

Social Studies
Chapter 5: Background to the Conflict

Name: Key

p.134 I. Differences Divide North and South

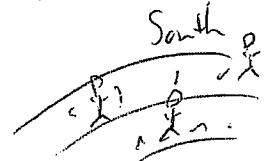
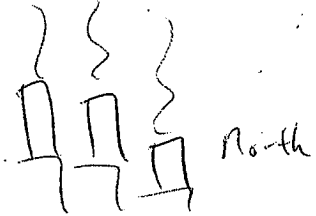
p.140 A. Regional Differences

1. North

- a. factories
- b. towns and cities
- c. more people - 19 million

2. South

- a. farming
- b. plantations on the coast and along Mississippi River
- c. 11 million (4 million were slaves)



B. The Slave Economy

- 1. slaves were expensive
- 2. miners, carpenters, factory workers, house servants, FARMERS
- 3. 1/4 families in the south owned them
- 4. plantations owned over 1/2

C. "King Cotton"

- 1. Eli Whitney's cotton gin
 - a. cotton gin - removed the seeds from cotton fibers much faster than workers
 - b. cleaned and prepared for market faster
 - c. sold more (to Northern textile mills) and made more money

- 2. required more slaves
 - a. to plant, seed, weed, pick, and run the gins

D. North and South Disagree

- 1. over states' rights and slavery
- 2. tariff still made South rely on the North for goods
- 3. big question - Should slavery be allowed in the West?

A TALE OF TWO REGIONS

1860

Analyze Information in a Table

DIRECTIONS: The table below compares the North with the South in 1860. Use the information in your textbook to complete the table. Then answer the questions that follow to show that you understand how the two regions differed.

TWO WAYS OF LIFE: 1860		
	NORTH	SOUTH
Total Number of People		
Number of Enslaved People		
Number of Factories	119,500	20,850
Number of Factory Workers	1,300,000	110,000
Annual Value of Factory Products	\$1,730,000,000	\$156,000,000
Miles of Railroad Track	21,500	8,500
Value of Exports	\$175,000,000	\$226,000,000
Money in Banks	\$345,900,000	\$76,000,000

1. List three details from the table that support the idea that there was more manufacturing in the North than in the South.

2. List one detail from the table that supports the idea that the South relied on trade with other countries more than the North did.

3. Which region had more miles of railroad track?
How might having more miles of railroad track affect that region's economy?

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II. Africans in Slavery and Freedom

- 900,000 slaves in U.S. in 1800 and 4,000,000 by 1860
- 500,000 more were free without rights of other citizens

A. Life Under Slavery

1. **slave codes** - laws for slaves
 - a. couldn't leave owners' land or meet in groups
 - b. couldn't buy or sell goods or learn to read and write
2. **overseers** - watch + punish slaves
3. owners broke up families
4. formed communities for support and traditions
5. **spirituals** - religious songs based on Bible stories

B. Fighting Back

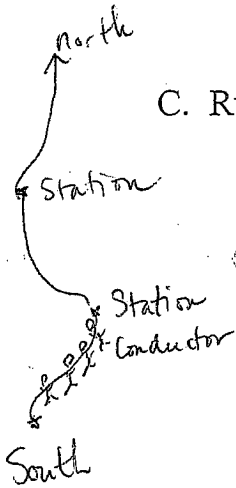
1. **resist** - act out against slavery
 - a. quietly - broke tools, left gates open, hid things, etc.
 - b. rebels - attacks
2. Nat Turner
 - a. led an attack, killing 57 including owner and family
 - b. other slave owners killed 100 slaves trying to stop them
 - c. Turner and others were caught and hung
3. John Brown - abolitionist
 - a. took guns from Harpers Ferry to give to slaves
 - b. caught and hung

C. Running Away

1. alone or with others, planned or unexpected
2. other slaves and Indians helped or they just hid for years
3. some went to free land - North, Canada, and Mexico
4. **Underground Railroad**
 - a. system of escape routes leading to freedom
 - b. conductors - helping members (free Africans & northerners)
 - c. stations - hiding places to rest and eat
5. Harriet Tubman - returned to South 20 times and guided 300 people to freedom

D. Free Africans

1. freed by owners, bought freedom, or ran away
2. had many different jobs in cities and some became very wealthy
3. many struggled
 - a. not allowed to vote or meet in groups
 - b. couldn't attend certain schools or have certain jobs
 - c. some wrongly accused of running away and taken back



THE LIFE AND TIMES OF A SLAVE

Gather Information in Reference Books

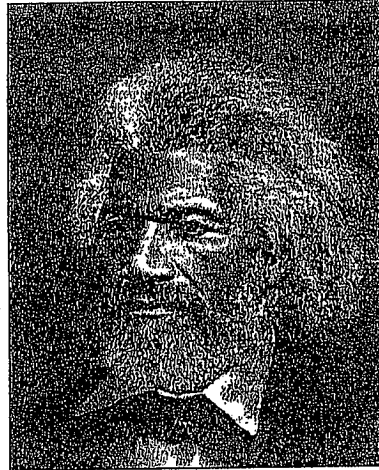
DIRECTIONS: Read the passage from Frederick Douglass's autobiography, *The Life and Times of Frederick Douglass*.

My first experience of life, as I now remember it, began in the family of my grandmother and grandfather, Betsey and Isaac Bailey. . . .

. . . Whether because she [Grandmother Betsey] was too old for field service, or because she had so faithfully done the duties of her station in early life, I know not, but she enjoyed the special right of living in a cabin separate from the other cabins, having given her only the charge of the young children and the burden of her support. . . . The practice of separating mothers from their children and hiring them out at distances too great to allow their meeting, except after long periods of time, was a

marked feature of the cruelty and hardness of the slave system. . . .

My grandmother's five daughters were hired out . . . and my only recollections of my own mother are of a few hasty visits made in the night on foot, after the daily tasks were over, and when she had to return in time to answer the driver's call to the field in the early morning. These little glimpses of my mother under such conditions and against



such odds, meager as they were, are permanently stamped upon my memory. She was tall and had dark, glossy skin with regular features, and amongst the slaves was remarkably sedate and dignified.

DIRECTIONS: Use the passage above and other available resources to answer the following questions about Frederick Douglass on a separate sheet of paper. For each question, tell whether you used only the passage to find the answer or whether you needed to use an encyclopedia, a dictionary, or some other reference book.

1. When was Frederick Douglass born, and when did he die?
2. In what state did Douglass live as a slave?
3. Who raised Douglass as a boy?
4. How did Douglass describe his mother?

III. Facing a National Problem

A. New Compromises

1. Henry Clay (Kentucky) - settled differences
2. free state - didn't allow slavery, slave state - did allow it
3. Missouri Compromise (1820)
 - a. had been the same number of free and slave states
 - b. Missouri wanted to be added as a slave state
 - c. compromise said Missouri could be a slave state if Maine was added as a free state
 - d. imaginary line would be drawn west and anything North would be free and South would be slave
 - e. worked for 30 years until California wanted to be free
4. Compromise of 1850
 - a. California would be free and Utah and New Mexico would decide for themselves
 - b. Fugitive Slave Law - anyone helping slaves escape would be punished and escaped slaves had to be returned



B. Hopes for Peace Fade

1. The Kansas-Nebraska Act
 - a. would decide by voting
 - b. people rushed to Kansas to vote
 - c. Bleeding Kansas - fighting broke out and 200 died
2. Pred Scott
 - a. wanted freedom because he once lived on free land
 - b. Supreme Court justice Taney denied his request for freedom
 - c. Taney also said slavery was okay because people had the right to own property!

C. Abraham Lincoln

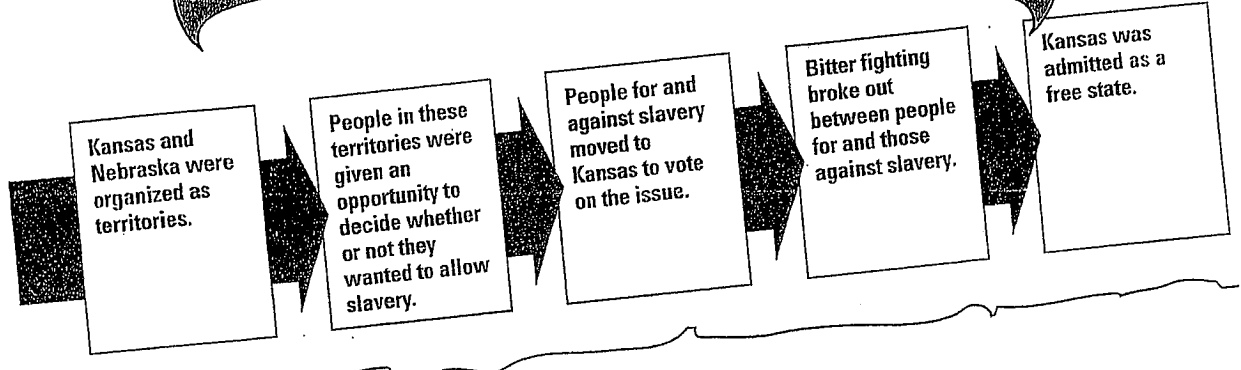
1. Pioneer that worked the farm and taught himself
2. moved to Illinois and became a lawyer and Congressman
3. didn't believe in ending slavery but stopping its spread
4. became a Republican and ran for Congress against Douglas

D. The Lincoln-Douglas Debate

1. Lincoln - tall, skinny, plain, and not well-known
2. Douglas - short, heavy, well-educated, -dressed and -known
3. both spoke well
 - a. Douglas thought states should decide for themselves
 - b. Lincoln said it was expected to end and is wrong!
4. Douglas won, but Lincoln was now well-known!



"BLEEDING KANSAS"



Expand Thinking About an Issue

DIRECTIONS: Use the flow chart above and the information in your textbook to answer the questions below.

1. How did the Kansas-Nebraska Act deal with the spread of slavery?

2. How do you think people in the North reacted to the Kansas-Nebraska Act?

3. How do you think people in the South viewed the Kansas-Nebraska Act?

4. What were the major effects of the Kansas-Nebraska Act in Kansas?

5. Why did Southern states begin to talk more about secession after Kansas became a state?

6. Do you think the Kansas-Nebraska Act was a good law? Why or why not?

Harcourt Brace School Publishers

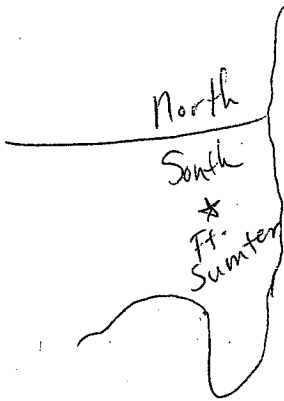
IV. A Time for Hard Decisions

A. The Election of 1860

- 1. Democratic - Douglas and Breckinridge
- 2. Republican - Lincoln - WON
- 3. he promised not to stop it in the south but prevent it in the west
- 4. South felt attacked and states began to secede (leave Union)
- 5. Confederate States of America - the **Confederacy**
 - a. South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas
 - b. President - Jefferson Davis

B. Fort Sumter

- 1. Lincoln's choices when south seceded:
 - a. let them go
 - b. allow slavery to bring them back
 - c. fight to make them come back
- 2. they had taken government property when they seceded
 - a. Fort Sumter in the South was still held by the Union but was running out of supplies fast
- 4. Lincoln's choices concerning Fort Sumter:
 - a. could send supplies or soldiers which would lead to the South attacking
 - b. could do nothing and hand it over to the Confederacy
- 5. decided to send supplies
- 6. Davis ordered a surrender and then attacked
- 7. Anderson had to surrender when they ran out of supplies
- 8. Lincoln called an army together to stop the rebellion
- 9. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy
- 10. The Civil War had begun!



WHY DID SOUTH CAROLINA SECEDE?

Recognize Point of View

DIRECTIONS: Read the following paragraph from the South Carolina Secession Ordinance of December 20, 1860.

**SOUTH CAROLINA SECESSION ORDINANCE
December 20, 1860**

An agreement between the states set up a government with specific purposes and powers. We feel that the reasons for which this government was begun have been defeated. The government itself has destroyed them by the action of the Northern, nonslaveholding states. (1) Those states have assumed the right to decide the properness of our domestic practices (that is, slavery). (2) They have denied our rights of property recognized by the Constitution. They have denounced as sinful the practice of slavery. (3) They have permitted the organization of abolitionist groups, whose goal is to disturb the peace of and to take away the property of the citizens of our states. (4) Those groups have encouraged and helped thousands of our slaves to leave their homes; and the slaves who remain have been incited by special agents, books, and pictures into insurrection.

DIRECTIONS: For each numbered sentence in the South Carolina Secession Ordinance, state in your own words a South Carolina complaint from a Southern point of view. Then write a response that tells a Northern point of view. Use your textbook if you need more information.

Southern Complaint

Northern Response

1. _____
2. _____
3. _____
4. _____

