners believed that slavery should be abolished for moral reasons. | Sequence events in United States history. (USI.1c) Interpret ideas and events from different historical perspectives. (USI.1d) Interpret patriotic slogans. (USI.1h) |
| Issues that divided the nation
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| Compromises attempting to resolve differences
- Missouri Compromise (1820): Missouri was a slave state; Maine, a free state.
- Compromise of 1850: California was a free state. Southwest territories would decide about slavery.
- Kansas-Nebraska Act: People decided the slavery issue (“popular sovereignty”). | |
Clay's compromise resolutions was the territorial accessions to the United States resulting from the war with Mexico, thereby thrusting the question of the expansion of slavery dramatically to the forefront once again.

http://www.christianlaw.org/juniorpartners/ResourceCenter/am_hero_clay.html
Daniel Webster (1782-1852), United States senator from Massachusetts, rose on 7 March 1850 to support a complex series of statutes introduced by Henry Clay (1777-1852) of Kentucky that came to be known as "The Compromise of 1850." This "Seventh of March" speech, which Webster preferred to call his "Constitution and the Union" speech, contained the famous opening lines, "I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States." These lines are reflected in Webster's notes for the exordium (or beginning) of his speech.
Senator John C. Calhoun’s letter to Congress asking his fellow members to vote against the Compromise of 1850 just three weeks before his death.

http://www.nationalcenter.org/CalhounClayCompromise.html
This satirical print by Currier & Ives comments on President Zachary Taylor's attempts to balance southern and northern interests on the question of slavery in 1850. Various members of Congress fill the evenly balanced scales including the Compromise of 1850 opponents Senator Henry Clay, left, and Senator John C. Calhoun, right.

http://www.loc.gov/exhibits/treasures/trm151.html
On June 5, 1851, *Uncle Tom's Cabin; or, Life Among the Lowly* began to appear in serial form in the *Washington National Era*, an abolitionist weekly. Harriet Beecher Stowe's anti-slavery story was published in forty installments over the next ten months. For her story *Mrs. Stowe* was paid $300. Although the weekly had a limited circulation, its audience increased as reader after reader passed their copy along to another. In March 1852, a Boston publisher decided to issue *Uncle Tom's Cabin* as a book and it became an instant best seller. Three hundred thousand copies were sold the first year, and about 2,000,000 copies were sold worldwide by 1857. For one three month period Stowe reportedly received $10,000 in royalties. Across the nation people discussed the novel and hotly debated the most pressing socio-political issue dramatized in its narrative, slavery. Because *Uncle Tom's Cabin* so polarized the abolitionist and anti-abolitionist debate, some claim it to be one of the causes of the Civil War. Indeed, when President Lincoln received its author, Harriet Beecher Stowe, at the White House in 1862, legend has it he exclaimed, "So this is the little lady who made this big war?"
Results of the Kansas-Nebraska Act of 1854

http://library.thinkquest.org/J0112391/kansas-nebraska_act.htm
Dred Scott v. Sanford, 19 How. 393, was decided by the United States Supreme Court on 6 March 1857. Scott (1809-1858), a slave, had been taken many years before from Missouri, a slave state, to the free state of Illinois and to Wisconsin Territory, where slavery was forbidden by the Missouri Compromise of 1820. After returning to Missouri, he sued for his freedom on the grounds that his residence in a free state and in free territory had released him from bondage. Chief Justice Roger B. Taney (1777-1864), delivering the opinion of the Court, held that a slave's status was fixed by the laws of the state in which he lived. Scott, as a slave, could not be a citizen and could not sue in the federal courts. Furthermore, since slaves were only property, they could not be regulated by Congress and excluded from any territory. The Missouri Compromise, which had already been repealed by the Kansas-Nebraska Act of 1854, was "not warranted by the Constitution, and [was] therefore void." Scott had not been made free by being carried into territory north of the compromise line. This decision greatly inflamed the sectional controversy and was denounced by antislavery elements everywhere.
The debates between Stephen A. Douglas and Abraham Lincoln were held during the 1858 campaign for a US Senate seat from Illinois. The debates were held at 7 sites throughout Illinois, one in each of the 7 Congressional Districts [Map of Congressional Districts]. Douglas, a Democrat, was the incumbent Senator, having been elected in 1847. He had chaired the Senate Committee on Territories. He helped enact the Compromise of 1850. Douglas then was a proponent of Popular Sovereignty, and was responsible for the Kansas-Nebraska Act of 1854. The legislation led to the violence in Kansas, hence the name "Bleeding Kansas"

Lincoln was a relative unknown at the beginning of the debates. In contrast to Douglas' Popular Sovereignty stance, Lincoln stated that the US could not survive as half-slave and half-free states. The Lincoln-Douglas debates drew the attention of the entire nation.
John Brown (1800-1859) was an abolitionist who took direct action to free slaves by force. Following his raid on the arsenal at Harpers Ferry, in mid-October 1859, he was convicted of treason, conspiracy, and murder. One of the most controversial abolitionists, Brown was regarded by some as a martyr and by others as a common assassin. Brown's dignified bearing in prison and at his trial moved many spectators. Ralph Waldo Emerson said that Brown's death would "make the gallows as glorious as the cross." This image shows a heroic Brown being adored by a slave mother and child as he walks to his execution on December 2, 1859.

http://www.iath.virginia.edu/jbrown/battle2.gif