



Read

about events leading up to the Civil War, the decisions leaders made, and the conflict that raged for four years.

Lesson 1 Conflicts and Compromises

Primary Source Harriet Beecher Stowe, *Uncle Tom's Cabin*

Lesson 2 Growing Tensions

Lesson 3 Division and the Outbreak of War

Lesson 4 The Course of War

Lesson 5 Emancipation and Life in Wartime

Primary Source Abraham Lincoln, The Emancipation Proclamation

Lesson 6 The War's End

Watch

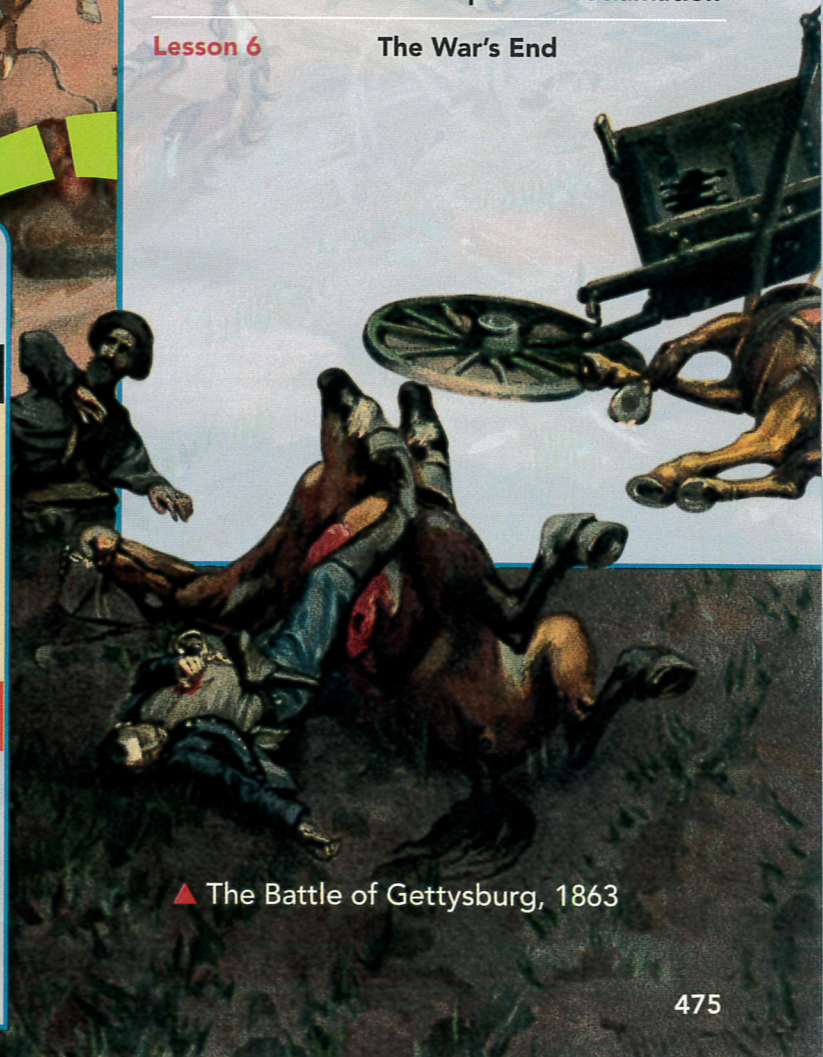
 **NBC LEARN**



 **BOUNCE TO ACTIVATE**  **VIDEO**


Robert E. Lee, the Marble Man

Learn about Robert E. Lee's leadership at the Battle of Chancellorsville.







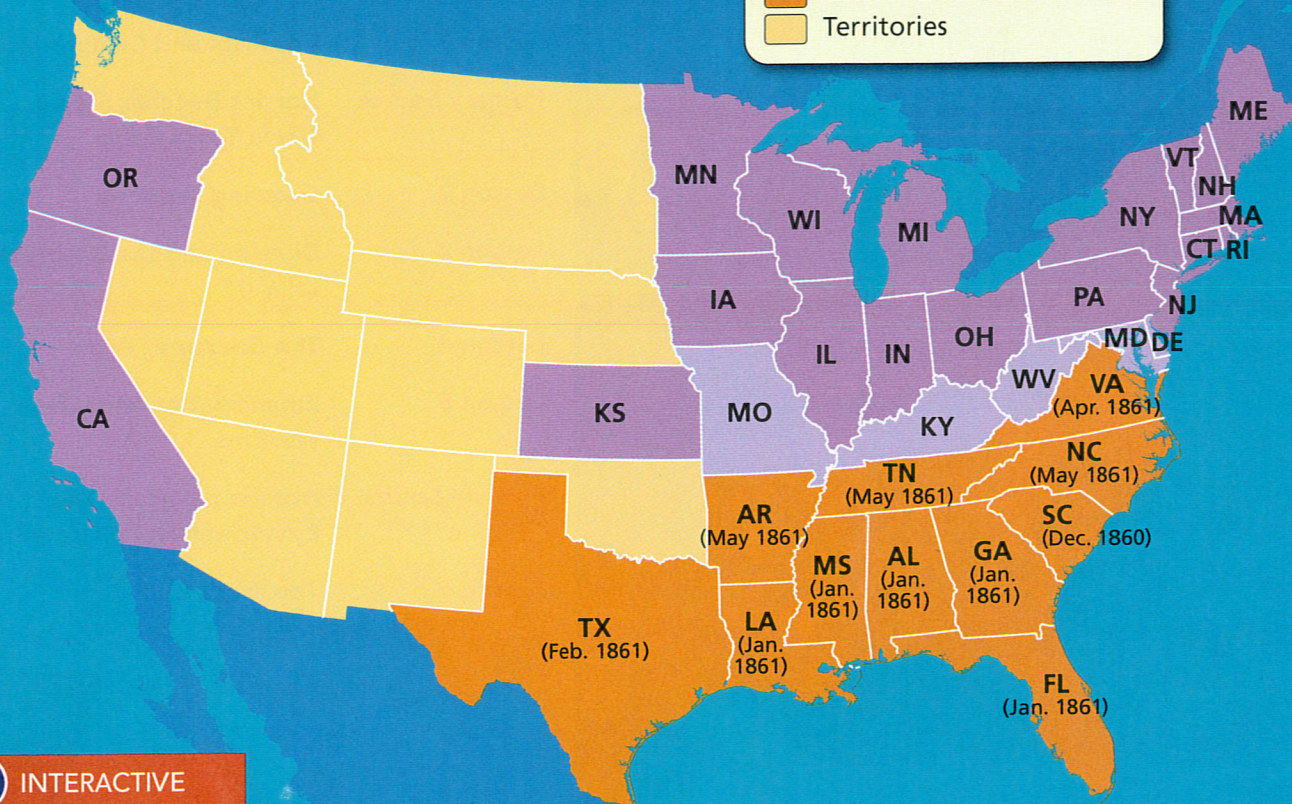
▲ The Battle of Gettysburg, 1863


Sectionalism and Civil War

Learn more about Sectionalism and the Civil War by making your own map and timeline in your  Active Journal.

KEY

-  Free Union states
-  Border states (Slave states that stayed in the Union)
-  Confederate states
-  Territories



 **INTERACTIVE**
Topic Timeline

What happened and when?

Tensions between states over slavery . . . compromises to keep the nation together . . . political divisions and courtroom drama . . . and then a long and bloody civil war. Explore the timeline to see some of what was going on in the United States and in the rest of the world.

1850
Compromise of 1850,
Fugitive Slave Act

TOPIC EVENTS

1820

1830

1840

WORLD EVENTS

1820

African American colonists set sail for Liberia

1821

Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama gain independence from Spain

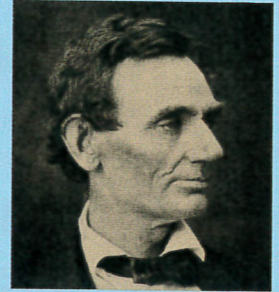
INTERACTIVE

Topic Map

Where was the Civil War fought?

The Civil War involved the whole United States, but most of the battles occurred in the Southern states that seceded from the Union and formed the Confederate States of America.

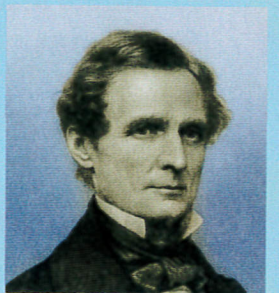
Who will you meet?



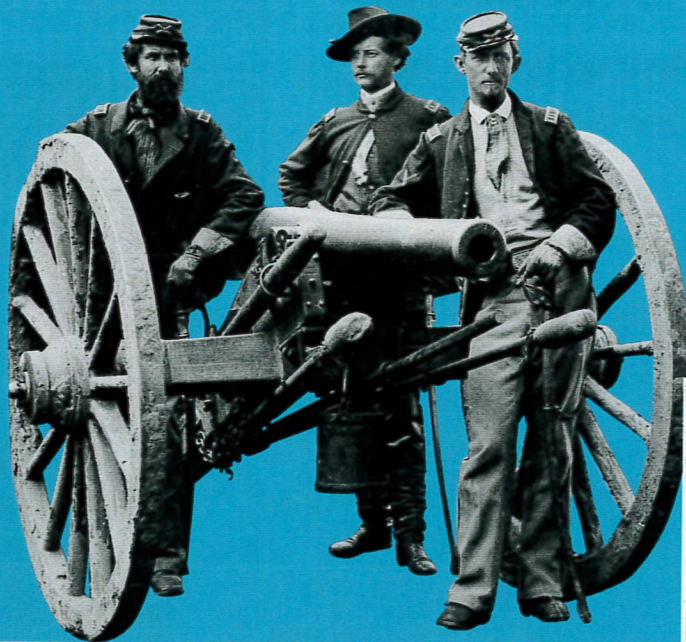
Abraham Lincoln, war President



Clara Barton, battlefield nurse



Jefferson Davis, leader of the Confederacy



1854
Kansas-Nebraska Act

1857
Dred Scott v. Sandford decision

1861
Shots fired at Ft. Sumter, Civil War begins

1865
Lee surrenders at Appomattox Court House

1850

1860

1870

1845
Great Famine begins in Ireland

1866
Transatlantic cable completed

Quest

Project-Based Learning Inquiry

A Lincoln Website


Quest KICK OFF

It is 1863, and you have come to hear President Lincoln dedicate a cemetery. As you listen to him speak, his words sound familiar.


How did Abraham Lincoln's writings and speeches relate to the Declaration of Independence?

With your team, explore the answer in this Quest, and then create a website to share your findings.

1 Ask Questions

In your  Active Journal write questions about Lincoln and the Declaration of Independence to guide your Quest.

2 Investigate


As you read the lessons in this Topic, look for **Quest CONNECTIONS** to help you make connections between Lincoln's speeches and writings and the Declaration of Independence. Take notes about what you learn in your  Active Journal.

3 Conduct Research

Now examine some of Lincoln's speeches and writings. In particular, read the Emancipation Proclamation (1863) Primary Source feature in Lesson 5, the "House Divided" speech (1858), the Gettysburg Address (1863), and the first and second inaugural addresses (1861, 1865). As you read, look for more connections.

Quest FINDINGS

4 Create a Web Site

Working with your team, create a two-page website so you can share your findings. Get help for this task in your  Active Journal.




▲ President Lincoln, 1862

LESSON 1

Conflicts and Compromises



 **BOUNCE**
TO ACTIVATE

 **VIDEO**

GET READY TO READ

START UP


This picture shows enslaved people escaping to freedom. What kinds of risks did they face?

GUIDING QUESTIONS


- Why did conflict arise over the issue of slavery in the western territories?
- How did Congress try to resolve the issue of slavery?
- How did *Uncle Tom's Cabin* affect attitudes toward slavery?

TAKE NOTES

Literacy Skills Compare and Contrast

Use the Graphic Organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the Vocabulary Builder in your  Active Journal to practice these words.

Vocabulary

Missouri
Compromise
popular
sovereignty
Free-Soil Party
secede

Academic Vocabulary

resolve
propose

fugitive
civil war
Compromise
of 1850
Fugitive Slave Act

In 1819, there were 11 free states in the North and 11 slave states in the South. The North and South had different economies, political views, and ideas about slavery. These differences created a growing sectionalism. Sectionalism is a rivalry or tension that develops between people who are loyal to their section, or region, of the country. This era of sectionalism lasted from the 1810s to the 1860s. As a result of sectionalism, there were many political conflicts over issues important to each region.

The Missouri Compromise

Before 1819, the equal number of slave and free states balanced the sectional divide. In that year, however, Missouri applied to join the Union as a slave state. Immediately, a crisis erupted. Missouri's admission would give the South a majority in the Senate. Determined not to lose power, northerners opposed letting Missouri enter as a slave state.

Missouri Compromise, 1820



GEOGRAPHY SKILLS

The map shows how the Missouri Compromise divided the territories at latitude 36°30' N. All states that would be formed from the territory north of this line would be free states.

- 1. Location** Based on the map, how was Missouri an exception to the terms of the Missouri Compromise?
- 2. Analyze Maps** Based on the information in the map, how did the Missouri Compromise preserve a balance of power in the Senate?

The argument lasted many months. During the long debate, Maine had also applied for statehood. Finally, Senator Henry Clay suggested admitting Missouri as a slave state and Maine as a free state. His plan, the **Missouri Compromise**, kept the number of slave and free states equal.

Under the provisions of the Missouri Compromise, Congress drew an imaginary line extending the southern border of Missouri at latitude 36°30' N. Slavery was permitted in the part of the Louisiana Purchase south of that line. It was banned north of the line. The only exception was Missouri itself.

READING CHECK **Check Understanding** Why did Missouri's application to join the Union as a slave state spark a crisis?

How Did Western Expansion Increase Tensions?

The Missouri Compromise applied only to the Louisiana Purchase. By 1846, however, there were rumblings of a war with Mexico, and the United States expected to gain vast new lands. Once again, the question of slavery in the territories arose.

The Wilmot Proviso Divides Congress Many northerners feared that the South would extend slavery into the West. Congressman David Wilmot of Pennsylvania called for a law to ban slavery in any territories won from Mexico. Southern leaders angrily opposed this Wilmot Proviso. They said that Congress had no right to ban slavery in the West.

The House passed the Wilmot Proviso in 1846, but the Senate defeated it.

Opposing Views As the debate over slavery heated up, people took sides. Abolitionists believed slavery was morally wrong and wanted it banned throughout the country. Southern slaveholders thought that slavery should be allowed in any territory. They also demanded that enslaved African Americans who escaped to the North be returned to them. Even white southerners who did not enslave African Americans generally agreed with these ideas.

Between these two extremes, some moderates argued that the Missouri Compromise line should be extended west all the way to the Pacific. Any new state north of the line would be a free state. Any new state south of the line could allow slavery. Other moderates felt that slavery should be allowed where it existed, but it should not be expanded to new territories.

Still others supported the idea of **popular sovereignty**, or the right of people to create their government. Under popular sovereignty, voters in a territory would decide for themselves whether or not to allow slavery.

 **READING CHECK** **Draw Conclusions** Why did the Missouri Compromise fail to solve the issue of slavery?

The Free-Soil Party Opposes Slavery in the West

By 1848, many northern Democrats and Whigs opposed the spread of slavery. However, with the presidential election ahead, leaders of both parties refused to take a stand for fear of losing southern votes. Some also feared that the slavery issue would split the nation.

In 1848, antislavery members of both parties met in Buffalo, New York. There, they founded the **Free-Soil Party**. The party's main goal was to keep slavery out of the western territories. Only a few Free-Soilers were abolitionists who wanted to end slavery in the South.

In the 1848 presidential campaign, Free-Soilers named former President Martin Van Buren as their candidate.

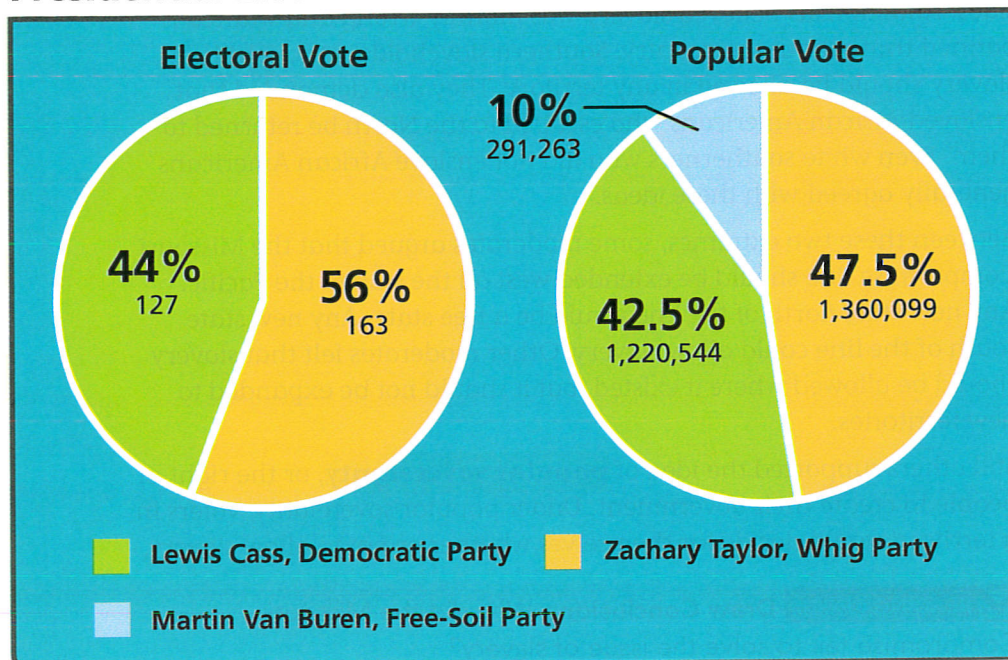
Democrats chose Lewis Cass of Michigan. The Whigs selected Zachary Taylor, a hero of the 1848 Mexican-American War.

For the first time, slavery was an important election issue. Van Buren called for a ban on slavery in the Mexican Cession—the land ceded by Mexico after the 1848 war. Cass supported popular sovereignty. Taylor did not speak on the issue, but he was a slave owner from Louisiana, so many southern voters assumed that he supported slavery.

Analyze Images As Americans debated the issue of slavery, slave auctions, like this one in Virginia, continued in the South. **Infer** How did the slave system affect African American family life?



Presidential Election of 1848



Analyze Graphs These graphs show the results of the 1848 presidential election. **Draw Conclusions** According to both pie graphs, what effect did Martin Van Buren's candidacy have on the other two candidates' electoral votes?

Zachary Taylor won the election. Still, Van Buren took 10 percent of the popular vote, and 13 other Free-Soil candidates won seats in Congress. The Free-Soil Party's success showed that slavery had become a national issue.

READING CHECK **Identify Central Issues** What was significant about the Free-Soil Party and the fact that slavery was a political issue for the first time?

California Reignites the Slavery Debate

For a time after the Missouri Compromise, both slave and free states entered the Union peacefully. However, when California requested admission to the Union as a free state in 1850, the balance of power in the Senate was once again threatened.

Conflict and Compromise In 1849, there were 15 slave states and 15 free states. Admitting California as a free state would upset the balance. Moreover, it seemed possible that Oregon, Utah, and New Mexico might also join the Union as free states.

Many southerners feared that the South would be hopelessly outvoted in the Senate. Some even suggested that southern states might want to **secede**, or remove themselves, from the United States. Northern congressmen, meanwhile, argued that California should enter the Union as a free state because most of the territory lay north of the Missouri Compromise line.

It was clear that the nation faced a crisis.

Conflicts Between Henry Clay and John C. Calhoun Henry Clay had won the nickname “the Great Compromiser” for working out the Missouri Compromise and the compromise Tariff of 1833, which **resolved** the Nullification Crisis. Now, decades later, the 73-year-old Clay was frail and ill. Still, he pleaded for the North and South to reach an agreement. If they failed to do so, Clay warned, the nation could break apart.

Senator John C. Calhoun of South Carolina had worked with Clay to pass the compromise Tariff of 1833, but now he opposed compromise over the extension of slavery to the West. He drafted a speech expressing his opposition.

Calhoun was dying of tuberculosis and could not speak loudly enough to address the Senate. He stared defiantly at his northern foes while Senator James Mason of Virginia read his speech.

Calhoun insisted that slavery be allowed in the western territories. In addition, he demanded that **fugitives**, or African Americans who had fled slavery, be returned to their owners. He wanted northerners to admit that slaveholders had the right to reclaim their “property.”

Academic Vocabulary

resolve • v., to find an answer or solution to something

▼ The U.S. Senate debating California admission. ❶ Henry Clay thought northern and southern interests could be aligned. ❷ Daniel Webster feared the possibility of a civil war more than the spread of slavery. ❸ John C. Calhoun insisted on states’ rights and preserving slavery.



Did you know?

In February 1850, President Taylor threatened to personally lead the U.S. Army to capture secessionist rebels and have them hanged for treason. He died two months later.



Calhoun's demands were based on his belief in states' rights. He believed the federal government's power over the states was limited. As Calhoun saw it, states had chosen to give authority to the federal government; therefore, he believed, states had the right to decide how much authority to give, and they could cancel the agreement if they wished.

If the North rejected the South's demands, Calhoun told the Senate, "let the states . . . agree to part in peace. If you are unwilling that we should part in peace, tell us so, and we shall know what to do." Everyone knew what Calhoun meant. If an agreement could not be reached, the South would use force to leave the Union.

Daniel Webster Offers Compromise Daniel Webster of Massachusetts spoke next. He had opposed Clay's compromise Tariff of 1833. Now, he supported Clay's plea to save the Union. Webster stated his position clearly:

Primary Source

"I speak today not as a Massachusetts man, nor as a northern man, but as an American. . . . I speak today for the preservation of the Union. . . . There can be no such thing as a peaceable secession."

—Daniel Webster, Speech in the U.S. Senate, July 17, 1850

Webster opposed the concept of states' rights. He believed that in a union the federal authority was supreme. He feared that the states could not separate without suffering a bloody civil war. A **civil war** is a war between people of the same country.

Like many northerners, Webster viewed slavery as evil. The breakup of the United States, however, he believed was worse. To save the Union, Webster was willing to compromise. He would support southern demands that northerners be forced to return fugitives from slavery.

READING CHECK **Check Understanding** Why did Daniel Webster, an avowed opponent of slavery, agree to support returning to their owners African Americans who had escaped slavery?

A Compromise Holds the Union Together

In 1850, as the debate raged, both Calhoun and President Taylor died. The new president was Millard Fillmore. Unlike Taylor, he encouraged Clay to seek a compromise.

The Compromise of 1850 Addresses Regional Concerns

Henry Clay gave more than 70 speeches in favor of a compromise. At last, Clay **proposed** the **Compromise of 1850**. By then, however, he had become too sick to continue. Stephen Douglas of Illinois took up the fight for him and guided Clay's plan through Congress.

Academic Vocabulary

propose • *v.*, to suggest something for people to consider

The Compromise of 1850 had five main provisions. First, it allowed California to enter the Union as a free state. There would be 16 free states and 15 slave states. Second, it divided the rest of the Mexican Cession into the territories of New Mexico and Utah. Voters in each state would decide the slavery question by popular sovereignty.

Third, it ended the slave trade in Washington, D.C., the nation's capital. Congress, however, declared that it had no power to ban the slave trade between slave states. Fourth, it included a strict fugitive slave law. Fifth, it settled a border dispute between Texas and New Mexico.

The Fugitive Slave Act Helps the South The **Fugitive Slave Act** of 1850 replaced the Fugitive Slave Act of 1793, which slave owners believed was too weak. Under the 1793 law, many northerners had refused to cooperate with slave owners who were trying to capture escapees and return them to slavery. The new law required all citizens to help catch African Americans trying to escape slavery. People who let fugitives escape could be fined \$1,000 and jailed.

The Fugitive Slave Act also set up special courts to handle the cases of runaways. Suspects were not allowed a jury trial. Judges received \$10 for sending an accused runaway to slavery but only \$5 for setting someone free. Lured by the extra money, some judges sent African Americans to the South whether or not they were runaways.

Northern Anger Over the Fugitive Slave Act The Compromise of 1850 had the effect of holding the union together for a while longer. However, the conflict between the North and the South over the issues of slavery and its expansion remained. Many in the North and in the South were not satisfied with the compromise.

Analyze Graphs The graphic shows some effects of the Compromise of 1850. **Infer** Based on the information in the circle graph, what can you infer about the reason congressional representatives from slave states agreed to the Compromise of 1850?





INTERACTIVE

The Fugitive Slave Act

Antislavery northerners were particularly angry about the Fugitive Slave Act. By forcing them to catch runaways, the law made northerners part of the slave system. Northerners found it harder to believe that slavery was a southern problem that they could ignore. In several northern cities, crowds protested by trying to rescue fugitives from their captors.

To counter the Fugitive Slave Act, many northern states passed personal liberty laws. These laws made it harder to recapture those accused of running away. The laws brought suspects before judges, provided jury trials, and prohibited kidnapping.

Some laws also gave legal assistance. One state, Vermont, declared free any enslaved person who entered the state. Southerners were outraged by these laws and called any interference with the Fugitive Slave Act unconstitutional.

Analyze Images This poster advertised a \$100 reward for the capture and return of Robert Porter, who had escaped from enslavement. **Draw Conclusions** How did slavery affect people who lived in free states?

READING CHECK **Generate Explanations** How did the Fugitive Slave Act of 1850 increase tensions between northerners and southerners?

A Book Sways the North Against Slavery

In 1852, Harriet Beecher Stowe of New England published a novel called *Uncle Tom's Cabin*. The novel shows the evils of slavery and the injustice of the Fugitive Slave Act.

A Powerful Story Appeals to Northerners

Stowe told the story of Uncle Tom, an enslaved African American known for his kindness and piety. Tom's world is shattered when he is bought by the brutal Simon Legree. When Tom refuses to reveal the whereabouts of two runaways, Legree whips him to death.

The novel quickly became a best seller. The first printing of 5,000 copies sold out in two days. Within a year, 300,000 copies were sold. Eventually, the book sold millions of copies and was translated into dozens of languages.

Nationwide Reaction Is Mixed

Although *Uncle Tom's Cabin* was popular in the North, southerners objected to it. They claimed that it did not give a true picture of slave life and did not show the good side of slavery. Indeed, Stowe had seen little of slavery firsthand.

100 DOLLS. REWARD.
RAN AWAY

From me, on Saturday, the 19th inst.,

Negro Boy Robert Porter,
aged 19; heavy, stoutly made;
dark chesnut complexion;
rather sullen countenance,
with a down look; face large; head low on the
shoulders. I believe he entered the City of
Washington on Sunday evening, 20th inst. He
has changed his dress probably, except his
boots, which were new and heavy.

I will give \$50 if taken and secured in the
District of Columbia, or \$100 if taken north
of the District, and secured in each case and
delivered before the reward shall be good.

Dr. J. W. THOMAS.

Pomunky P. O., Charles Co., Md.



Despite such objections, *Uncle Tom's Cabin* helped change the way northerners felt about slavery. No longer could they ignore slavery as a political problem for Congress to settle. More and more northerners now saw slavery as a moral problem facing every American. For this reason, *Uncle Tom's Cabin* was one of the most important books in American history.

 **READING CHECK** **Check Understanding** What was the political significance of *Uncle Tom's Cabin*?

Analyze Images This painting shows a family attempting to escape from slavery. **Use Visual Information** What do you imagine each of these people is thinking?



INTERACTIVE


Uncle Tom's Cabin

Lesson Check

Practice Vocabulary

1. What did it mean when the **Compromise of 1850** allowed **popular sovereignty** to decide the slavery question?
2. Why did both John C. Calhoun and Daniel Webster suggest that a **civil war** would result if a state tried to **secede**?
3. Who were African American **fugitives**?

Critical Thinking and Writing

4. **Understand Effects** What were the long-term effects of the Missouri Compromise?
5. **Compare and Contrast** the actions of Northern states to nullify the Fugitive Slave Act with the actions of Southern states to nullify the tariff of 1832.
6. **Writing Workshop: Consider Your Purpose** You will be writing an informative essay on the differences between the North and South before, during, and after the Civil War. In your  Active Journal, describe what you will need to do to satisfy the requirements of the task.

Harriet Beecher Stowe, *Uncle Tom's Cabin*

Stowe's 1852 novel brought attention across the North to the evils of slavery. In this excerpt, Simon Legree explains to a stranger how he treats enslaved people.

◀ Harriet Beecher Stowe

Reading and Vocabulary Support

- ① Here, *constitution* refers to the health or physical condition of a person.
- ② Why does Simon say he doesn't try to "make 'em hold out"?
- ③ *Repressed* means to hold in feelings and not express them.
- ④ What do you think *humane* means?
- ⑤ *Sanction* means to approve or consent to. How is the planter sanctioning slavery?

"I don't go for savin' ['em]. Use up, and buy more, 's my way; . . . and I'm quite sure it comes cheaper in the end;" and Simon sipped his glass.

"And how long do they generally last?" said the stranger.

"Well, donno; 'cordin' as their constitution ① is. . . . I used to, when I fust begun, have considerable trouble fussin' with 'em and trying to make 'em hold out ②,—doctorin' on 'em up when they's sick, and givin' on 'em clothes and blankets, and what not, tryin' to keep 'em all sort o' decent and comfortable. . . . Now, you see, I just put 'em straight through, sick or well. When one [of 'em's] dead, I buy another. . . ."

The stranger turned away, and seated himself beside a gentleman, who had been listening to the conversation with repressed ③ uneasiness.

"You must not take that fellow to be any specimen of Southern planters," said he. . . . "[T]here are also many considerate and humane ④ men among planters."

"Granted," said the young man; "but, in my opinion, . . . if it were not for your sanction ⑤ and influence, the whole system could not keep foothold for an hour. If there were no planters except such as that one," said he, . . . "the whole thing would go down like a millstone. It is your respectability and humanity that licenses and protects his brutality."

Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

1. **Identify Implied Main Ideas** How might Simon's dialogue about his enslaved workers make readers feel about slaveholders and slavery?
2. **Explain an Argument** According to the young man, how did "considerate and humane" planters keep slavery from dying out?
3. **Determine Author's Purpose** Based on this excerpt, why did Stowe write this novel?