

Warm Up: List as many bulleted differences as you can!

NORTH AND SOUTH DIFFERENCES PRE-CIVIL WAR	
Name:	Date:
North	South

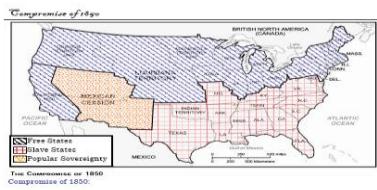
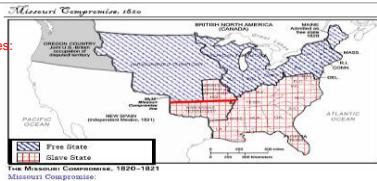
## Problems of Sectional Balance in 1850

- ★ California statehood.
- ★ Southern "fire-eaters" threatening secession.
- ★ Underground RR & fugitive slave issues:
  - Personal liberty laws
  - *Prigg v. Pennsylvania* (1842)

## What was the Compromise of 1850?



Compare/  
Contrast these  
two compromises:



**Harriet Beecher Stowe  
(1811 – 1896)**

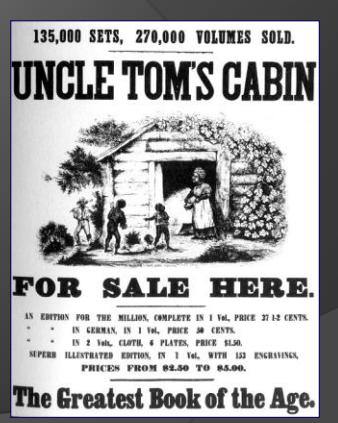
*So this is the lady who started the Civil War.*

-- Abraham Lincoln

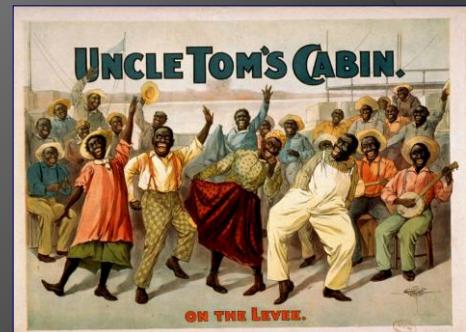


## Uncle Tom's Cabin 1852

- Sold 300,000 copies in the first year.
- 2 million in a decade!



## Uncle Tom's Cabin, 1852



## The Underground Railroad

- ⦿ Was a system setup to help slaves (African Americans) escape to the Northern USA or Canada.
- ⦿ Slaves hid in barns and houses



Picture Credit: [http://www.fs.fed.us/r9/wayne/ur\\_project/siebertmap.jpg](http://www.fs.fed.us/r9/wayne/ur_project/siebertmap.jpg)

### After Slavery: Stowe's Vision The Question of Emancipation

**Directions**  
Use the excerpt from Chapter XXXVIII, Reunion and one of the excerpts from a book review of Uncle Tom's Cabin to fill out this worksheet. In both of your excerpts, writers or characters discuss the question of emancipation (freeing the slaves). As you read your two assigned excerpts, keep a running list of what writers and characters imagine will be the possible results of emancipating and the possible results of NOT emancipating. Be sure to include the character or writer who makes each statement. Read carefully -- some of these arguments are very subtle!

Possible Results of Emancipating	Possible Results of NOT Emancipating

### FUN! Underground Railroad – Coded Messages

Using the Code Words and Phrases sheet decode the following messages.  
The wind blows from the South today and the shepherds have many bundles of wood to keep them warm.

Have you seen the station master? A load of potatoes need to be taken to the River Jordan and given to the shepherds.

It is cloudy tonight. The baggage should be placed by the river bank for it makes a mighty good road.

The stockholder has arrived. Excess baggage can be forwarded by notifying the station master of its arrival.

Tell the station master that Moses knows of a parcel which must be forwarded. The parcel, which contains bundles of wood, should be delivered to the shepherds that watch the sheep where the river ends between two hills.

Make up some of your own:

Now, go to <http://www.nationalgeographic.com/railroad/11.html> to experience the journey!

### Underground Railroad Code Words and Phrases

Baggage	Escaping slaves
Bundles of wood	Fugitives to be expected
Caanan	Canada
Camping gourd	Gold, Silver and the North star
Forwarding	Taking fugitive slaves from station to station
Freedom Train	The Underground Railroad
Gospel Train	The Underground Railroad
Heaven on Promised Land	Canada
Load of Potatoes	Escaping slaves hidden under the farm produce or in the house
Moses	Harriet Tubman
Parcel	Fugitives to be expected
Passers	Leaders, speakers underground railroad
River Jordan	The Mississippi River
Shepherds	People escorting slaves
Station	Place of safety, temporary refuge, safe-house
Station Master	Keeper of safe-house
Stockholder	Donor of money, clothing, or food to the Underground Railroad
"The wind blows from the South today"	A warning to Underground Railroad workers that fugitive slaves were in the area
"When the sun comes back and the first quail calls"	A particular time of year good for escaping (early spring)
"The wooden tank makes a mighty good road"	A reminder that tracking dogs can't follow the scent through the water.
"The dead trees will show you the way"	A reminder that moss grows on the branches of dead trees (just in case the stars aren't visible).
"Left foot, peg foot"	A visual clue for escapees left by an Underground Railroad worker famous because of his wooden leg.
"The river ends between two hills"	A clue for the directions to the Ohio River
"A friend with friends"	A reminder that friends assist fugitives with Underground Railroad conductor
"The friend of a friend sent me"	A signal word used by fugitives traveling alone to indicate they were sent by the Underground Railroad network
"Steal away, steal away, steal away to Jesus"	(Words to a song) - used to alert other slaves that an escape attempt was coming up

## **NORTH VS. SOUTH: THE GREAT SLAVE DEBATE!**

**GEORGE FITZHUGH, "THE SOCIOLOGY OF THE SOUTH"  
A DEFENSE OF SOUTHERN SOCIETY (1854)**

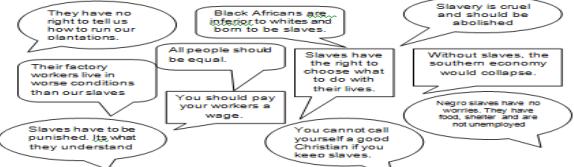
**Questions:**

- 1) According to George Fitzhugh, why does the South have the better way of life?
  - 2) Why is the South's economy so strong in comparison to the North's?
  - 3) Why is the South's society better than the North's?
  - 4) How might a northerner respond to this document?

As northern and European reformers increasingly criticized the institution of slavery, southerners grew more determined that the institution was replaced by the ideas if people like Thomas R. Dew, who argued that slavery was an immediate predecessor to the Civil War. Trained in the law, he served as the attorney general's office during the Buchanan administration. In his trip to Europe, he was well-known for his comparative essays on northern and southern society. He was also a strong advocate of the cause of abolitionists. While there, he also met Harriet Beecher Stowe, the author of Uncle Tom's Cabin. The visit made him a champion for the South. While there he compared the laissez-faire economy of the North with southern paternalism.

At the slaveholding South all is peace, quiet, plenty and contentment. We have no mobs, no trades unions, no strikes for higher wages, no armed resistance to the law, but little jealousy of the rich by the poor. We have but few crimes, population three or four times as numerous as ours. We are wholly exempt from the torment of pauperism, crime, vagrancy, and infidelity which Europe is riven from her jaws, and which now rests on the already prostrate, overburdened, and exhausted, the crops have doubled in fifteen years, whilst the population has been almost stationary. In the same time, the value of our exports has increased more than double. The cost of living has been reduced one-half. The cost of food doubled in value. This ratio of improvement has been approximated or exceeded wherever the South slaves are numerous. We have enough for the present, and no communistic spirit, frightening us for the future, haunts us. These equalities divide us into men of cold heart and weak minds; they know how to make money, but how not to use it. They are the slaves of Mammon, and the slaves of Mammon are the slaves of the world. They are the slaves of the world, heart, give standing to a man in the South, however poor he may be. Money is, with few exceptions, the only thing that endures at the North. We have poor people, but none who, when once established, are undependable. We do not care for the poor, we do not care for the sick, we do not care for the aged, we do not care for the widow, we do not care for the rich, the negro, or the white man. Nobody dreams of running a friend, a relative, or a stranger from his door. The poor relative or friend who borrows our horse, or spends a week under our roof, is a welcome guest. The loose, wild, waste life of model cities like the Society in a blind while righteously condones it. France, England, and New England, keeps society always on the verge of famine, because it leaves no room to retreat, that is to live. A long course of continual improvement in population before us, with no limits which human foresight can conceive. Actual labor and work in our white population has been increased much nearer than in any foreign country, and the result is a marked increase in our national wealth and in our national muscular capacity. Our free citizens does not let it over another; hence that feeling of independence and equality which is the secret of our power. We are a nation, and we come into the world in contact with other nations. It is a distinction to be a Southerner, as it once was to be a Roman citizen.

## The Great Slave Debate



## WARM UP: PLACE THE ARGUMENTS IN THE CORRECT CATEGORIES.

Arguments for slavery The Southern view	Arguments against slavery The Northern view

**ASSIGNMENT DIRECTIONS: COMPLETE THIS 3-page reading in association with the Fitzhugh reading.**

### HINTON HELPER, "THE IMPENDING CRISIS" (1857)

### Questions

1. How does Helper characterize the relationship between the North and the South?  
2. How does Helper describe southern society?  
3. To what does he attribute the condition of the South? Whom does he seem to hold most responsible?  
4. What is Helper's family background? Why do you think he includes this information?  
5. What is Helper's solution to problems in the South?  
6. Compare Helper's views to those expressed by George Fitzhugh. Give several examples.

In the three decades preceding the Civil War, many white southerners vigorously defended slavery. Proslavery arguments drew inspiration from many sources including claims of black genetic inferiority, theology, history, and contemporary criticism of northern industrial society. Simultaneously, the South instituted laws that prevented public discussion of slavery. Abolitionist publications were seized and destroyed. Critics of slavery were intimidated and forced to leave the region.

Despite this climate, Hinton Rowan Helper (1829-1909), a white southerner, wrote a devastating critique of southern society. In *The Impending Crisis of the South: How to Meet It* (1857), Helper attacked slavery for debasing non-slaveholding whites and retarding southern economic progress. Although he advocated abolition, he was also a racist who called for freed slaves to be exported to Africa or Latin America.

The Impending Crisis sent shockwaves through the nation. While northerners applauded Helper's expose, southerners threatened his life and banned his book. After safety concerns forced Helper to flee to the South, President Abraham Lincoln granted him a diplomatic appointment to Buenos Aires, where he served from 1861 to 1866. Upon returning to the U.S., Helper pursued a failed career as a political lobbyist. He committed suicide in 1900. (*Some calling her home my dearest*, p. 4.)

# Sectional Politics

## The “Know-Nothings” [The American Party]



- ★ Nativists.
- ★ Anti-Catholics.
- ★ Anti-immigrants.

1849 → Secret Order of the Star-Spangled Banner created in NYC.

### THE KNOW-NOTHING PARTY PLATFORM

#### Questions:

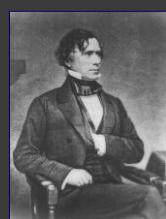
- 1) What are the major goals of the Know-Nothing Party? Why would someone find these demands attractive?
- 2) What does the rapid rise and fall of the Know-Nothings suggest about politics in the 1850s?
- 3) If the Know-Nothings existed today, do you think that they would have many supporters? Explain your answer.

*Between 1840 and 1860, 4.2 million European immigrants arrived in the United States. Three-quarters of the emigrants were Irish or German and many were also Catholic. Their arrival sparked a wave of nativism [anti-immigrant sentiment] and anti-Catholicism throughout the country. Many Protestant Americans believed the immigration posed a threat to their economic security and religious beliefs. In 1843, a secret nativist group called the Order of the Star-Spangled Banner was formed in New York City and soon spread throughout New England. When members were asked about its activities, they replied, "I know nothing...". As the organization grew more powerful and less clandestine, it evolved into the Know-Nothing Party. It soon became an anti-immigrant, anti-Catholic party, supporting protectionism, restriction of voting and political offices to native-born Americans, and a twenty-one year residency requirement for naturalized citizenship. By 1853, Know-Nothings had gained scores of adherents and controlled several political offices but broke apart the following year.*

#### The Know-Nothing Party Platform

1. Repeal of all Naturalization laws.
2. None but native Americans for office.
3. A pure American Common School system.
4. War to the hilt, on political Romanism.
5. Opposition to the formation of Military Companies, comprised of Foreigners.
6. The advocacy of sound, healthy and safe Nationality.
7. Hostility to all Papal influences, when brought to bear against the Republic.
8. American Institutions and American Sentiments.
9. More stringent and effective Emigration Laws.
10. The amplest protection to Protestant Interests.
11. The doctrines of the revered Washington....
12. Formation of societies to protect American interests.
13. Eternal enmity to all who attempt to carry out the principles of a foreign Church of State.
14. Our Country, our whole country, and nothing but our Country ....

## 1852 Presidential Election



✓ Franklin Pierce  
Democrat

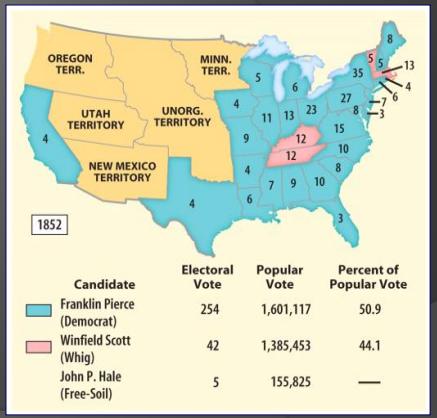


Gen. Winfield Scott  
Whig

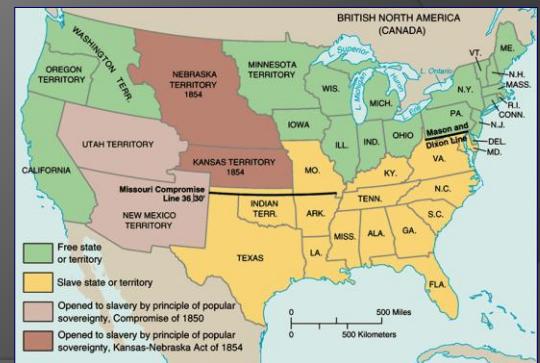


John Parker Hale  
Free Soil

## 1852 Election Results



## Kansas-Nebraska Act, 1854



## The Kansas-Nebraska Act

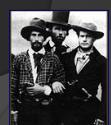
- The **Kansas-Nebraska Act** was passed by the U.S. Congress on May 30, 1854. It allowed people in the territories of Kansas and Nebraska to decide for themselves whether or not to allow slavery within their borders. The Act served to repeal the Missouri Compromise of 1820 which prohibited slavery north of latitude 36°30'.
- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing binding agreement. In the pro-slavery South it was strongly supported.
- After the Kansas-Nebraska Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas to affect the outcome of the first election held there after the law went into effect. Pro-slavery settlers carried the election but were charged with fraud by anti-slavery settlers, and the results were not accepted by them.
- The anti-slavery settlers held another election, however pro-slavery settlers refused to vote. This resulted in the establishment of two opposing legislatures within the Kansas territory.



## "Bleeding Kansas"



**Border "Ruffians"  
(pro-slavery  
Missourians)**



## Bleeding Kansas!

- Violence soon erupted, with the anti-slavery forces led by **John Brown**. The territory earned the nickname "bleeding Kansas" as the death toll rose.
- President Franklin Pierce, in support of the pro-slavery settlers, sent in Federal troops to stop the violence and disperse the anti-slavery legislature. Another election was called. Once again pro-slavery supporters won and once again they were charged with election fraud.
- As a result, Congress did not recognize the constitution adopted by the pro-slavery settlers and Kansas was not allowed to become a state.
- Eventually, however, anti-slavery settlers outnumbered pro-slavery settlers and a new constitution was drawn up. On January 29, 1861, just before the start of the Civil War, Kansas was admitted to the Union as a free state.

## "The Crime Against Kansas"



**Sen. Charles Sumner  
(R-MA)**

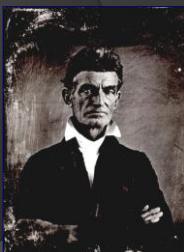


**Congr. Preston Brooks  
(D-SC)**

## John Brown: Madman, Hero or Martyr?



Mural in the Kansas Capitol building  
by John Steuart Curry (20c)



### THE TRIAL AND EXECUTION OF JOHN BROWN

*A Documentary Source Problem*

Assume that you are writing a history of the Civil War era and have just finished writing the above passage about the events at Harper's Ferry. You have already described the North's growing suspicion of Southern intentions to secede from the Union and the North's increasing support for anti-slavery actions, like the forcible rescue of Blacks from slavery. You now wish to explain in 600 to 800 words the purposes, meanings and effects of John Brown's raid, in describing his trial and execution. Interpret John Brown, his actions and personality. Describe what happened, why, and what its larger significance was. Select the best evidence based on its degree of credibility (believability).

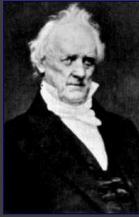
The following questions are a guide. They will help you evaluate the documents and develop a broad explanation of the importance of the events you describe.

- Did John Brown accomplish his purpose? If so, in what sense? If not, how not?
- What appear to have been the major strengths and weaknesses in Brown's character?
- Was the prosecution in his trial justified in charging him with trying to start a rebellion? Whom are we to believe on this question?
- How would you assess Brown's honesty and credibility during his jailing and trial?

## Birth of the Republican Party, 1854

- ★ Northern Whigs.
- ★ Northern Democrats.
- ★ Free-Soilers.
- ★ Know-Nothings.
- ★ Other miscellaneous opponents of the Kansas-Nebraska Act.

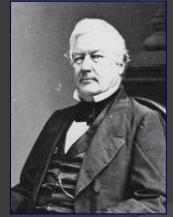
## 1856 Presidential Election



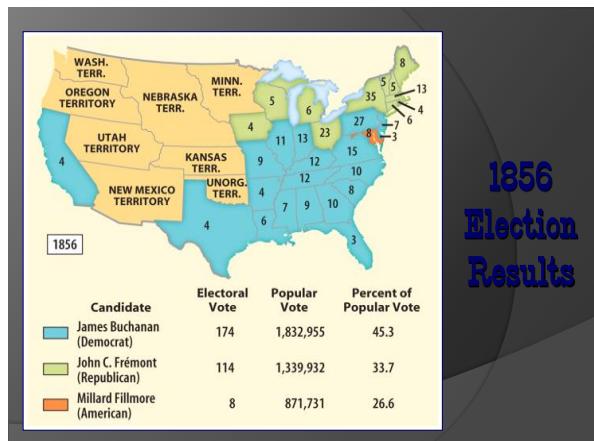
✓ James Buchanan  
Democrat



John C. Frémont  
Republican



Millard Fillmore  
Whig



### Dred Scott v. Sandford (1857)

".... We think they [people of African ancestry] are . . . not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. . . ."

— Chief Justice Roger B. Taney, speaking for the majority



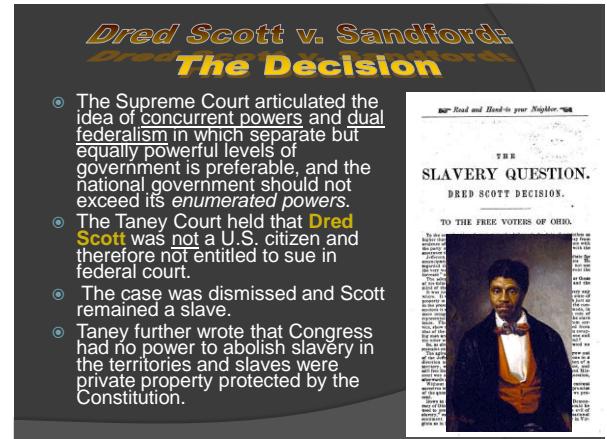
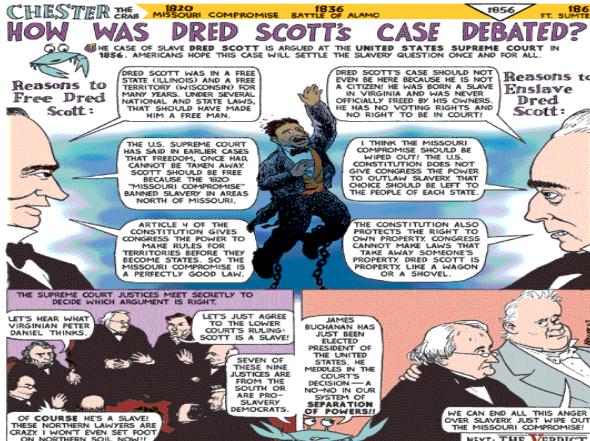
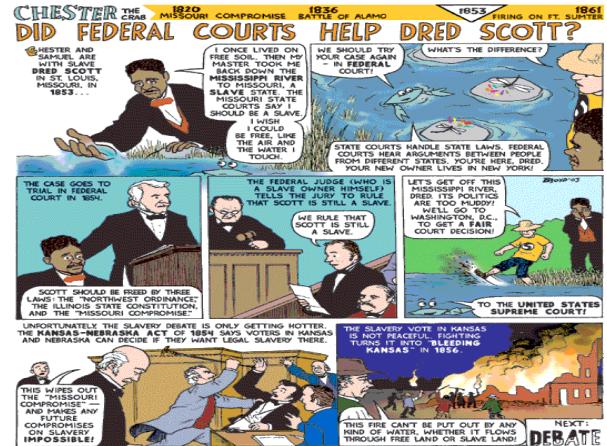
Dred Scott  
Library of Congress, LC-US-262-5092-307977

**ESSENTIAL QUESTIONS:** Who was Dred Scott and how did his Supreme Court Case create further divisions between the North and the South.  
**ASSIGNMENT:** Complete the "Dred Scott" packet from [landmarkcases.org](http://landmarkcases.org).

## Dred Scott v. Sandford (1857)

How did a case involving a runaway slave become an issue of federalism?

- Dred Scott was a runaway slave who sued for his freedom from a southern plantation owner. He fled to the North. The Problem: The northern states had outlawed slavery while the southern states still had slavery. How would this case be decided?



- The Supreme Court articulated the idea of concurrent powers and dual federalism in which separate but equally powerful levels of government is preferable, and the national government should not exceed its *enumerated powers*.
- The Taney Court held that **Dred Scott** was not a U.S. citizen and therefore not entitled to sue in federal court.
- The case was dismissed and Scott remained a slave.
- Taney further wrote that Congress had no power to abolish slavery in the territories and slaves were private property protected by the Constitution.



## What caused the Panic of 1857??

What were its  
affects on the nation?

### The Panic of 1857

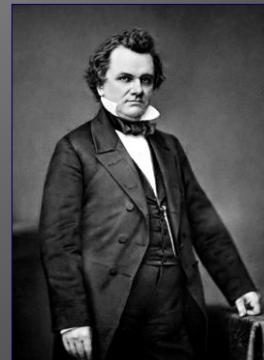
- The **Panic of 1857** abruptly ended the boom times that followed the Mexican War.
- The immediate event that touched off the panic was the failure of the New York branch of the Ohio Life Insurance and Trust Co., a major financial force that collapsed following massive embezzlement. Hard on the heels of this event arrived other setbacks that shook the public's confidence:
  - The decision of British investors to remove funds from American banks raised questions about overall soundness
  - The fall of grain prices spread economic misery into rural areas
  - Manufactured goods began to pile up in warehouses, leading to massive layoffs
  - Widespread railroad failures occurred, an indication of how badly over-built the American system had become
  - Land speculation programs collapsed with the railroads, ruining thousands of investors.
- Confidence was further shaken in September when 30,000 pounds of gold were lost at sea in a shipment from the San Francisco Mint to eastern banks. More than 400 lives were lost as well as public confidence in the government's ability to back its paper currency with specie. In October, a bank holiday was declared in New England and New York in a vain effort to avert runs on those institutions. Eventually the panic and depression spread to Europe, South America and the Far East. No recovery was evident in the United States for a year and a half and the full impact did not dissipate until the Civil War.
- As an unfortunate sidelight, the South was hurt less than the other regions of the country and many there concluded that the superiority of their economic system had been vindicated.

### The Lincoln-Douglas (Illinois Senate) Debates, 1858



*A House divided against itself, cannot stand.*

### Stephen Douglas & the *Freeport Doctrine*



Popular  
Sovereignty?

### A HOUSE DIVIDED" (JUNE 16, 1858)

On June 16, 1858, Abraham Lincoln delivered what became known as his "House Divided" speech at the close of the Republican State Convention in Springfield, Illinois. At this convention, Lincoln accepted his party's nomination for the United States Senate, a seat that was held by Stephen A. Douglas.

In the years prior to this speech, many events had occurred pushing the nation dangerously close to civil war. Most notably were the Kansas-Nebraska Act and the Dred Scott decision. Lincoln was concerned about the nation splitting in two and the expansion of slavery. Below are the first few lines of this address:

*If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it. We are now far into the fifth year, since a policy was initiated, with the avowed object, and confidence promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented.*

*In my opinion, it will not cease, until a crisis shall have been reached and passed — "A house divided against itself cannot stand." I believe this government cannot endure, permanently half slave and half free.*

*I do not expect the Union to be dissolved — I do not expect the house to fall — but I do expect it will cease to be divided. It will become all one thing, or all the other.*

*Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new — North as well as South.*

- **Question for Discussion:** Is Lincoln's use of the phrase "a house divided" a powerful and appropriate metaphor? Explain.

### Mock Debate: Lincoln/Douglas Debate of 1858

**Objectives:**  
After completing this lesson, students will have a better understanding of the insights of Lincoln and Douglas issues in the 1858 Senate Debate.

**Assessments:**  
Class Mock Debate and writing activity

**Procedures:**

Time	Group size	Process of activity
5 Minutes	Whole class	Activity 1: Put the following question on the overhead: "Considering the events in America during this time period, what issues do you think Lincoln and Douglas would have to debate?" Make some predictions of each man's point of view.
15 min	2 groups	Activity 2: Divide the class in half. Assign one group Lincoln readings and one group Douglas readings from the book. <ul style="list-style-type: none"> <li>Within each group, assign a "Lincoln" and a "Douglas". The rest of the group will help them prepare for asking questions.</li> <li>Have students take notes on their readings.</li> <li>Have the people playing Lincoln and Douglas select excerpts from these speeches and prepare to share them in a class "mock debate".</li> <li>The other students should help them find excerpts.</li> </ul>
30 min	Whole class, 2 individuals as Lincoln and Douglas	Activity 3: Optional: Have costumes for each student actor. <ul style="list-style-type: none"> <li>Have Lincoln and Douglas stand in front of the class. They are to share the prepared excerpts from the speeches.</li> <li>The audience should have a list of prepared questions to ask each candidate.</li> <li>Hold mock debate.</li> </ul>
		Closing: What would you say to the other side?

### John Brown's Raid on Harper's Ferry, 1859



	<b>✓ Abraham Lincoln</b> Republican		John Bell Constitutional Union
<b>1860</b>		<b>Presidential Election</b>	
	Stephen A. Douglas Northern Democrat		John C. Breckinridge Southern Democrat

**The Election of 1860****Abraham Lincoln and the Politics of the Civil War****Worksheet #1: Election of 1860 Graphic Organizer**

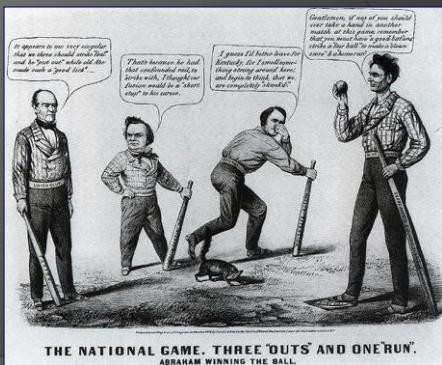
Party Candidate	Republican Abraham Lincoln	Northern Democratic Stephen Douglass	Southern Democratic John C. Breckinridge	Constitutional Union John Bell
Position on slavery				
Position on other issues of importance				
Location of national support				

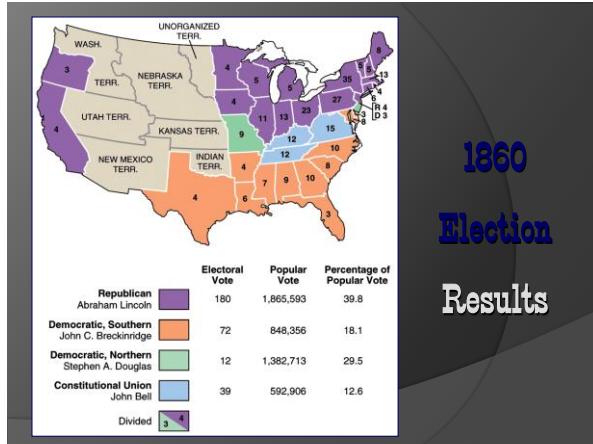
Abraham Lincoln and the Politics of the Civil War — The Election of 1860—High School

www.ExplorePHistory.com

**Republican Party Platform in 1860**

- ★ Non-extension of slavery [for the Free-Soilers].
- ★ Protective tariff [for the No. Industrialists].
- ★ No abridgment of rights for immigrants [a disappointment for the "Know-Nothings"].
- ★ Government aid to build a Pacific R.R. [for the Northwest].
- ★ Internal improvements [for the West] at federal expense.
- ★ Free homesteads for the public domain [for farmers].

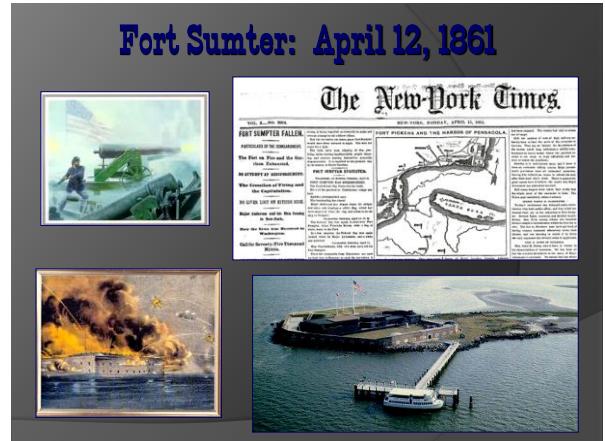
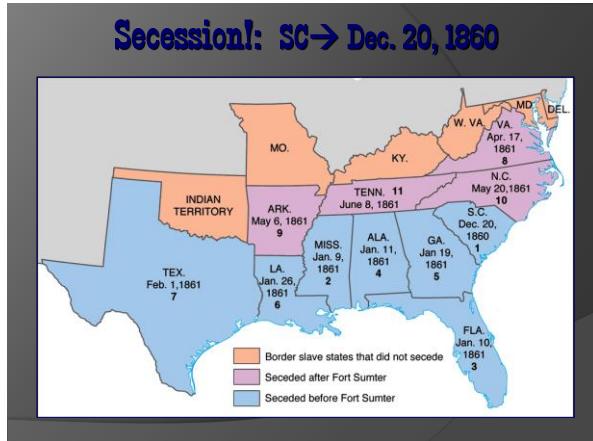
**1860 Election: 3 "Outs" & 1 "Run!"****1860 Election: A Nation Coming Apart??**



## Crittenden Compromise: A Last Ditch Appeal to Sanity

**Senator John J. Crittenden (Know-Nothing-KY)**

- There were many unpopular features of the compromise that led to its failure.
- It guaranteed the permanent existence of slavery in the slave states and addressed Southern demands in regard to fugitive slaves and slavery in the District of Columbia.
- The heart of the compromise was the permanent reestablishment of the [Missouri Compromise](#) line: slavery would be prohibited north of the 36° 30' parallel and guaranteed south of it.
- The compromise, furthermore, included a clause that it could not be repealed or amended.
- Lincoln and the Republicans rejected it because it guaranteed the permanent existence of slavery, which opposed the Republican Party platform.



## Seminar Notes

All answers should be as specific as possible, and unless otherwise stated, given from the point of view from the author. Full credit will be awarded for direct use of the primary source.

USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

**4.2 1<sup>st</sup> Inaugural Address** Abraham Lincoln

- A. Select 2 quotes from the reading and in a paragraph for each, explain why these quotes capture the essence of this document.
- B. Answer the following questions:
  1. What is Lincoln's stance on the slavery issue? Explain.
  2. What is the role of the constitution? Explain.
  3. According to Lincoln, who is responsible for the slavery question?
  4. What are the rights and duty of all Americans, according to Lincoln?