

## Unit 5

# The Civil War Era 1840-1877

*Considering the Causes of the Civil War*

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## *Unit Overview*

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This unit focuses on the short term causes of the Civil War from 1840-1865 and the Reconstruction Period from 1865-1877. The approach to teaching this period entails balancing presenting information with opportunities for students to actively interact with the material. The central teaching style entails setting up a debate with the students who represent different groups in the North and South. Finally, students are asked to analyze the ultimate causes of the Civil War in an analytical essay.

### **Critical Thinking**

Students are asked to consider the long term and short term causes of the Civil War. The goal is to reinforce the idea that causes for major events such as the Civil War are complicated. There is not necessarily one single cause. A variety of interpretations regarding the cause of the war is valid as long as the student can support his or her claim. In this unit we return to the **categories** of history to explain the causes. There are economic, political, geographic, and social causes for the war. Secondly, students are asked to accurately **personify** certain groups in this period. Personifying a person or group makes the student understand the civil war on a much deeper level. The students are then asked to write an analytical essay that involves interpreting **why** such a catastrophic event would take place. The student is asked to consider a variety of causes for an event rather than rely on a single issue such as slavery.

### **Decision Making**

This unit explores more deeply the conflict of **values** that takes place between the North and South. In the debate the student also needs to consider how their person **frames** the issues and what **information** they are presented with in ultimately deciding to fight the Civil War.

## The Lessons

### Lesson #1: Power-Point on Background of the Civil War Era

The teacher can use the power-point to give basic information on the period 1840-1860.

### Lesson #2: Preparing for a Debate on the Civil War Issues

Students use primary source documents and key events to prepare for a debate on the Civil War period.

### Lesson #3: Debate on the Civil War

The students represent a person from the period to debate the key issues of the day.

### Lesson #4: Follow-up Analysis on the Debate

The students answer analytical questions on the causes of the Civil War.

### Lesson #5: Film Clips on the Civil War

The teacher can use the sheet on film clips on the Civil War to highlight different components of the war. The film clips balance documentaries and movie clips that address different critical aspects of how the Civil War became such a monumental historical event.

### Lesson #6: The Reconstruction Period

The Reconstruction Period of 1865-1877 laid the groundwork for African Americans for nearly a century. The Power point and primary source documents asks the students to consider what was actually accomplished by the Civil War. The students also recognize that political legislation passed in Congress does not necessarily translate into economic opportunity or social freedom in the midst of racist values.

### Lesson #7: Essay on the Civil War Period

The students write an analytical essay on the causes of the Civil War.

## Comments on the Lessons

Lesson	Used	Not Used	Comments or Suggestions on the Lesson
#1			
#2			

## Unit 5: The Civil War Era, 1840-1877

#3			
#4			
#5			
#6			
#7			

### General Comments on the Unit

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## ***Lesson #1***

### ***Power-Point on Background of the Civil War Era***

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Use the power-point entitled *The Civil War Era* to raise questions about why the North and South in the 1840s and 1850s conflicted over Westward expansion. The purpose of this power-point is to highlight the problems that westward expansion posed during the 20 year period before the Civil War. The discussion raises a set of questions for the students to consider. Specifically, how did the desire for expansion in the West create conflict between the North and South?

## ***Lesson #2***

### ***Preparing for a Debate on the Civil War Era***

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The students are being asked to take the role of a person during the Civil War period. Each role represents a different perspective on the issue of slavery and westward expansion.

1. To prepare for the debate, the students should read the student handout entitled *Debate: Resolving the Sectional Crisis, 1859*. The teacher then assigns one of the Civil War period roles for one student or a group of students. The teacher should also use the sheet entitled *Forming Values* on the back side of each role page. The Forming Values sheet helps the students break down why their assigned person ultimately made the decision they did. The roles represent 11 different perspectives during the Civil War period. Once the students are given a role, they can use the *Major Political Issues* handout and the Primary Source Documents to answer the questions about their perspective on certain issues in the Civil War period.

## Debate: Resolving the Sectional Crisis, 1859

This is a debate on how to resolve the sectional division that has been building in the U.S. between the North and the South over the issue of slavery and particularly the issue of slavery moving into the Western territories. The year is 1859, an election year that will ultimately decide if the South will stay in the Union or not. You will pick the role of a person in this crucial time period and act out that role in the debate. There are three major political positions that have taken shape in the period:

1. Republicans who have stated a platform that under no circumstances should slavery expand out West
2. The Democrats had split by 1859. Northern Democrats supported Stephen Douglass and Popular Sovereignty advocate that the people in the western territories should vote if they want slavery or not.
3. Southern Democrats supports slavery expanding throughout the West

### Roles:

There will be a variety of people representing their own interests on the issues of the day:

1. Republican
2. Northern Democrats
3. Southern Democrats
4. Abolitionist
5. Free African-American in the North
6. Plantation Owner
7. A Mountain White from West Virginia
8. A Miner from California
9. Women's rights activist in the North
10. Small farmer in Kansas
11. Slave in the South

Based on your role, each person above should think about and research where they would stand on slavery expanding out West. If you represent one of the first three positions above, you will make opening statements. Then everyone will be able to join in the debate based on the questions provided. To prepare for the debate, read the primary source document that relates to your person and the *Major Political Issues* sheet. Then answer the questions on your person and the *Forming Values* questions.

## Major Political Issues 1840-1860

<b>Westward Expansion</b>	Once the western territory was gained from the Mexican War more settlers moved to the West. Pressure was then put on Congress to create new states. By adding a new state the threat of balancing free and slave states became more of a problem.
<b>Protective Tariffs and the American System</b>	Tariffs had been passed by Congress throughout the 1800s. These tariffs were designed to protect Northern manufacturing from British goods. A tax would be placed on British products to make the price higher than similar products made in the newly developed factories in the U.S. In response, the British would place a tax on Southern cotton, the only real item from the U.S. sold to the British. Southerners hated Tariffs because they had to pay more money for U.S. products and be forced to accept a British tax on their cotton. Some money from tariffs was also used by the U.S. government to build roads and canals to help northern manufacturing transport their products. To Southerners, tariffs seemed only to represent the interests of the North.
<b>Popular Sovereignty</b>	This idea became more popular in the late 1840s. The idea was that the people of a territory could decide for themselves if they wanted the region to be slave or free.
<b>Compromise of 1850</b>	Congress hoped to solve the dispute between abolitionists in the North and slaveholders in the South over new territory out West. The slave trade was prohibited in the Capital area. California joined as a free state. A stricter Fugitive Slave Law was enacted making it a crime to help runaway slaves. The other western regions wanting to become a state would be open to Popular Sovereignty.
<b>The Wilmot Proviso 1846</b>	A bill introduced by antislavery Democrats would have prohibited slavery in any new territory out West. The House of Representatives, represented mostly by Northerners, approved of the Bill. The southern dominated Senate struck down the measure. This made southerners fear more than ever that losing a majority in the Senate would be the ultimate defeat of slavery in Congress.
<b>Uncle Tom's Cabin</b>	This antislavery novel written by Harriet Beecher Stowe dramatically exposed



<b>1852</b>	the evils of slavery. The main character of the novel, the slave Uncle Tom, dies from being beaten to death by his master. This best selling novel helped change the minds of many Northerners about the evils of slavery and made Southerners defensive about defending the institution of slavery
<b>Kansas Nebraska Act 1854</b>	This bill created Kansas and Nebraska Territories on the principle of Popular Sovereignty. This bill got rid of the previous Missouri Compromise. Hostility quickly followed between slave and free interests. Bloodshed on election day in Kansas made people question if popular sovereignty would actually work.
<b>Republican Party 1854</b>	The Republican Party was formed to oppose the extension of slavery out West. They ran for the presidency in 1856 and won with Lincoln in 1860. The party now split the country politically by 1860. Northerners predominately joined the Republicans. Southerners joined the Democrats who supported the extension of slavery.
<b>Sumner-Brooks Incident 1856</b>	Antislavery Senator Charles Sumner from Massachusetts delivered a speech in the Senate against slavery. Senator Brooks of South Carolina then beat Sumner with his cane in the Senate chambers. The incident revealed how the issue of slavery was becoming more emotional as antislavery and slavery interests were no longer able to agree on issues.
<b>Dred Scott Case 1857</b>	This ruling by the Southern dominated Supreme Court was hoped to settle the issue of slavery. The ruling said that Congress could not limit slavery anywhere in the country since slaves were property. The decision was not supported in the North and West.
<b>Lincoln-Douglas Debates 1858</b>	Debates between Democrat Stephen Douglas and Republican Abraham Lincoln for the U.S. Senate seat in Illinois. The debate was mainly over the legal status of slavery in the western territories. Douglas supported Popular Sovereignty. Lincoln opposed the extension of slavery in the West. The debates placed more national attention of the issue of slavery out West.
<b>John Brown's Raid 1859</b>	Brown led a raid in Virginia to help slaves escape and revolt against their masters. Brown was captured and later hanged for treason. Brown was seen by many Northerners as a martyr for the cause of slavery. Many Southerners saw the raid as a sign that the North was now actively trying the end slavery in the South.
<b>Election of Lincoln 1860</b>	The heated presidential election of 1860 was primarily a battle over the issue of slavery out West. Southerners felt that if Lincoln was elected slavery would be prohibited in the western territories and that eventually Congress would outlaw slavery even in the South. When Lincoln was elected Southern states

	immediately started pulling out of the Union thereby starting the Civil War.
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## Forming Values

*How did your person form their values about fighting a Civil War between the North and South?*

**Framing the Issue:** *How did this person arrive at their perspective?*

- Why was westward expansion and slavery an important issue for your person?
- What did the idea of a free state or slave state mean to your person?
- Is the possibility of a Civil War primarily a political, moral, or economic issue for your person?

**Identifying Values:** *What values are evident with their perspective?*

- Does your person or group feel strong about slavery as a moral issue? Why or why not?
- Is your person only looking out for their own economic self-interest with the issue of slavery and westward expansion? Explain.
- Does your person feel strongly about fighting a Civil War to resolve the issues between the North and South? Why or why not?

**Gathering Information:** *How is your persons' perspective shaped by information they receive?*

- How powerful were the information such as laws passed, speeches, and writings in shaping the values of your person?
- Did your person simply respond to the laws and issues such as the Fugitive Slave Law the Compromise of 1850 to support their values or did these laws profoundly shape your values?

**What came first to cause the Civil War?**

- Did the issues and laws passed in the 1850s shape the values of people or did existing values cause people to interpret the laws and issues differently?

## **The Republicans**

The Republicans do not want slavery to expand into the new western territories at all. You believe that slavery must remain where it is in the South. However, you are not on a moral crusade like the abolitionists who want to end slavery. You believe that slavery in the West will take away free land for free settlers wanting to settle in the West.

I. Please prepare your opening remarks on the issue of the westward expansion of slavery. You will have 2 minutes to deliver your speech. Please refer to one section of one of the documents in your speech.

II. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

III. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position.

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **The Republicans**

### **Abraham Lincoln Denies Black Equality (1858)**

My Fellow Citizens: When a man hears himself somewhat misrepresented, it provokes him—at least, I find it so with myself. But when the misrepresentation becomes very gross and palpable, it is more apt to amuse him. (Laughter.)...

...Anything that argues me into his [Douglas's] idea of perfect social and political equality with the Negro is but a specious and fantastic arrangement of words, by which a man can prove a horse chestnut to be a chestnut horse. (Laughter)

I will say here, while upon this subject, that I have no purpose directly or indirectly to interfere with the institution of slavery in the states where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. I have no purpose to introduce political and social equality between the white and black races. There is a physical difference between the two, which in my judgment will probably forever forbid their living together upon the footing of perfect equality, and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong having the superior position.

I have never said anything to the contrary, but I hold that, notwithstanding all this, there is no reason in the world why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. (Loud cheers) I hold that he is as much entitled to these as the white man. I agree with Judge Douglas that he is not my equal in many respects—certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without leave of anybody else, which his own hand earns, *he is my equal and the equal of Judge Douglas, and the equal of every living man.* (Great applause)

Source: The American Spirit

## Northern Democrats

The Northern Democrats support Stephen Douglas and Popular Sovereignty. You believe that allowing the western territories to vote for themselves if they want slavery or not will settle the slavery issue. You hope both Northerners and Southerners will support your cause.

I. Please prepare your opening remarks on the issue of the westward expansion of slavery. You will have 2 minutes to deliver your speech. Please refer to one section of one of the documents in your speech.

II. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

III. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position.

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **Northern Democrats**

### **Stephen Douglas Opposes Black Citizenship (1858)**

If you desire Negro citizenship, if you desire to allow them to come into the state and settle with the white man, if you desire them to vote on an equality with yourselves, and to make them eligible to office, to serve on juries, and to adjudge your rights, then support Mr. Lincoln and the Black [pro-Negro] Republican Party, who are in favor of the citizenship of the Negro. ("Never, never")

For one, I am opposed to Negro citizenship in any and every form. (Cheers.) I believe this government was made on the white basis. ("Good.") I believe it was made by white men for the benefit of white men and their posterity forever, and I am in favor of confining citizenship to white men, men of European birth and descent, instead of conferring it upon Negroes, Indians, and other inferior races. ("Good for you," Douglas forever")

Mr. Lincoln, following the example and lead of all the little abolition orators who go around and lecture in the basements of schools and churches, reads from the Declaration of Independence that all men were created equal, and then asks how you can deprive a Negro of that equality which God and the Declaration of Independence awards to him. He and they maintain that Negro equality is guaranteed by the laws of God, and that it is asserted in the Declaration of Independence. If they think so, of course they have a right to say so, and so vote. I do not question Mr. Lincoln's conscientious belief that the Negro was made his equal, and hence is his brother (Laughter.), but for my own part, I do not regard the Negro as my equal, and positively deny that his is my brother or any kin to me whatever. ("Never," "Hit him again," and cheers)

Source: The American Spirit

## **Southern Democrats**

You want slavery to expand. You support the Constitution continuing to support owning slaves as property. You are fearing that the government is increasingly representing only Northern interests. If the Republicans are elected to office then you are threatening to break apart from the Union to create your own country.

- I. Please prepare your opening remarks on the issue of the westward expansion of slavery. Your will have 2 minutes to deliver your speech. Please refer to one section of one of the documents in your speech.

- II. Which primary source document best represents your position?

III. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position.

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue, an economic issue or a legal/constitutional issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?



Primary Source Document

## **Southern Democrats**

### **John Calhoun Demands Southern Rights (1850)**

...How can the Union be saved? To this I answer, there is but one way by which it can be, and that is by adopting such measures as will satisfy the states belonging to the Southern section that they can remain in the Union consistently with their honor and their safety. There is, again, only one way by which this can be effected, and that is by removing the causes by which this belief [that the South cannot honorably and safely remain in the Union] has been produced. Do that and discontent will cease, harmony and kind feelings between the sections be restored, and every apprehension of danger to the Union removed. The question, then, is, By what can this be done? But, before I undertake to answer this question, I propose to show by what the Union cannot be saved.

...this cry of Union comes commonly from those whom we cannot believe to be sincere. It usually comes from our assailants. But we cannot believe them to be sincere; for, if they loved the Union, they would necessarily be devoted to the Constitution. It made the Union, and to destroy the Constitution would be to destroy the Union. But the only reliable and certain evidence of devotion to the Constitution is to abstain, on the one hand, from violating it, and to repel, on the other, all attempts to violate it. It is only by faithfully performing these high duties that the Constitution can be preserved, and with it the Union....

The South asks for justice, simple justice, and less she ought not to take. She has no compromise to offer but the Constitution; and no concession or surrender to make. She has already surrendered so much that she has little left to surrender. Such a settlement would go to the root of the evil, and remove all cause of discontent by satisfying the South she could remain honorably and safely in the Union, and thereby restore the harmony and fraternal feelings between the section which existed anterior to the Missouri [Compromise] agitation [1820]. Nothing else can, with any certainty, finally and forever settle the questions at issue, terminate agitation, and save the Union.

Source: The American Spirit

## Abolitionists

You are the biggest supporters of ending slavery under any circumstances. On a religious level you think slavery is evil and a moral sin. Slavery should be banished from the Southern states. Under no circumstances would you support slavery expanding out West. If we need to fight a war to end slavery then you believe a war would be a just cause for ending such an evil institution as slavery.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.
  
  
  
  
  
  
  
  
  
  
- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:
  1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
  
  
  
  
  
  
  
  
  
  
  2. Is slavery primarily a moral issue or an economic issue? Explain.
  
  
  
  
  
  
  
  
  
  
  3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
  
  
  
  
  
  
  
  
  
  
  4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **Abolitionists**

### **Manifesto of the Anti-Slavery Society (1833)**

We further maintain that no man has a right to enslave or imbrute his brother—to hold or acknowledge him, for one moment, as a piece of merchandise—to keep back his hire by fraud—or to brutalize his mind by denying him the means of intellectual, social, and moral improvement.

The right to enjoy liberty is inalienable. To invade it is to usurp the prerogative of Jehovah. Every man has a right to his own body—to the products of his own labor—to the protection of law—and to the common advantages of society. It is piracy to buy or steal a native African and subject him to servitude. Surely, the sin is as great to enslave an American as an African.

Therefore we believe and affirm that there is no difference, in principle, between the African slave trade and American slavery.

That every American citizen who retains a human being in involuntary bondage as his property is, according to Scripture (Exodus 21:16) a manstealer;

That slaves ought to be instantly set free and brought under the protection of law;...

That all those laws which are now in force admitting the right of slavery are therefore, before God, utterly null and void...

We further believe and affirm that all persons of color who possess the qualifications which are demanded of others ought to be admitted forthwith to the enjoyment of the same privileges, and the exercise of the same prerogatives, as others; and that the paths of preferment, of wealth, and of intelligence should be opened as widely to them as to persons of a white complexion...

Source: The American Spirit

## **Free African-American in the North**

You live in dire poverty in the North. Although you are free you receive little economic opportunity in the North. You live in segregated areas of the North as you eke out a living by small farming and finding odd jobs. Occasionally you hear about Abolitionists who are advocating that slavery should end. You also recognize that the Republican Party does not want slavery to extend out West. But for the most part, due to extreme racism in the North, you are not permitted to participate actively in the political scene.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
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Primary Source Document

## **Free African Americans in the North**

### **Frederick Douglass on Being a Slave (c. 1827)**

The frequent hearing of my mistress reading the Bible aloud—for she often read aloud when her husband was absent—awakened my curiosity in respect to this mystery of reading, and roused in me the desire to learn. Up to this time I had known nothing whatever of this wonderful art, and my ignorance and inexperience of what it could do for me, as well as my confidence in my mistress, emboldened me to ask her to teach me to read.

With an unconscious and inexperience equal to my own, she readily consented, and in an incredibly short time, by her kind assistance, I had mastered the alphabet, and could spell words of three or four letters. My mistress seemed almost as proud of my progress as if I had been her own child, and supposing that her husband would be as well pleased, she made no secret of what she was doing for me. Indeed, she exultingly told him of the aptness of her pupil, and of her intention to persevere in teaching me, as she felt her duty to do, at least to read the Bible...

Master Hugh was astounded beyond measure, and probably for the first time proceeded to unfold to his wife the true philosophy of the slave system, and the particular rules necessary to the nature of the case to be observed in the management of human chattels. Of course, he forbade her to give me any further instruction, telling her in the first place that to do so was unlawful, as it was also unsafe. "For," said he, "if you give a nigger an inch, he will take an ell. Learning will spoil the best nigger in the world. If he learns to read the Bible, it will forever unfit him to be a slave. He should know nothing but the will of his master, and learn to obey. As to himself, learning will do him no good, but a great deal of harm, making him disconsolate and unhappy. If you teach him how to read, he'll want to know how to write, and this accomplished, he'll be running away with himself."

Source: *The American Spirit*

## **Plantation Owner in the South**

You are one of the wealthiest people in the South. You make considerable money off of growing cotton. You own 40 slaves on your plantation in South Carolina. Increasingly you are becoming worried about the growing aggression of the Abolitionists who are advocating ending slavery. You also fear the Republican Party who is advocating that slavery not be extended out West. You know that if slavery will not be allowed to extend West then Southern states will lose even more power in Congress. You just want the North to stop being so aggressive trying to limit slavery so that you can continue to have the freedom to continue your lifestyle.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?

2. Is slavery primarily a moral issue, an economic issue or a legal/constitutional issue Explain.

3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?

4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **Plantation Owner in the South**

### **A Southerner Justifies Slavery (1837)**

Slavery was forced upon us by the extremist exigency of circumstances in a struggle for very existence. Without it, it is doubtful whether a white man would be now existing on this continent—certain that, if there were, they would be in a state of the utmost destitution, weakness, and misery. I neither deprecate nor resent the gift of slavery.

The Africans brought to us had been slaves in their own country and only underwent a change of masters.

That there are great evils in a society where slavery exists, and that the institution is liable to great abuse, I have already said. But the whole of human life is a system of evils and compensations. The free laborer has few real guarantees from society, while security is one of the compensations of the slave's humble position. There have been fewer murders of slaves than of parents, children, and apprentices in society where slavery does not exist. The slave offers no temptation to murderer, nor does he really suffer injury from his master. Who but a driveling fanatic has thought of the necessity of protecting domestic animals from the cruelty of their owners?

...It is true that the slave is driven to labor by stripes [lashes]; and if the object of punishment is to produce obedience or reformation with the least permanent injury, it is the best method of punishment. Men claim that this is intolerable. It is not degrading to a slave, nor is it felt to be so. Is it degrading to a child?

Source: The American Spirit

## **A Mountain White from West Virginia**

You live in the isolated mountain regions because there is no good farming land available to you because large plantations have taken all of the best land in the South. You are really racist toward Blacks, but you also recognize that the plantation system benefits only the plantation owners. You don't generally participate much in politics and you benefit very little from the wealth created in the South. You don't really think a Civil War is any of your business but you support your states rights to do as it pleases without Northern interference.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue, an economic issue or a legal issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
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Primary Source Document

## **A Mountain White from West Virginia**

### **Hinton Helper's Banned Book (1857)**

Notwithstanding the fact that the white non-slaveholders of the South are in the majority as five to one, they have never yet had any part or lot in framing the laws under which they live. There is no legislation except for the benefit of slavery and slaveholders.

As a general rule, poor white persons are regarded with less esteem and attention than Negroes, and though the condition of the latter is wretched beyond description, vast numbers of the former are infinitely worse off. A cunningly devised mockery of freedom is guaranteed to them, and that is all. To all intents and purposes, they are disenfranchised and outlawed, and the only privilege extended to them is a shallow and circumscribed participation in the political movements that usher slaveholders into office.

We have not breathed away seven and twenty years in the South without becoming acquainted with the demagogical maneuverings of the oligarchy....To the illiterate poor whites—made poor and ignorant by the system of slavery—they hold out the idea that slavery is the very bulwark of our liberties, and the foundation of American independence!...

The lords of the lash are not only absolute masters of the blacks, who are bought and sold, and driven about like so many cattle, but they are also the oracles and arbiters of all non-slaveholding whites, whose freedom is merely nominal, and whose unparalleled illiteracy and degradation is purposely and fiendishly perpetuated. How little the “poor white trash”—the great majority of the Southern people—know of the real condition of the country is, indeed, sadly astonishing....

Source: The American Spirit

## **A Resident from California**

You went to California in the late 1840s to seek your fortune in gold. You have had very little success finding gold so you are starting to farm. You definitely do not like the idea of California being open to slavery. You want all the land in California to be free land for white settlers. You tend to support the Republican Party because they advocate no extension of slavery out West.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **A Resident from California**

### **David Wilmot Appeals for Free Soil out West (1847)**

But sir, the issue now presented is not whether slavery shall exist unmolested where it is now, but whether it shall be carried to new and distant regions, now free, where the footprint of a slave cannot be found. This, sir, is the issue. Upon it I take my stand, and from it I cannot be frightened or driven by idle charges of abolitionism.

I ask not that slavery be abolished. I demand that this government preserve the integrity of free territory against the aggressions of slavery—against its wrongful usurpations.

Sir, I was in favor of the annexation of Texas....The Democracy [Democratic Party] of the North, almost to a man, went for annexation. Yes, sir, here was an empire larger than France given up to slavery. Shall further concessions be made by the North? Shall we give up free territory, the inheritance of free labor? Must we yield this also? Never, sir, never, until we ourselves are fit to be slaves...

Now, sir, we are told that California is ours, that New Mexico is ours—won by the valor of our arms. They are free. Shall they remain free? Shall these fair provinces be the inheritance and homes of the white labor of freemen or the black labor of slaves? This, sir, is the issue—this the question. The North has the right, and her representatives here have the power...

But the South contend that, in their emigration to this free territory, they have the right to take and hold slaves, the same as other property. Unless the amendment I have offered be adopted, or other early legislation is had upon this subject, they will do so. Indeed, they unitedly, as one man, have declared their right and purpose so to do, and the work has already begun...

Shall the South be permitted, by aggression, by invasion of the right, by subduing free territory and planting slavery upon it, to wrest these provinces from Northern freemen, and turn them to the accomplishment of their own sectional purposes and schemes?

This is the question. Men of the North, answer....Shall we of the North submit to it? If we do, we are coward slaves, and deserve to have the manacles fastened upon our own limbs.

Source: The American Spirit

## **A Women's Rights Activist in the North**

You have fought for many years for women to gain the right to vote. In recent years, however, the abolitionist issue of ending slavery has taken center stage as a reform movement. You realize that you must limit your women's rights reform for now in order to fully support the abolitionist cause. You support the Republican Party because they don't want slavery extending out West.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## A Women's Rights Activist in the North

### From "American Slavery as It Is." Testimony of Angela Grimke Weld.

Mrs. Weld is the youngest daughter of the late Judge Frimke, of the Supreme Court of South Carolina, and a sister of the late Hon. Thomas S. Grimke, of Charleston.

Fort Lee, Bergen Co., New Jersey,  
Fourth month 6<sup>th</sup>, 1839.

I sit down to comply with thy request, preferred in the name of the Executive Committee of the American Anti-Slavery Society. The responsibility laid upon me by such a request, leaves me no option. While I live, and slavery lives, I must testify against it. If I should hold my peace, the stone would cry out of the wall, and beam out of the timber would answer it." But though I feel a necessity upon me, and "a woe unto me," if I withhold my testimony, I give it with a heavy heart. My flesh crieth out, "if it be possible, let this cup pass from me;" but "Father, thy will be done," is, I trust, the breathing of my spirit. Oh, the slain of the daughter of my people: they lie in all the ways; their tears fall as the rain, and are their meat day and night; their blood runneth down like water; their plundered hearths are desolate; they weep for their husbands and children, because they are not; and the proud waves do continually go over them, while no eye pitieth, and no man careth for their souls.

But it is not alone for the sake of my poor brother and sisters in bonds, or for the cause of truth, and righteousness, and humanity, that I testify; the deep yearnings of affection of the mother that bore me, who is still a slaveholder, both in fact and in heart; for my brothers and sisters, (a large family circle,) and for my numerous other slaveholding kindred in South Carolina, constrain me to speak: for even were slavery no curse to its victims, the exercise of arbitrary power works such fearful ruin upon the hearts of slaveholders, that I should feel impelled to labor and pray for its overthrow with my last energies and latest breath.

Grimke Weld, Angelina. "Testimony of Angelina Grimke Weld." *Emancipator and Republican* [Boston] 25 July 1839. *Readex - America's Historical Newspapers - 1690-2000*. Web. 19 May 2010. <[http://infoweb.newsbank.com/iw\\_search/we/HistArchive/?p\\_product=EANX-K12&p\\_theme=ahnp\\_k12&p\\_nbid=W6AK5CBWMTI3NDI5OTU2MS41MDE1MDU6MT0xMzo2Ny4xMTEuMjE4LjY2&p\\_action=timelinedoc&p\\_docref=v2:1148B187EE739DE8@EANX-K12-11B969AA98855FD0@2392946-11B969AAC97D0808@3-11B969AB3B7DB0C8@Testimony+of+Angelina+Grimke+Weld&d\\_doclabel=1839+-+South+Carolinian+Angelina+Grimke+Weld+on+the+Evils+of+Slavery](http://infoweb.newsbank.com/iw_search/we/HistArchive/?p_product=EANX-K12&p_theme=ahnp_k12&p_nbid=W6AK5CBWMTI3NDI5OTU2MS41MDE1MDU6MT0xMzo2Ny4xMTEuMjE4LjY2&p_action=timelinedoc&p_docref=v2:1148B187EE739DE8@EANX-K12-11B969AA98855FD0@2392946-11B969AAC97D0808@3-11B969AB3B7DB0C8@Testimony+of+Angelina+Grimke+Weld&d_doclabel=1839+-+South+Carolinian+Angelina+Grimke+Weld+on+the+Evils+of+Slavery)>.

## **A Small Farmer from Kansas**

You have lived out in Kansas for about 10 years. As more people have come into the Kansas region you know that Kansas will soon become a state. You have heard that through Popular Sovereignty your region is supposed to decide if you want to be a slave state or not. You are not sure how to vote. All you know is that you just want to keep farming your land and provide for your family.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?

Primary Source Document

## **A Small Farmer from Kansas**

### **Stephen Douglas's Popular-Sovereignty Plea (1854)**

...When the people of the North shall all be rallied under one banner, and the whole South marshaled under another banner, and each section excited to frenzy and madness by hostility to the institutions of the other, then the patriot may well tremble for the perpetuity of the Union. Withdraw the slavery question from the political arena, and remove it to the states and territories, each to decide for itself, such a catastrophe can never happen. Then you will never be able to tell, by any Senator's vote for or against any measure, from what state or section of the Union he comes....

I have nothing to say about Northern rights or Southern rights, I know of no such divisions or distinctions under the Constitution. The bill does equal and exact justice to the whole Union, and every part of it; it violates the rights of no state or territory, but places each on a perfect equality, and leaves the people thereof to the free enjoyment of all their rights under the Constitution.....

I say frankly that, in my opinion, this measure will be as popular at the North as at the South, when its provisions and principles shall have been fully developed and become well understood.

Source: The American Spirit

## **A Slave in the South**

You are obviously considered the lowest person on the political and economic scale in the U.S. You have heard rumors that the South may try to break apart from the Union and create their own country. You have also heard about slavery possibly being extended out West. You desire your freedom, but you do not know what Black freedom would look like in the South.

- I. Which primary source document best represents your position? Please summarize how the document sheds light on some key values you strongly believe in as related to slavery out West. Be prepared to read a section of the document during the debate.

- II. What are your values on critical issues in the year 1859? Please answer each of the questions below that relate to your position:

1. In your opinion, what is the best way to settle the issue of the western territory being free land or open to slavery? Why do you take this position?
2. Is slavery primarily a moral issue or an economic issue? Explain.
3. Based on the Major Issues sheet from 1840-1860, which issues are the most relevant to you? Why?
4. The South is threatening to break apart from the Union if the Republican candidate Abraham Lincoln is elected. What is your attitude about fighting a Civil War to keep one Union or perhaps dividing the country into two separate countries?



Primary Source Document

## **A Slave in the South**

### **A Slave Boy Learns a Lesson (c. 1827)**

The frequent hearing of my mistress reading the bible aloud—for she often read aloud when her husband was absent—awakened my curiosity in respect to this mystery of reading, and roused in me the desire to learn. Up to this time I had known nothing of this wonderful art, and my ignorance and inexperience of what it could do for me, as well as my confidence in my mistress, emboldened me to ask her to teach me to read.

With an unconsciousness and inexperience equal to my own, she readily consented, and in an incredibly short time, by her kind assistance, I had mastered the alphabet and could spell words of three or four letters. My mistress seemed almost as proud of my progress as if I had been her own child, and supposing that her husband would be as well pleased, she made no secret of what she was doing for me. Indeed, she exultingly told him of the aptness of her pupil, and of her intention to persevere in teaching me, as she felt her duty to do, at least to read the Bible....

Master Hugh was astounded beyond measure, and probably for the first time proceeded to unfold to his wife the true philosophy of the slave system, and the peculiar rules necessary in the nature of the case to be observed in the management of human chattels. Of course, he forbade her to give me any further instruction, telling her in the first place that to do so was unlawful, as it was also unsafe. "For," said he, "if you give a nigger an inch, he will take an ell. Learning will spoil the best nigger in the world. If he learns to read the Bible, it will forever unfit him to be a slave. He should know nothing but the will of his master, and learn to obey it. As to himself, learning will do him no good, but a great deal of harm, making him disconsolate and unhappy. If you teach him how to read, he'll want to know how to write, and this accomplished, he'll be running away with himself."

Source: The American Spirit

## ***Lesson #3***

### ***Debate on the Civil War***

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The teacher can moderate the debate using the same questions on the student roles sheet. You can even add a few more questions as designated below. The teacher can also highlight in the debate many of the controversial political issues that came about in the period 1840-1860. During the debate the teacher can also ask the students to read portions of the primary source documents that best represent their role. It is important for the students to stay in character during the debate. Personifying a role during this period can be a powerful way to understand the values of a group of people at a certain time in history. The debate also helps students recognize why certain positions and opinions developed on these issues and why people from different walks of life held such widely varying beliefs. These beliefs forged decisions and these decisions made during this period in history created one of the most complex and difficult moments in our nation.

#### Additional Debate Questions

1. What is your opinion about slavery remaining in the South the way it has for hundreds of years?
2. Is slavery a moral issue, a political issue, or an economic issue for you?
3. Should the lands in the new territory out West be open to slavery or not?
4. If you were going to move out West, do you want to move to a slave territory or a free territory?
5. Should popular sovereignty resolve the issue of slavery out West?
6. Are you willing to fight a Civil War if the South decides to break apart from the Union?

## ***Lesson #4***

### ***The Causes of the Civil War***

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The teacher can use the sheet entitled *The Causes of the Civil War* to help the students categorize the possible causes for the war and to consider alternative perspectives on the war. This lesson is designed to help students appreciate the complexity of an event like the Civil War. The lesson also reinforces the use of historical categories as a way to organize history. The students should ultimately be able to write an in-class essay on the causes for the war using a category for each body paragraph.

## The Causes of the Civil War

*What were the real causes of the Civil War?*

Write down a thesis statement in 1-2 sentences that you think clearly answers the question above:

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## Short Term Causes for the Civil War

Please list at least 3 different issues and events for each category below from the period 1840-1860 that contributed to the causes of the Civil War:

Political Causes	Economic Causes	Social Causes

### **Long Term Causes for the Civil War**

Consider some of the following issues that could be interpreted as long term causes for the Civil War.

Pick 1 issue you agree with. Then analyze 2-3 terms or facts that support your issue.

1. There was a different set of values on the issue of slavery between Northerners and Southerners
2. The North and South had two distinctly different cultures
3. The Civil War was a result of Southern states wanting to hold onto their political power against an increasingly powerful Federal government that represented the North
4. In protecting slavery in the Constitution The Founding Fathers created an impossible issue for the North and South to reconcile long term
5. The war was a result of the West opening up either as free land or slave land that would be used for economic gain
6. The war was a result of the inability between the North and South to politically compromise over a controversial issue
7. The war was a result of different interpretations of the notion of freedom in the North and South

8. The war was a result of Northern aggression based on a lack of respect for Southern culture and rights

## ***Lesson #5***

### ***Film Clips on the Civil War***

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The sheet of suggested film clips on the Civil War can be used by the teacher to highlight different components of the Civil War. Film and documentary segments is a powerful way to convey the importance of such a monumental event as the Civil War. The segments are based on the PBS Ken Burns documentary *The Civil War*, the *Gettysburg* film, the film *Glory*. The documentary and film segments are divided into different topics.

## The Civil War Film Segments

### *Causes and Attitudes about Entering the Civil War*

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1. **"The Civil War" Documentary - Episode 1: The Cause (1861)**
2. **"The Civil War" Documentary-Episode 1: Honorable Manhood**

Sullivan Ballou, a Northern soldier, writes a letter home to his wife before the Battle of Bull Run.

3. **"Gettysburg" - Pickett's March (0:07:24)**

"YouTube - Movie Gettysburg." YouTube - Broadcast Yourself. 01 Sept. 2006. 28 May 2009  
<<http://www.youtube.com/watch?v=VGZ-QU4iDds>>.

How does Pickett's March portray the attitudes of the 'Old South'?

### *Strategies of War*

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4. **"Gettysburg" – Turning Point of the War (Northern Strategy/Victory (0:04:29)**

"YouTube - Gettysburg Movie the best part." YouTube - Broadcast Yourself. 01 Sept. 2006. 28 May 2009 <<http://www.youtube.com/watch?v=wYDhAmjmxYk>>.

What were the main tactics that the Union Army used to attack the Confederate Army?  
How does this particular battle embody the ideals and policies of the Civil War in general?

5. **"The Civil War" - Episode 2: A Very Bloody Affair**

#### *2.6 The Peninsula*

McClellan cautiously moves the Union army towards Richmond and meets a much smaller band of Southern troops at Yorktown where he digs in and wires for reinforcements.

6. **"The Civil War" - Episode 3: Forever Free (1862)**



### 3.3 Stonewall

Stonewall Jackson, a "pious, blue-eyed killer" triumphs in his Valley Campaign, successfully keeping Union troops off the Peninsula. The South cuts cotton production to pressure England and France into recognizing the Confederacy. Lincoln has to find a way to keep Europe from coming in on the side of the Confederate government.

#### 7. **"The Civil War" – Episode 3: Forever Free (1862)**

### 3.7 Saving the Union

Lincoln replaces McClellan with John Pope, who leads the army to the second Battle of Bull Run – another Union disaster. Lincoln reluctantly reinstates McClellan. Robert E. Lee decides to invade the North and, heading for the federal rail center in Harrisburg, Pennsylvania, takes up positions in Sharpsburg, Maryland, in front of Antietam creek. McClellan arrives with vastly superior forces.

#### 8. **"The Civil War" – Episode 3: Forever Free (1862)**

### 3.9 The Higher Object

U.S. Grant tries to conquer Vicksburg, Mississippi, but fails. Lincoln issues the Emancipation Proclamation, September 22, 1862. "The war is ennobled, the object is higher." Episode 4: Simply Murder (1863)

#### 9. **"The Civil War" – Episode 6: Valley of the Shadow of Death (1864)**

### 6.4 Chapter 4 - Lee

Lee's background: Born in 1807 to a very prominent Virginia family and raised by his mother. He is nicknamed "the marble model" at West Point and graduates in 1829 without a single demerit. The captor of John Brown at Harpers Ferry, Lee is the most promising soldier in the nation at the start of the war.

## ***Black Soldiers in the War***

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#### 10. **"The Civil War" – Episode 7: Most Hallowed Ground (1864)**

### 7.9 The Promised Land

Black soldiers are finally given equal pay with whites. Union Admiral David Farragut, wins another naval victory in Mobile Bay. Sherman's troops arrive outside Atlanta. Jefferson Davis removes General Joseph E. Johnston from command and replaces him with John Bell Hood. At the Battle of

Atlanta, Sherman's favorite general, 35-year old James McPherson is killed. But with the next Union attack, Hood withdraws into the city, and Sherman puts Atlanta under siege. A week later, Hood abandons Atlanta and Sherman enters the city.

**11. "Glory" – Part 10: The Union Before Battle (0:10:00)**

"YouTube - Glory (1989) part 10." YouTube - Broadcast Yourself. 18 Nov. 2007. 28 May 2009  
<<http://www.youtube.com/watch?v=t33gMP47Wd4>>

What makes the white men cheer on the black section of the army?

**12. "Glory" – Part 11: The Union Attacking the Confederacy (0:10:00)**

"YouTube - Glory (1989) part 11." YouTube - Broadcast Yourself. 18 Nov. 2007. 28 May 2009  
<<http://www.youtube.com/watch?v=7X4g-LcFnU8>>.

What is the significance of the man who volunteered to carry the flag if his fellow man should fall?

**13. "Glory" – Part 12: The Defeat of the Union (00:06:01)**

"YouTube - Glory (1989) part 12." YouTube - Broadcast Yourself. 18 Nov. 2007. 28 May 2009  
<<http://www.youtube.com/watch?v=eRKUjnbcsly>>.

**14. "The Civil War" – Episode 5: The Universe of Battle (1863)**

5.8 Bottom Rail On Top

Lincoln issues the first federal draft call, but for \$300, men can hire substitutes and most of the wealthy elite do so. Resistance to the draft causes riots throughout the North. Lincoln authorizes the first black troops. The 54th Massachusetts regiment, under Robert Gould Shaw, attacks Fort Wagner, South Carolina. The battle is a Confederate victory but it proves that blacks can fight as well as whites.

### ***The Higher Purposes of the War and Lincoln***

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**15. "The Civil War" – Episode 8: War is Hell**

8.6 Washington, March 4, 1865

Lincoln is inaugurated for a second term. John Wilkes Booth hatches a scheme to kidnap Lincoln. Lincoln travels to City Point, Virginia to meet with Grant and Sherman and discuss the final campaigns of the war and the Union's plans for peace.

**16. "The Civil War" – Episode 8: War is Hell**

**8.8 Appomattox**

April 7, 1865 - Grant writes to Lee. April 9, 1865 - Lee sends word that he will surrender. Robert E. Lee and Ulysses S. Grant meet at Appomattox to work out the terms of the surrender. The formal surrender comes three days later. In Washington, Lincoln quietly rejoices. A few blocks away, John Wilkes Booth plots.

**17. "The Civil War" – Episode 9: The Better Angels of Our Nature (1865)**

**9.6 Was It Not Real?**

Barbara J. Fields, James Symington and Stephen Oates sum up the meaning and legacy of the Civil War. Shelby Foote makes a closing statement on the war.

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<<http://www.youtube.com/watch?v=VGZ-QU4iDds>>.

"YouTube - Pickett's Charge (Part 3: The Battle)." YouTube - Broadcast Yourself. 01 Sept. 2006. 28 May 2009 <<http://www.youtube.com/watch?v=-iT0Hmu5bXY&NR=1>>.



## ***Lesson # 6***

### ***The Reconstruction Period, 1865-1877***

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The Reconstruction Period lesson combines giving students' information in the Power-point *The Reconstruction Period* while asking students to read and analyze some documents that relate to the period. We ultimately try to answer to what extent freedom was gained for African-Americans in the period following the Civil War.

## Reconstruction Period Primary Source Documents<sup>i</sup>

### Excerpt from Black Codes of Mississippi (1865)

Section 3: In the management and control of said apprentices, said master or mistress shall have the power to inflict such moderate corporeal chastisement as a father or guardian is allowed to inflict on his or her child or ward at common law [...].

Section 4: If any apprentice shall leave the employment of his or her master or mistress, without his or her consent, said master or mistress may pursue and recapture said apprentice, and bring him or her before any justice of the peace of the county, whose duty it shall be to remand said apprentice to the service of his or her master or mistress

Section 6: All contracts for labor made with freedmen, free negroes and mulattoes for a longer period than one month shall be in writing, and a duplicate, attested and read to said freedman, free negro or mulatto by a beat, city or county officer, or two disinterested white persons of the county in which the labor is to be performed, of which each party shall have one: and said contracts shall be taken and held as entire contracts, and if the laborer shall quit the service of the employer before the expiration of his term of service, without good cause, he shall forfeit his wages for that year up to the time of quitting.

### Excerpt from W.E.B. DuBois' The Souls of Black Folk (1903)

Mr. Washington represents in Negro thought the old attitude of adjustment and submission; but adjustment at such a peculiar time as to make his programme unique. This is an age of unusual economic development, and Mr. Washington's programme naturally takes an economic cast, becoming a gospel of Work and Money to such an extent as apparently almost completely to overshadow the higher aims of life. Moreover, this is an age when the more advanced races are coming in closer contact with the less developed races, and the race-feeling is therefore intensified; and Mr. Washington's programme practically accepts the alleged inferiority of the Negro races

### Excerpt from Southern Horrors: Southern Lynchings, February (1893)

A white man in Guthrie, Oklahoma Territory, two months ago inflicted such injuries upon another Afro-American child that she died. He was not punished, but an attempt was made in the same town in the month of June to lynch an Afro-American who visited a white woman.

**Excerpt from Up From Slavery Booker T. Washington**

One-third of the population of the South is of the Negro race. No enterprise seeking the material, civil, or moral welfare of this section can disregard this element of our population and reach the highest success. I but convey to you, Mr. President and Directors, the sentiment of the masses of my race when I say that in no way have the value and manhood of the American Negro been more fittingly and generously recognized than by the managers of this magnificent Exposition at every stage of its progress. It is a recognition that will do more to cement the friendship of the two races than any occurrence since the dawn of our freedom.

**Civil Rights Act of 1866, April 9, 1866**

*Be it enacted...* That all persons born in the United States and not subject to any foreign power, excluding Indians not taxed, are hereby declared to be citizens of the United States; and such citizens, of every race and color, without regard to any previous condition of slavery or involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall have the same right in every State and Territory in the United States.

**Lynchings: By Year and Race<sup>ii</sup>**

Year	Whites	Blacks	Total
1882	64	49	113
1883	77	53	130
1884	160	51	211
1885	110	74	184
1886	64	74	138
1887	50	70	120
1888	68	69	137
1889	76	94	170
1890	11	85	96
1891	71	113	184
1892	69	161	230
1893	34	118	152
1894	58	134	192
1895	66	113	179
1896	45	78	123
1897	35	123	158
1898	19	101	120
1899	21	85	106
1900	9	106	115
1901	25	105	130
1902	7	85	92
1903	15	84	99
1904	7	76	83
1905	5	57	62
1906	3	62	65
1907	3	58	61
1908	8	89	97
1909	13	69	82
1910	9	67	76
1911	7	60	67
1912	2	62	64



## ***Lesson #7***

### ***Writing an Essay on the Civil War Period***

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The students are asked to write a clear essay on the causes of the Civil War. The essay structure is consistent with previous essays. The students are asked to analyze rather than merely describe what was taking place during the period 1840-1860. Analysis is based on the decision chain and the application of specific political, economic, and social events that led to the war. The students can gather information from lessons from this unit to write a clear, analytical essay. The teacher can use the same essay format for a shorter essay or you can ask an entirely different question. The essay format structure from the sheet *Writing a Good Essay on the Civil War Period* gives students a solid structure to break down this time period or, as the case may be, any time period in U.S. History. The teacher can also develop your own point system assigned to each component of the essay structure. The structure makes grading an essay more clear. Giving students a structure on how to analyze a question also gives them a clear format to follow while also allowing for a lot of creativity in how they interpret the question.

## Writing a Good Essay on the Civil War Period

*What were the political, economic, and social causes of the Civil War?*

When you structure your essay on the Civil War period you are using specific political, economic, and social events to analyze a question. In this question you should use a total of three body paragraphs to represent the political, economic, and social aspects that led to the Civil War. To answer the question about the causes for the war you should follow the outline below.

### Paragraph #1: Thesis Paragraph

#### *Introduction*

- Write a brief introduction that may give some relevant background information to the question. This information should be no more than 2-3 sentences. Here you should frame the time period by answering what long term issues led up to the causes of the war. You could mention some things like the different culture in the North and South, the Constitution, long term economic developments, etc.

#### *Thesis Statement*

- Your thesis statement is a 1-2 sentence response to the question. Ask yourself what the question is asking you to analyze. In this case you are focusing on the political, economic, and social *causes* of the war. Remember that in your thesis you are not listing your facts. You are synthesizing your facts into a single sentence such as filling in the following:

*Politically, the Civil War was caused by\_\_\_\_\_. Economically the war was caused by\_\_\_\_\_. Socially the war was caused by\_\_\_\_\_.*

### Paragraph #2: 1<sup>st</sup> Body Paragraph-Political Causes for the War

#### *Topic Statement*

- The first sentence in your body paragraph should be your topic statement. Your topic statement tells the reader what this particular paragraph is about. In this case you are stating the political causes of the war you just mentioned in your thesis statement. You are merely informing the reader what this paragraph will entail. Your topic statement should be no more than 1 sentence.

#### *Terms*

- After your topic statement you need to begin using specific facts such as key political events or important people to back up your main point. This body paragraph should have 2-3 facts or terms. You could define the fact based upon your thesis. Don't give any more information about the term than is necessary to back up your thesis. After you define the term you should analyze what the term means based on being a cause of the war.

### *Analysis*

- Analysis means that you are explaining how you support your overall argument. You are interpreting how your key terms support your thesis. Remember that you are presenting an argument rather than merely describing what is happening in a time period. Analysis is giving an interpretation on why something is happening rather than merely describing what is taking place. If your term was a political decision made at the time then you can use the links in the decision chain to help analyze the term. If your term has more to do with other political issues such as power or opportunity or personal rights or some other political concept then you should analyze the term based on these components. Your analysis for each term should be at least one sentence. The more analysis you write about the more clear your argument becomes.

### **Paragraph #3: 2<sup>nd</sup> Body Paragraph-Economic Causes for the War**

The second body paragraph follows the same structure as the first body paragraph. But now the paragraph is dealing with economic causes for the war.

#### *Topic Statement*

- The first sentence in your body paragraph should be your topic statement on economic causes for the war.

#### *Terms*

- After your topic statement you need to begin using specific facts such as key economic events or important people to back up your main point. This body paragraph should have 2-3 facts or terms. Again, you can briefly define each term. You could define the fact based upon your thesis. After you define each term you analyze what the term means based on being an economic cause of the war.

### *Analysis*

- If your term was an economic decision made at the time then you can again use the links in the decision chain to help analyze what the term means. If your term has more to do with other economic issues such as opportunity, class issues, status, personal wealth or some other economic concept then you should analyze the term based on these components. Your analysis for each term should be at least one sentence. The more analysis you write about the more clear your argument becomes.

### **Paragraph #4: 3<sup>rd</sup> Body Paragraph-Social Causes for the War**

The third body paragraph follows the same structure as the first two body paragraphs. But now the paragraph is dealing with social causes for the war.

#### *Topic Statement*

- The first sentence in your body paragraph should be your topic statement on social causes for the war.

#### *Terms*

- After your topic statement you need to begin using specific facts such as key social events or important people to back up your main point. This body paragraph should have 2-3 facts or terms. Again, you can briefly define each term. You could define the fact based upon your thesis. After you define each term you analyze what the term means based on being an economic cause of the war.

#### *Analysis*

- If your term was a social decision made at the time then you can again use the links in the decision chain to help analyze what the term means. If your term has more to do with other social issues such as ways of life, religious beliefs, intellectual ideas or some other social concept then you should analyze the term based on these components. Your analysis for each term should be at least one sentence. The more analysis you write about the more clear your argument becomes.

#### **Paragraph #4: Conclusion**

Your conclusion is all analysis. Now you are analyzing the entire question rather than just one paragraph's worth of information. You should wrap up your argument in the conclusion by showing the reader that you have clearly supported your argument. Your conclusion should be no more than 3-4 sentences.

## Bibliography

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<sup>i</sup> <http://galenet.galegroup.com>

<sup>ii</sup> [http://faculty.berea.edu/browners/chesnutt/classroom/lynching\\_table\\_year.html](http://faculty.berea.edu/browners/chesnutt/classroom/lynching_table_year.html)