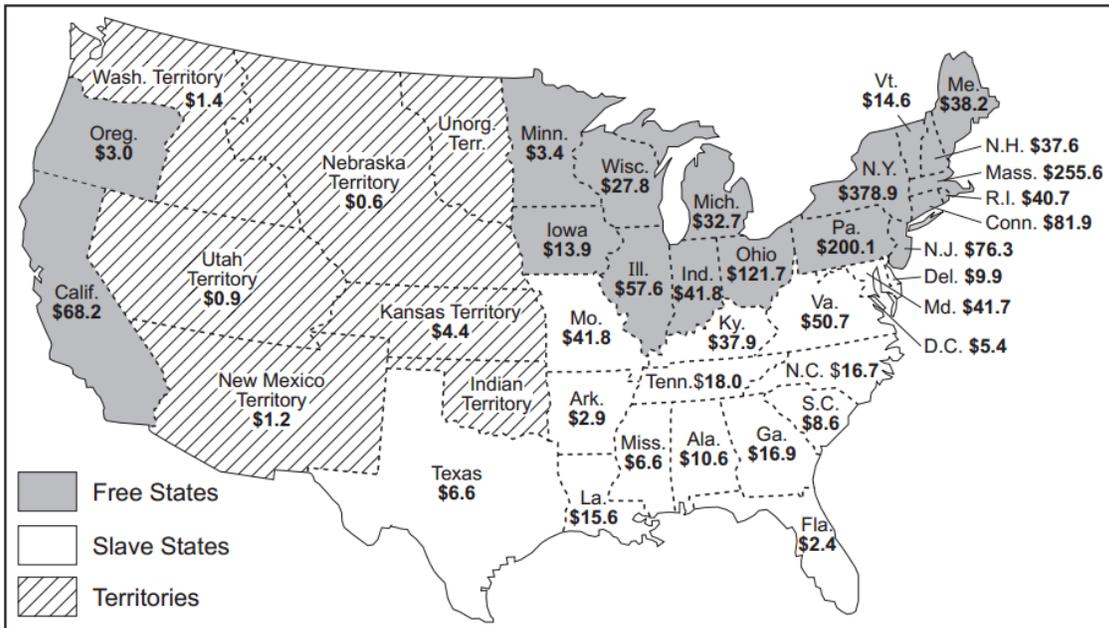


**Part A: Short answer questions** - Analyze the documents and answer the short answer questions that follow each document.

**Document 1a**

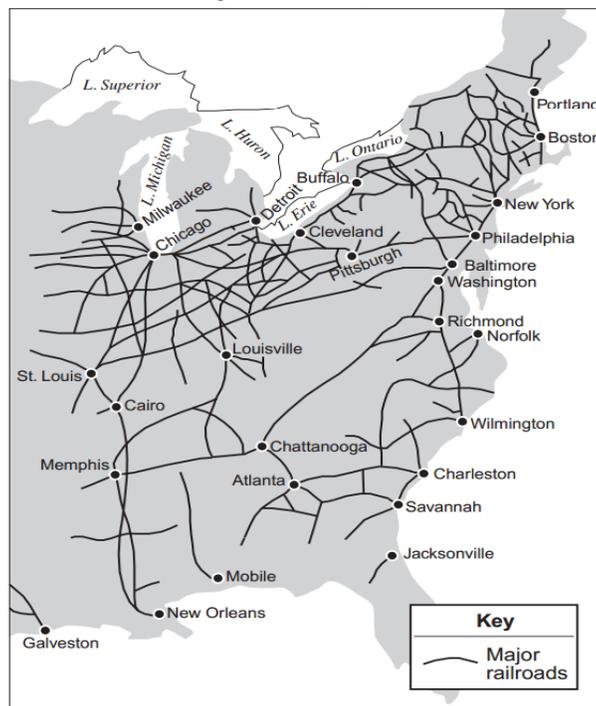
**Value of Manufacturing (in millions of dollars), 1860**



Source: Abraham Lincoln Historical Digitization Project, Northern Illinois University Libraries, and United States Census Bureau (adapted)

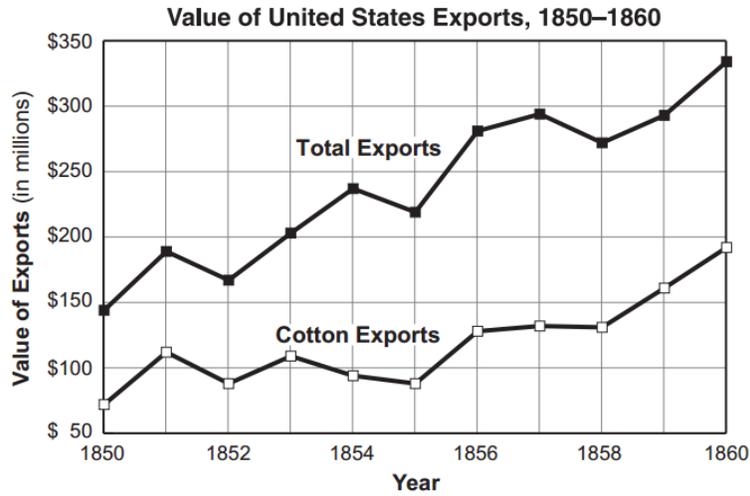
**Document 1b**

**Major Railroads, 1860**



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

Document 1c



Source: Douglass C. North, *The Economic Growth of the United States, 1790-1860*, W. W. Norton & Co., 1966 (adapted)

1. Based on these three documents, state **two** differences between the economies of the North and South before the Civil War.

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

**Document 2a** - The American Anti-Slavery society was formed in 1833 in Philadelphia. Nearly all of it's members were from New England states. Agents of the American Anti-Slavery Society traveled throughout the United States to urge the abolition of slavery.

Dear Sir - You have been appointed an Agent of the American Anti-Slavery Society...

...Our object is, the overthrow of American slavery, the most atrocious and oppressive system of bondage that has ever existed in any country. We expect to accomplish this, mainly by showing to the public slavery's true character and legitimate fruits [real effects] contrariety [opposition] to the first American principles of religion, morals, and humanity, and its special inconsistency with our American democratic aims, as a free, humane, and enlightened people. IN this way, by the force of truth, we expect to correct the common errors that prevail respecting slavery, and to produce a just public sentiment, which shall appeal both to the conscience and love of character, of our slave-holding fellow-citizens, and convince them that both their duty and their welfare require the immediate abolition of slavery... Slavery is un-American.

Source: Letters of Theodore Dwight Weld, Angelina Grimke Weld and Sarah Grimke, 1822 - 1844 American Historical Association 1934

2a. Based on this document, what was one argument the American Anti-Slavery society planned to use to promote abolition?

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**Document 2b** - Thomas R. Dew defends slavery in a debate in the Virginia Legislature.

According to the census of 1830, there were approximately 470,000 slaves in Virginia. The average value of each slave is about \$200. Thus the total value of the slave population in Virginia in 1830 was \$94,000,000. Allowing for the increase since, the present value of slaves in Virginia is about \$100,000,000. The assessed value of all the houses and lands in the state amounts to \$206,000,000. Do not these simple statistics speak volumes upon the subject? It is seriously recommended to the state of Virginia that she give up her slaves. In other words, Virginia is expected to sacrifice one-half of her total worth!

It is, in truth, the slave labor in Virginia which gives value to the soil and to her economy. Take this away and you ruin her. Remove the slave population from the State and it is absolutely safe to say that on the day this happens, Virginia will become a "waste howling wilderness."

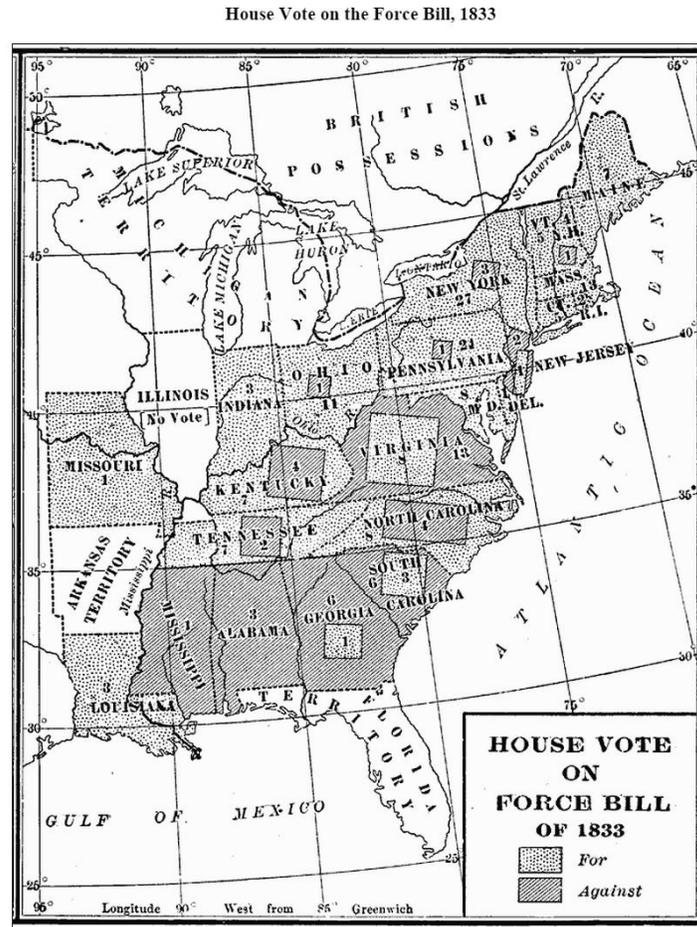
Source: Thomas R. Dew, Review of the Debate in the Virginia Legislature of 1831 and 1832, in *The People Make a Nation*, Allyn and Bacon, 1971

2b. According to Thomas R. Dew, what is ONE reason slavery was important to Virginia?

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**Document 3** - In 1828, the US Congress passed a law known commonly as the “Tariff of Abominations”, named as such by VP John C Calhoun who felt it was an illegal use of congressional powers. He named this tax an abominable one because the tax was primarily on imported manufactured goods, and felt it was an affront to the Southern economy that was agricultural in nature; reliant on the North & foreign countries for manufactured goods. In 1832, after the passage of another tariff, South Carolina declared the tariffs null and void, refused to pay them, and threatened to leave the Union. President Andrew Jackson responded swiftly with the “Force Bill” that asked Congress to authorize the power to use military force to ensure that states adhered to Federal law. Below is a map of the US Congress House of Representatives vote on the Force Bill of 1833.



3a. Which states mostly supported the use of Federal military force to enforce laws - northern states or southern states? What does this indicate about their view on state's rights?

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3b. Based on the image, which states mostly did not support the use of Federal military force (North/South) to enforce laws? What does this indicate about their view on state's rights?

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**Document 4a** - Historian Eric Foner was interviewed for a documentary special entitled "Africans in America". Below is an excerpt of this interview.

Historian Eric Foner on the role of Westward Expansion

Q: What is the relationship between slavery and westward expansion?

A: ... The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas.... Now in the Southwest, West, and South, slave owners insisted that slavery was absolutely essential to that story of progress. Without slavery, you could not have civilization, they said. Slavery freed the upper class from the need to do manual labor, freed them from actually settling and creating civilization, freed them from working on the land, to worry about economic day-to-day realities.... and therefore gave them the time and the intellectual ability to devote themselves to the arts and literature and mechanical advantages and inventions of all kinds. So that it was slavery itself which made the progress of civilization possible....Therefore, in order to settle the Southwest and Western territories, slavery would be a necessary institution.

Source: Interview with Eric Foner *Africans in America*, [www.pbs.org/wgbh](http://www.pbs.org/wgbh)

4a. According to Eric Foner, suggest ONE reason Southern slave owners supported the expansion of slavery into the west.

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**Document 4b** - Following the Mexican-American War, there was much debate amongst Americans & Congressional leaders regarding whether or not Texas's petition to join the United States should be ratified. Stephen C Phillips was a congressman from Massachusetts who strongly opposed the annexation of Texas. Below is an excerpt of a speech he gave on this debate.

The plot for the annexation of Texas...slowly developed the foul purpose in which it originated...from the outbreak of the insurrection in the department of Texas...every step that was taken to promote a revolution, and to establish temporarily a new government, was taken under the advice, and chiefly through the agency, of slave-holders belonging to the United States, who were intent upon defeating anti-slavery policies of the Mexican republic, and sought at the same time, through the accession of a vast slave-holding territory, to extend and perpetuate the power of the Slave states in this union. Texas should not be annexed, for it would unbalance our nation and our government...

Source: Excerpts from the *Address on the Annexation of Texas, and the aspect of Slavery in the United States* by Stephen Phillips

4b. Why was Stephen Phillips against the annexation of Texas?

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**Document 5** - On January 29, 1850, Senator Henry Clay proposed a series of resolutions to settle "...all questions in controversy between the free states and slave states...." The list below contains excerpts from Clay's speech.

**Selected Proposals for the Compromise of 1850**

1. That California ought to be admitted into the Union without restriction as to the inclusion or exclusion of slavery.
2. That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the Republic of Mexico, it is not in the interest of Congress to pass a law either establishing or prohibiting it in the land acquired from Mexico....
3. That it is not wise to abolish slavery in the District of Columbia while slavery continues to exist in Maryland without the consent of that state, the consent of the people of the District, and without just payment to the owners of slaves within the District.
4. That, however, it is wise to prohibit in the District of Columbia, the bringing-in of slaves from other states either to be used in the District or to be sold there for use in other states.
5. That stronger provision ought to be made by law for the capture and return of slaves who may have escaped into any other state or territory in the Union.
6. That Congress has no power to prohibit or prevent the trading of slaves between States. This depends completely on the laws of each individual state.

Source: Compromise of 1850

5a. Based on this document, what is ONE way in which these proposals favored the free states, mostly located in the North?

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5b. Based on this document, what is ONE way in which these proposals favored the slave holding states, mostly located in the South and West?

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**Document 6** - Confederate General John B. Gordon was a civilian-turned-soldier who became one of General Robert E. Lee's most trusted commanders. Below is a excerpt of his memoirs from the Civil War.

“... The South maintained with the depth of religious conviction that the Union formed under the Constitution was a Union of consent and not of force; that the original States were not the creatures but the creators of the Union; that these States had gained their independence, their freedom, and their sovereignty from the mother country, and had not surrendered these on entering the Union; that by the express terms of the Constitution all rights and powers not delegated were reserved to the States; and the South challenged the North to find one trace of authority in that Constitution for invading and coercing a sovereign State.

The North, on the other hand, maintained with the utmost confidence in the correctness of her position that the Union formed under the Constitution was intended to be perpetual; that sovereignty was a unit and could not be divided; that whether or not there was any express power granted in the Constitution for invading a State, the right of self-preservation was inherent in all governments; that the life of the Union was essential to the life of liberty; or, in the words of Webster, “liberty and union are one and inseparable...”

Source: John B Gordon, *Reminiscences of the Civil War*, Charles Scribner's Sons, 1904

6a. According to John B Gordon, what was the Southern point of view regarding the power of states under the Constitution?

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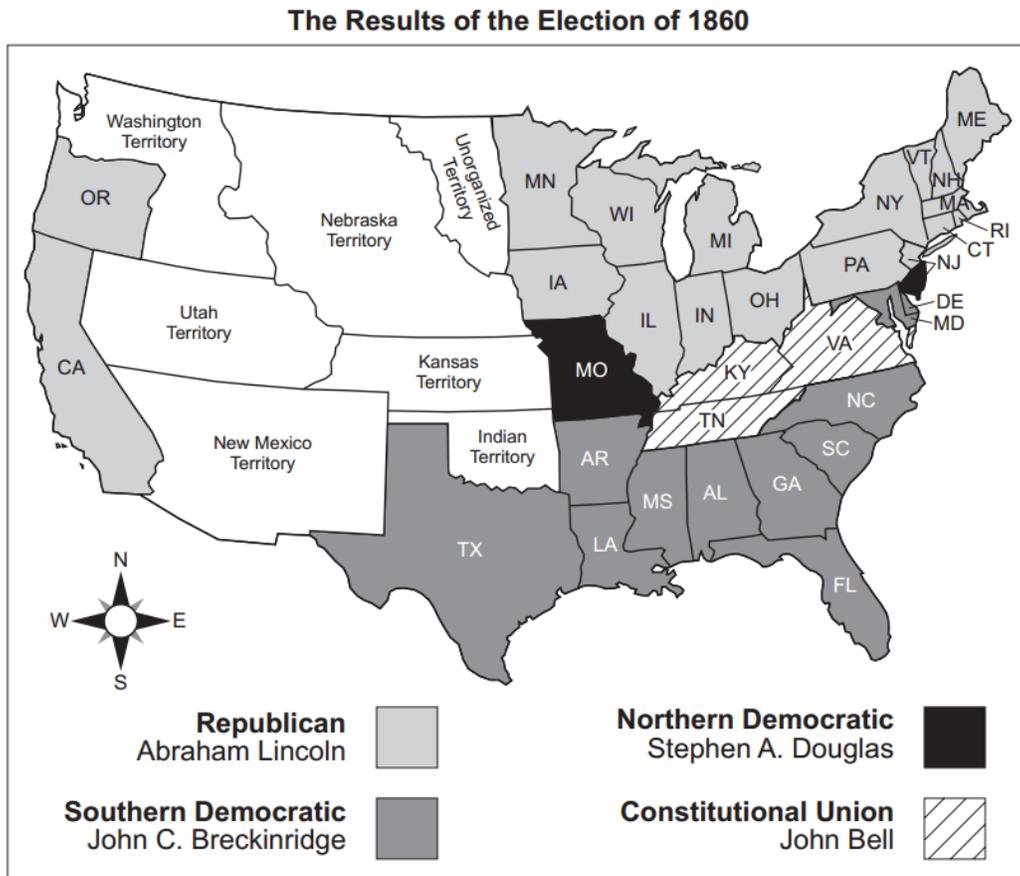
6b. According to John B Gordon, what was the Northern point of view regarding the power of states under the Constitution?

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**Document 7** - Below is a map of the results of the 1860 election. Using the map and the key, please answer the question below.



Source: Herman J. Viola, *Why We Remember*, Addison-Wesley Publishing (adapted)

7. Based on this map, how could the election of 1860 & President Abraham Lincoln have contributed to sectional differences between the North and the South prior to the civil war?

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## **Part B:** Causes of the Civil War

### **Historical Context:**

Between 1800 and 1860, a number of economic, social, and political factors contributed to the development of tension between states. Specifically, tensions developed around issues of how to best expand the US economy, the extension of slavery into the territories, and relationship between the states and the federal government. Debates and differences in opinion over these and other matters of national importance eventually led to the United States Civil War.

### **Task:**

Using the information from the seven documents in part A and your knowledge of US history, write an essay in Part B in which you:

- *Discuss* economic, political, *and/or* social differences between the North and South that eventually led to the Civil war.

In developing your answers to part B, be sure to keep these general definitions in mind:

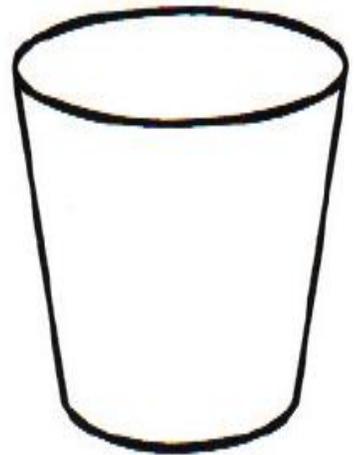
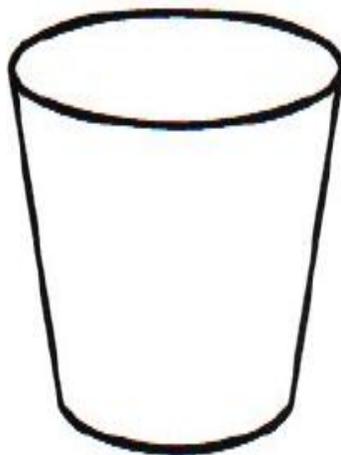
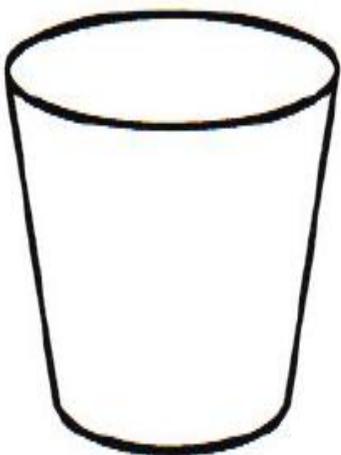
- *discuss* means “to make observations about something using facts, reasoning, and argument; to present in some detail”

### **Guidelines:**

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from at least four documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

**Bucketing Activity:** Look over all of your documents and organize them in the following buckets. Label each bucket and place what document belongs in what bucket. You may put a document under multiple buckets, but you need a good reason to do so. Remember, the buckets are going to become your body paragraphs.



<b>Difference 1:</b> Explain the difference between the North and South.	<b>Difference 2:</b> Explain the difference between the North and South.
Document(s) that show this difference.	Document(s) that show this difference.
How do these documents show the differences between the North and South?	How do these documents show the differences between the North and South?