

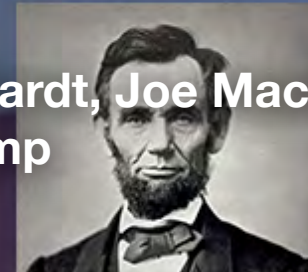
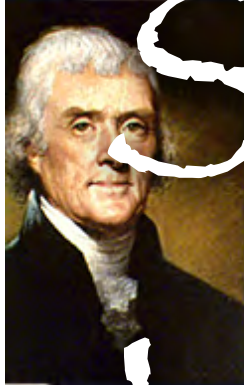
MI OPEN BOOK PROJECT

United

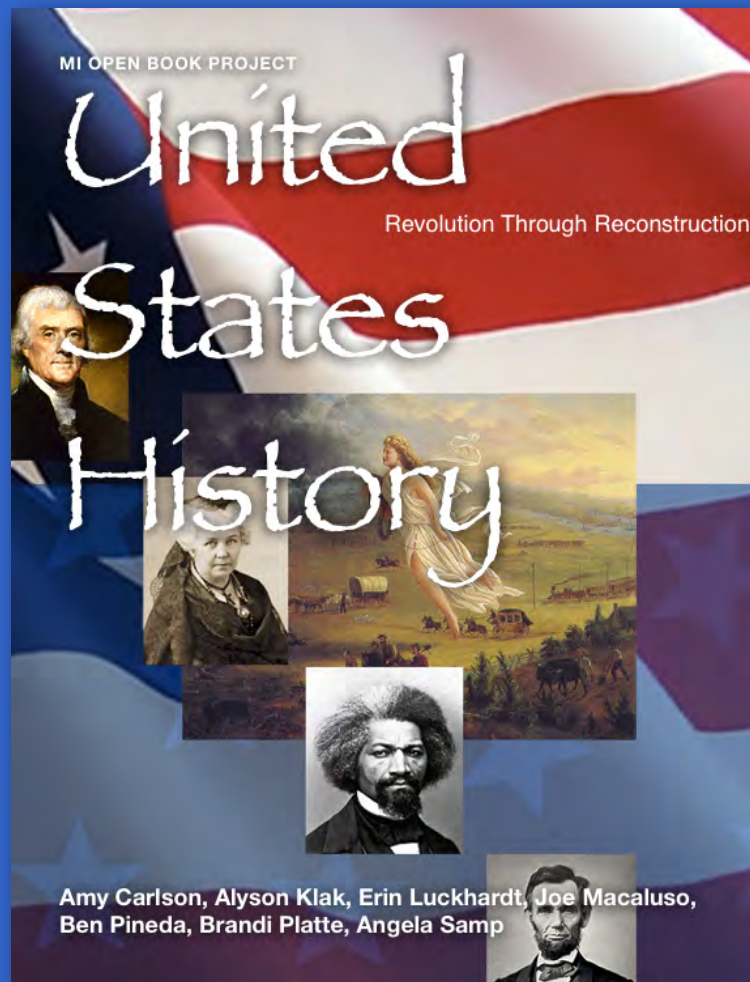
Revolution Through Reconstruction

States

History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:



Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



NonCommercial — You may not use the material for commercial purposes.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA

The Michigan Open Book Project

Project Manager: Dave Johnson,
Wexford-Missaukee Intermediate School
District

8th Grade Team Editor - Rebecca J.
Bush, Ottawa Area Intermediate School
District

Authors

Amy Carlson - Alpena Public Schools

Allyson Klak - Shepherd Public Schools

Erin Luckhardt - Boyne City Public
Schools

Ben Pineda - Haslett Public Schools

Brandi Platte - L'Anse Creuse Public
Schools

Angela Samp - Alpena Public Schools



MICHIGAN
OPEN BOOK PROJECT



Amy Carlson

Thunder Bay Junior High

Alpena Public Schools

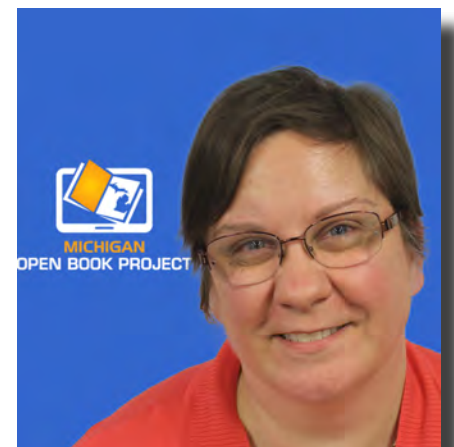
Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.

Allyson Klak

Shepherd Middle School

Shepherd Public Schools

Bio Forthcoming



Erin Luckhardt

Boyne City Middle School

Boyne City Public Schools

Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.





Joe Macaluso

Elk Rapids Schools

Cherryland Middle School

Joe earned his Bachelor of Arts from the University of Michigan in 2000 with a major in History concentrating on early United States History. He minored in Social Studies and earned his Certificate of Secondary Education. He graduated from Michigan State University in 2004 with a Masters in Curriculum and Teaching. During his career at Cherryland Middle School in Elk Rapids, MI, Joe has served as Social Studies department head, technology coach, student council advisor, student senate advisor, YMCA Michigan Youth in Government trip coordinator and volleyball coach. He is passionate about using technology in the classroom to engage and enrich student learning. Joe lives with his wife, Amanda, and his two daughters in Elk Rapids. As a family they love traveling and spending their sum-

Ben Pineda

Haslett Middle School

Haslett Public Schools

MSU graduate - Go Green! Life is busy and life is good! Ben is a... teacher of 28 years, lead mentor teacher for the TE Social Studies department at MSU, workshop/conference professional development speaker, organization-skills tutor, writer, storyteller, V-ball and Ultimate player, fisherman, camper, cyclist, and MOST importantly, blessed with a loving wife, Meghan, and four amazing children, Emily, Matt, Conner, and Catherine.



Brandi Platte

Central Middle School

L'Anse Creuse Public Schools

Brandi Platte teaches Social Studies and Language Arts at Middle School Central in Macomb, Michigan. She holds a Bachelor of Science degree in education from Oakland University, and a graduate degree in Curriculum and Instruction from Concordia University. She spends a great deal of time writing curriculum for the Macomb Intermediate School District and the National Parks Service. She is a sponsor for the National Junior Honor Society at her school, and in her free time she enjoys spending time outdoors with her family, especially her two sons, Ethan and Ryan.

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Keith Erikson - The Church of Jesus Christ of Latter Day Saints

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



MICHIGAN
OPEN BOOK PROJECT



Angie Samp

Thunder Bay Junior High

Alpena Public Schools

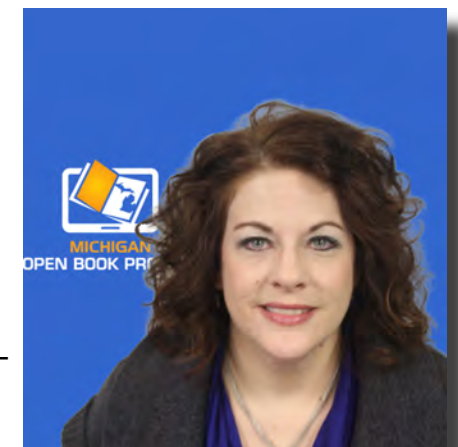
Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.

When is it Time to Stop Compromising?

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

SOUTHERN CHIVALRY — ARGUMENT VERSUS CLUB'S.



Section 1

Geographic Impact on Life in the South

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

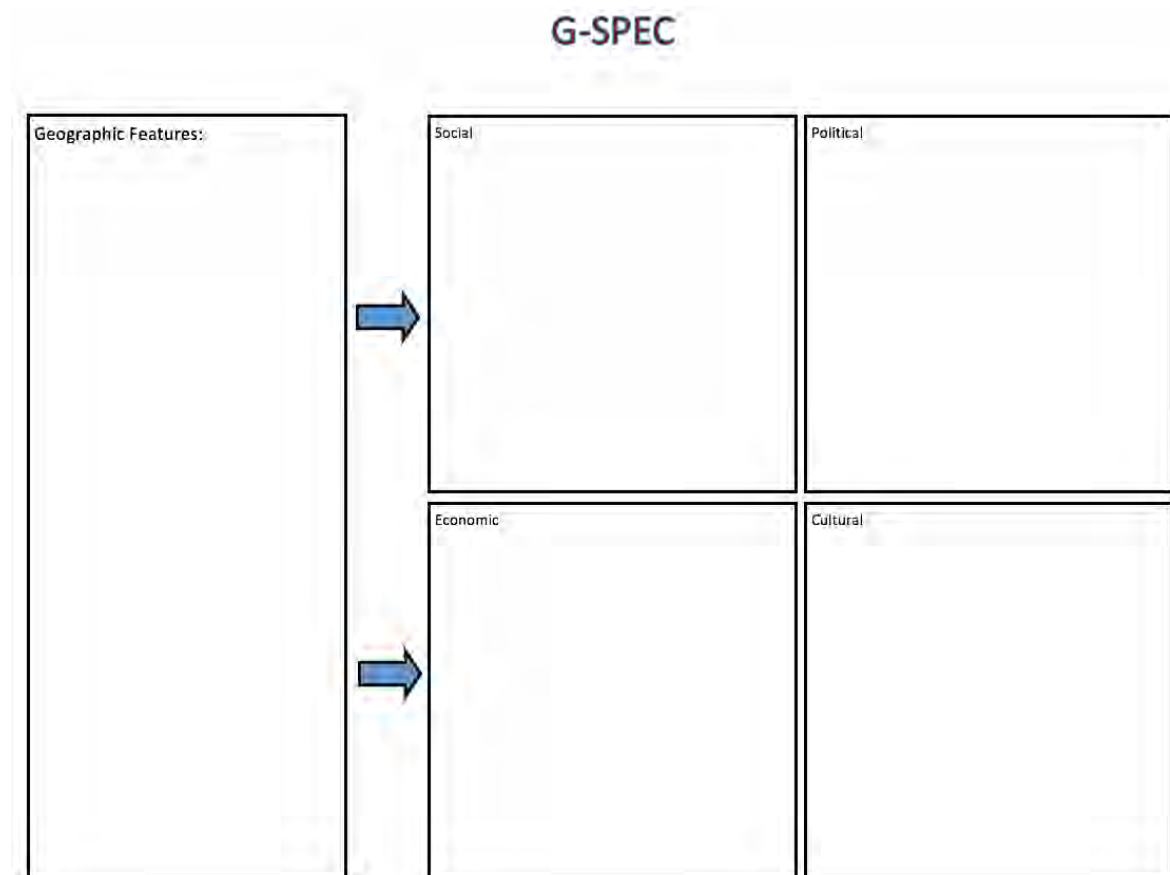
TERMS, PLACES, PEOPLE

cash crop

Cotton belt

Just like the industrialization that took place in the North, the geographical features of the region played just as important a role in the agrarian way of life in the South.

Because geography was responsible for almost every aspect of life in the South (as it was in the North as well), its significance cannot be understated. In fact, one way to visualize the impact that geography had on the development of the South is through the use of a graphic organizer such as the one below:

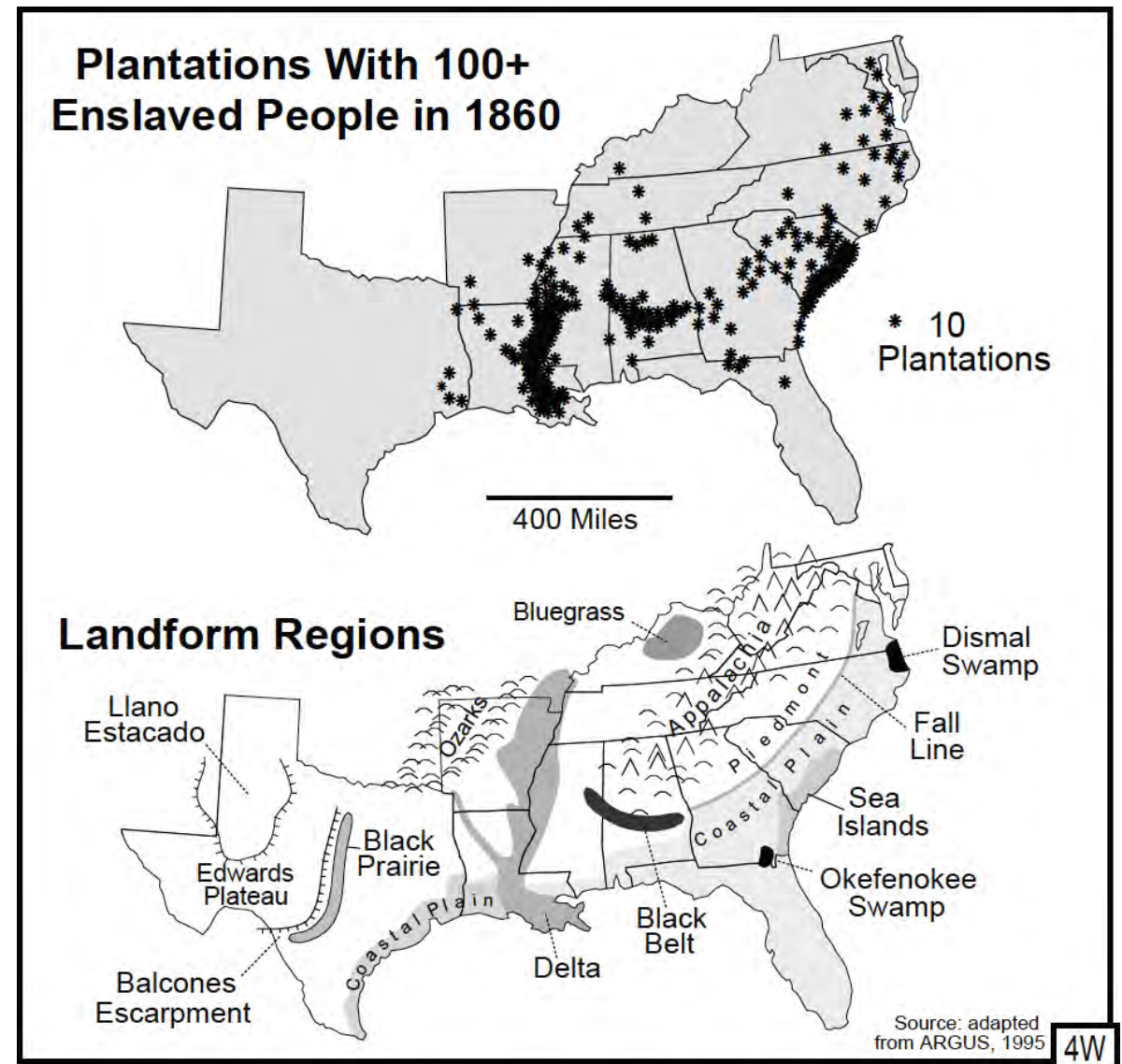


As you read the following information about the geographic features of the South, practice identifying the big ideas to place in the appropriate place in the graphic organizer.

Geographic Characteristics of the South

The fertile soil, warm climate, and substantial length of a growing season in the South made it ideal for large-scale farms to profit considerably from **cash crops** like tobacco and cotton. After Eli Whitney's invention of the cotton gin made the production of cotton so profitable, other crops were abandoned in order to make more room for growing cotton. Additionally, the removal of indigenous people opened up even more land. Combined with the development of new types of cotton plants, cotton production spread as far west as Texas. The entire region became known as the cotton belt.

Another important geographic feature in the South was its river system. As the North was developing the railroad system, the South still relied heavily on the waterways of the area. Southern rivers made water travel cheap and easy and the main cash crop of cotton was regularly loaded onto steam-powered riverboats and sailing ships that took the product out to ports in the North or in Europe to be made into clothing. Due to the waterways being the main form of transportation, most southern cities were located next to these waterways, and although there were some railroad lines in the South, compared to the North, the South only had about half of the railroad systems that the North had. The many broad, slow moving, navigable rivers became the mode of transportation, responsible for the development of many cities along the rivers and as ports along the Gulf and Atlantic coasts.



1. Compare these two maps. Would you describe the large plantations of 1860 as:

___ scattered evenly throughout the states of the Confederacy, or

___ clustered in a few relatively small areas?

2. What three landform regions had the greatest number of large plantations?

3. What large landform regions had almost no large plantations?

By 1850, the development of the South's geographic pattern of population settlement and economic organization had changed dramatically from its colonial beginnings. Still, it was strongly rural--urban development was limited to numerous villages and small towns, the larger cities were almost all located on the coast or at major transfer points along interior waterways, and transportation and communication networks were sparse. From multiple perspectives, the impact was substantial, creating a huge gap between just about every aspect of Northern and Southern ways of life. The following sections provide an in-depth description of the social, political, economic, and cultural impact that geography had on life in the South between 1820-1860.



No matter which time period is under investigation, using the G-SPEC strategy is a terrific way to organize information from a variety of aspects to better understand how geography impacts social, political, economic, and cultural characteristics of a location or region. Here are the basics behind the SPEC strategy:

S=SOCIAL

Having to do with people in groups, their living together, includes issues such as gender, economic status, ethnicity, etc. An example of a social aspect of life in the South would be the institution of slavery.

P=POLITICAL

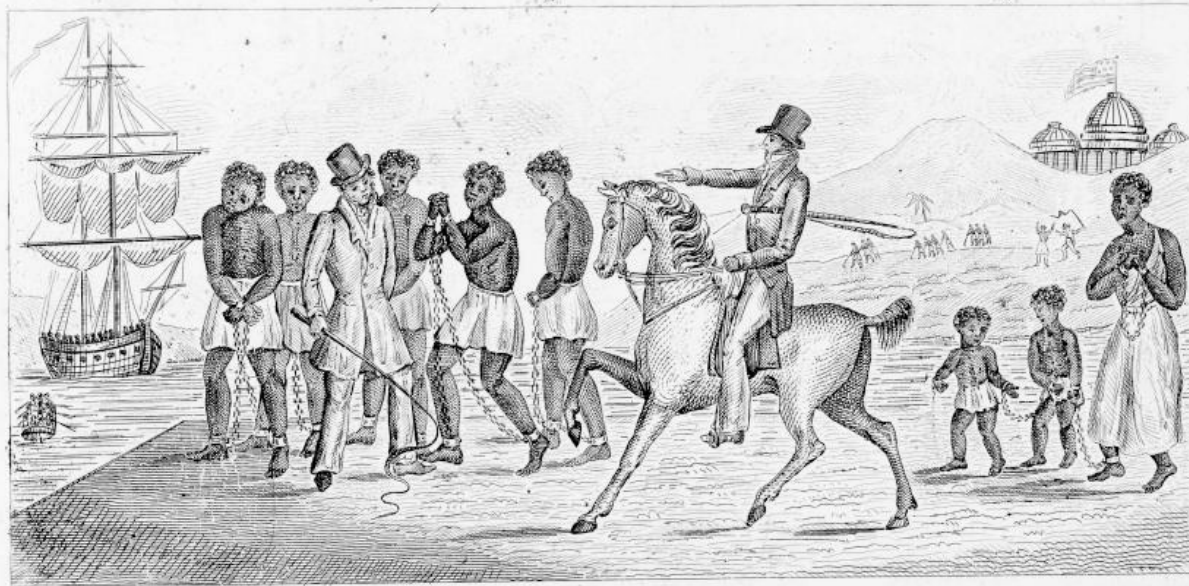
Having to do with gaining, seeking, and organizing power, events related to the function of government: making laws, enforcing laws, and interpreting laws. A political example is The Compromise of 1850, authored by Henry Clay.

E=ECONOMIC

Having to do with how people meet their basic material needs; the production, distribution, and consumption of goods and services; includes such issues as domestic and international trade, monetary policies, and taxation. An example of an economic issue is that of tariffs being placed on imported goods.

C=CULTURAL

Having to do with the technology, arts, and institutions of a given group of people at a given time. It is a tangible representation of interactions. Examples of cultural characteristics might include: literature, music, poetry, art, food, dialects, and slang.



UNITED STATES SLAVE TRADE.
1850.

<http://loc.harpweek.com/LCPoliticalCartoons/Disk1/5w/3b36072v5w.jpg>

On January 1, 1808, the United States banned the African Slave Trade, but the trade of slaves within the country was still allowed and the children of slaves still automatically became slaves themselves. This allowed for the institution of slavery to continue beyond the cancellation of the Slave Trade. By 1865, it was estimated that over 12 million Africans had been brought across the Atlantic Ocean and into the Americas through the slave trade.

Transportation in the South

The agricultural profit that sustained the South economically almost seemed to hinder the South's ability to innovate and industrialize as the North had done. As was evident in the mode of transportation in the South, the South was not able to diversify their industries as the North was able to do. Social classes were not as equal in the South as in the North, as the middle class held a small proportion of the land, while the small amount of wealthy plantation owners occupied the majority of the land and the slaves. Due to this imbalance of wealth in the South, personal debt amongst the people was high and taxes and federal spending was lowered to help support the people. This meant that there were not as many federal funded programs such as schools. Illiteracy, not being able to read and write, among the people of the South was widespread.

Interactive 9.1 North and South - Different Cultures Same Country



Take a look in particular at the bar graph showing the differences between the North and South on this website.

Section 2

How did the geographic characteristics of the South impact the development of a distinctively different society than in the North?

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

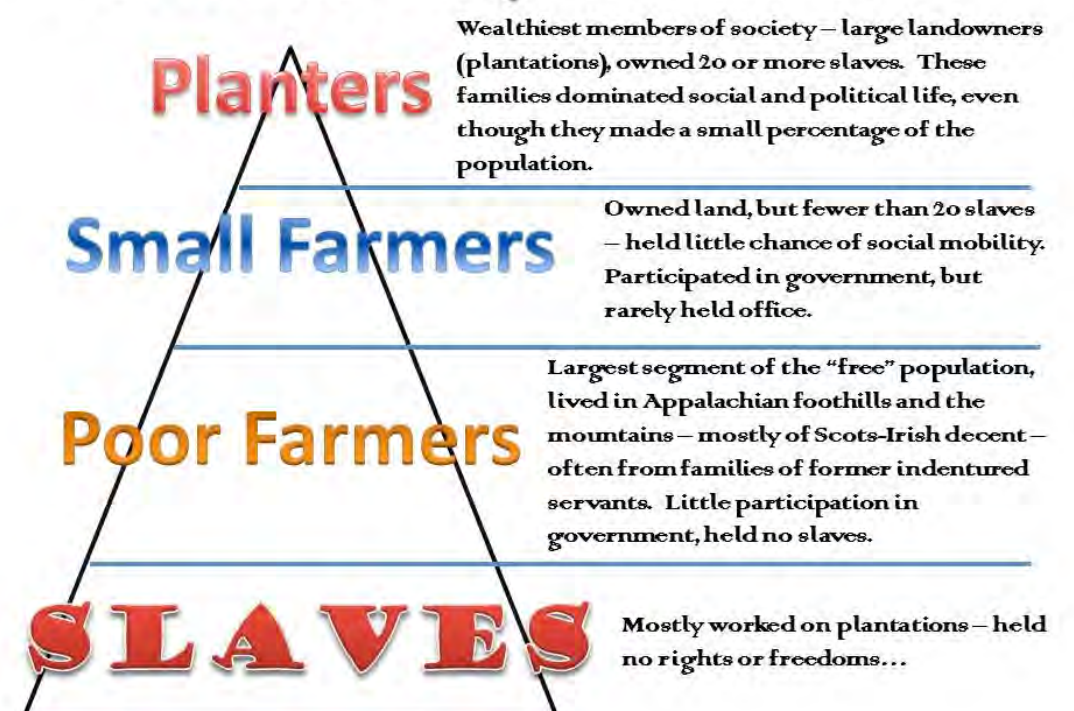
TERMS, PLACES, PEOPLE

lucrative



Look at these two images. While one is a subjective visual interpretation and the other is a statistical chart, they each help form a visual frame of reference that comes to mind when thinking about the huge societal differences that had developed in the southern region of the United States between 1820 and 1860.

Social Hierarchy in the South



Although cotton was seen as the most **lucrative** crop in the South, many plantations were built on the production of other cash crops as well. Crops cultivated on antebellum plantations included cotton, tobacco, sugar, indigo, rice, and to a lesser extent, okra, yam, sweet potato, peanuts, and watermelon. By the late 18th century, most planters in the Upper South had switched from exclusive tobacco cultivation to mixed-crop production.

Regardless of the crop, a plantation represented more than a house on a farm.

Plantation life brought with it a society with clear class divisions. Although there were a lucky few at the top with land holdings as far as the eyes could see, most Southerners were not lucky enough to experience this degree of wealth. Even to those who didn't themselves experience it, the clearly defined class structure was "tradition" as well as a comfort associated with life in the South. The contrast between rich and poor was great because of the labor system necessary for its survival. Most Southerners were yeoman farmers, indentured servants, or slaves. The plantation system also created changes for women and family structures as well.

Plantation society dramatically changed the role of women. Slave ownership in the South was a crucial element that separated the nation's women by allowing Southern women to embody the ideal housewife within the domestic realm. The Southern plantation mistress portrayed the ultimate housewife because she was free

of the manual labor associated with her domestic duties and was provided with leisure time to focus on her children and husband. However, this picture perfect image was not the reality of the Southern plantation mistress. The appearance of perfection was an important part of the hierarchy of the South.

Since most indentured servants were male, there were far fewer women in the South. From one perspective, this increased women's power. They were highly sought after by the overwhelming number of eager men. The high death rate in the region (due to the lack of modern medicine at the time in the South) resulted in a typical marriage being dissolved by death within seven years. Consequently there was a good deal of remarriage, along with the complexity of half-brothers and half-sisters evolved. Women needed to administer the property in the absence of the male. Not anticipating being put in this type of position, many women developed managerial skills. However, being a minority had its downside. Like in New England, women were completely excluded from the political process. Female slaves and indentured servants were often the victims of aggressive male masters.

Slavery in the South presented an interesting double standard to the woman of the plantation, especially those of Christian faith, which made up the overwhelming majority of southern women. These women helped to bring a sympathetic element to the

"peculiar institution" by helping run the household, and forming relationships with the slaves by helping to care for them.

Even though Southern society had a multitude of double-standards, the majority of those living in the South were willing to fight to protect Southern societal ways of life. Although slavery was an essential foundation of the societal differences in the South, some saw the preservation of slavery as a means to an end--preserving the way of life that existed for a hundred years--a continuance of a superior lifestyle which emphasized good manners and graciousness. Defenders of slavery argued that slavery had existed throughout history and was the natural state of mankind. The Greeks had slaves, the Romans had slaves, and the English had slavery until very recently.

Many defenders of slavery also argued that the institution was divine, and that it brought Christianity to the heathen from across the ocean. Slavery was, according to this argument, a good thing for the enslaved. John C. Calhoun said, "Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually."

As with political, economic, and cultural influences, social factors were just one more part of a complex puzzle that involved the preservation of the Union.

During this time, England, a major trading country with the United States, was experiencing their own economic depression and was unwilling to loan money to those in the United States. This greatly affected the United States because much of the money that investors were using to expand in the United States was coming from England. Also, with all of these smaller "pet banks" now loaning and printing money instead of just one bank, the market was flooded with so much money that high inflation rates began to occur and the currency began to depreciate (the currency was no longer backed by silver or gold). Inflation is a rise in prices relative to money available. In other words, you can get less for your money than you used to be able to get.

In July 1836, in response to the depreciation of the dollar, President Jackson issued the Specie Circular Act that only allowed investors to purchase land if the payment was made with actual silver or gold. As printed money began to be worth less, people began to rush to the banks to withdraw their savings.

Unfortunately, the banks had issued so many loans, there was not enough money in reserves to fulfill the demands of the people. Approximately eight hundred banks closed their doors in 1837, stifling economic growth and bankrupting numerous businesses, including many of the banks.

During the Panic of 1837 thousands of workers lost their jobs, and many businesses reduced other workers' wages.

Fugitive Slaves

Political Divisions

ATTENTION.

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

TERMS, PLACES, PEOPLE

fugitive slave act of 1850

Uncompromising differences, especially with the issue of slavery, between the North and the South, the free and the slave states, led to much angst within the nation. As more and more territories were applying for statehood, the decision of whether those states would allow slavery was an issue for the young nation. During this time, Congress tried to establish several different compromises with the hopes that the slavery issue would work itself out peacefully.

By the time the Mexican-American War had ended in 1848, the U.S. had added more than 500,000 square miles of land and the addition of that land caused bitter disputes about slavery. Combined with the social, economic, and cultural paradoxes that occurred between 1820 and 1860, Southern states would secede from the Union and the nation would be embroiled in a lengthy and disastrous civil war.

While some leaders, including Senator Lewis Cass from Michigan, favored popular sovereignty--the idea that political power belongs to and is held by the people, some Northerners wanted to outlaw slavery in every part of the land acquired from the war. While the war was going on, Representative David Wilmot proposed a document that stated, "neither slavery nor involuntary servitude shall ever exist in any part of the territory." Known as the Wilmot Proviso, the document did not pass and spurred a debate over sectionalism--favoring the interests of one region of the country over another.

Political division continued to grow during the presidential campaign of 1848 when antislavery Northerners formed a new political party, the Free-Soil Party which supported the Wilmot Proviso. While good intentioned, the new party drew enough votes away from the democratic party's candidate, Lewis Cass, resulting in a Whig victory for Zachary Taylor.

Meanwhile, on October 18, 1849, California applied for admission as a state. This created another political dilemma--an unbalance of free and slave states. Added to the situation was the constant issue of other areas across the country where the question of slavery was to be determined. Northerners wanted the slave trade abolished in Washington, D.C.; Southerners called for a fugitive slave law requiring the return of runaway slaves.

After months of a stalemate, Henry Clay stepped forward with a plan to calm the crisis.

Nicknamed the Great Compromiser for successfully negotiating the Missouri Compromise, Clay put forth a series of proposals that he hoped would finally resolve the contentious issue of slavery once and for all. After much debate in

Interactive 9.2 The Compromise of 1850



While viewing and listening to a song about the Compromise of 1850, jot down key lyrics from the song that illustrate just how important this compromise was to keeping the nation unified.

the U.S. Senate, Congress finally passed five bills based on Clay's proposals. The Compromise of 1850, supported by Millard Fillmore, the new president to succeed President Taylor who had died in office, was signed into law.



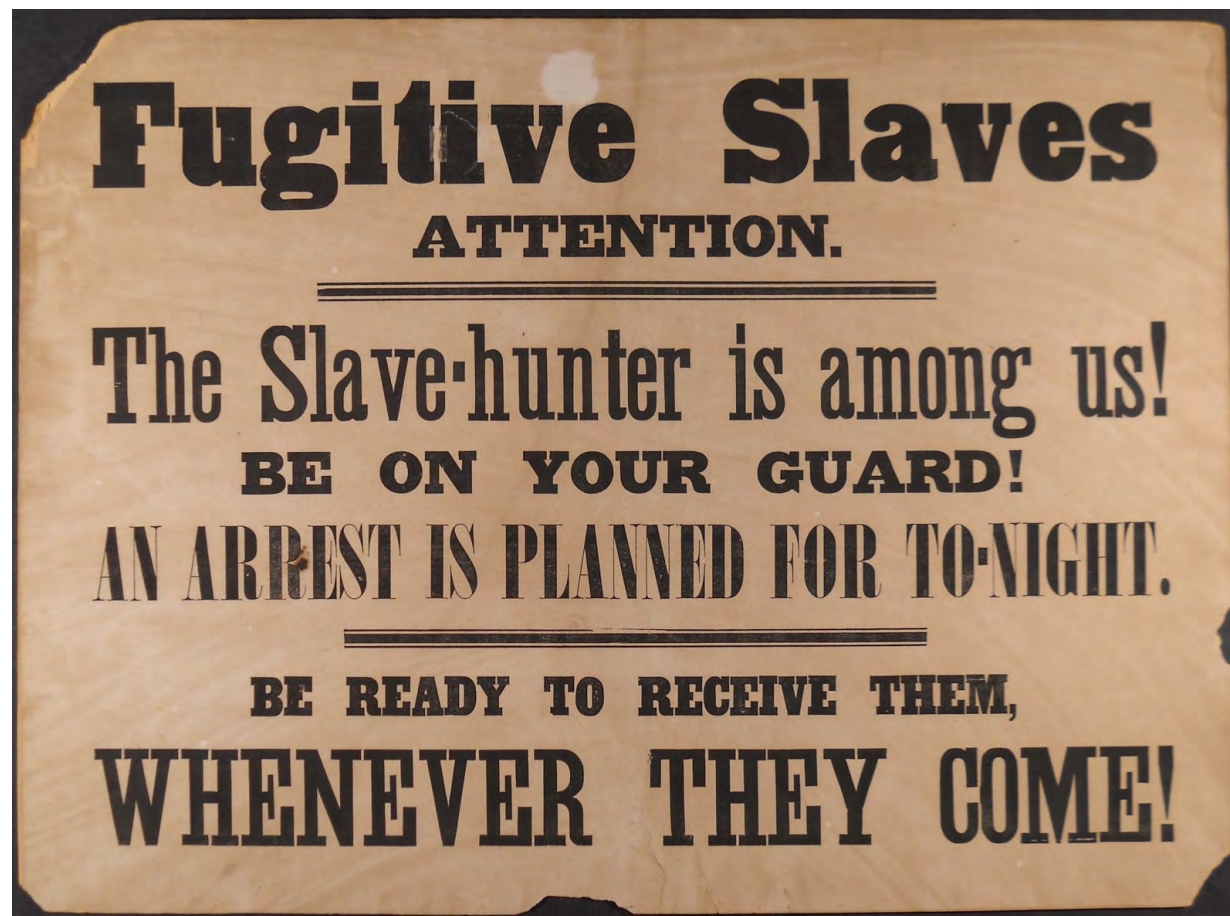
https://upload.wikimedia.org/wikipedia/commons/e/e2/United_States_1849-1850.png

Wins for the North

- California admitted as a free state
- Slave trade banned in Washington, D.C. but not between states

Wins for the South

- Popular sovereignty used to determine whether new states would enter as “slave” or “free”
- **Fugitive Slave Act of 1850**--allowed special government officials to arrest any person accused of being a runaway slave.



<https://hartfordhomefront.files.wordpress.com/2014/01/image57.jpg>

The North is Outraged

The Fugitive Slave Act, because of its severity, became the most controversial part of the Compromise of 1850. As the Election of 1852 approached, it quickly became apparent that slavery would be the key issue in determining the outcome of the 1852 election. Leaders in the South, like John C. Calhoun hoped the law would force the realization by Northerners that states' rights would reign supreme and slave owners had rights to their property. In fact, the contrary happened. Every time the law was enforced, Northerners became incensed and more than ever, convinced that slavery was an evil that had to be stopped. While Franklin Pierce, the Democratic candidate, was from New England, his support of the Compromise of 1850 and the Fugitive Slave law helped him win the election of 1852.

Bloody Kansas

The Kansas-Nebraska Act of 1854, according to many historians, may have been the single most significant event leading to the Civil War. During the early 1850s, the area now known as Nebraska was highly sought by both settlers and entrepreneurs seeking to build a railroad that would stretch from Illinois to the Pacific Coast. Organization of the territory wasn't as easy as it had been because of where the land was located--settlers couldn't legally claim land and the official permit for Nebraska to become a territory wouldn't come easy as it was located above the 36/30 parallel where slavery would for sure, be outlawed.

By 1853, Senator Stephen Douglas stepped forward and suggested two territories be formed--the Kansas Territory and the Nebraska Territory. While the entire area of land was north of the Compromise of 1820 line, Douglas' suggestion that popular sovereignty be the determining factor as to whether or not each territory would be a free or slave territory, after months of debate, the act passed in both houses of Congress.



<http://www.ushistory.org/us/images/00035329.jpg>

Mere weeks after the Kansas-Nebraska Act was signed into law, both proslavery and antislavery settlers flooded into the Kansas territory. By March of 1855, thousands of Missourians entered Kansas to illegally vote for slavery. Even though there were only 3,000 voters, nearly 8,000 votes were cast. Of the 39 legislators elected that day, 36 were proslavery. Antislavery settlers refused

to accept the election results and decided to hold a second election. The result: two governments now existed with opposite ideas about slavery. Not surprisingly, violence soon erupted.

Lawrence was the center of Kansas's antislavery movement and where actual destruction of buildings took place. Three days later, John Brown, an antislavery settler from Connecticut, led seven men to a proslavery settlement near Pottawatomie Creek where they murdered five proslavery men and boys. Widespread fighting throughout Kansas continued thus earning Kansas the name "Bleeding Kansas."

Senate Violence

Even before John Brown's organized attack in Kansas, trouble was brewing in the Senate. Charles Sumner, from Massachusetts, considered a leading abolitionist senator, denounced the pro slavery legislature in Kansas. While he was at it, Sumner verbally attacked his southern foes, especially singling out the elderly Senator Andrew Butler from South Carolina.

A few days later, Butler's nephew, Congressman Preston Brooks marched into the Senate chamber and attacked Senator Sumner using a heavy cane. Brooks beat Sumner until he fell to the floor, unconscious. Sumner never fully recovered from his injuries.

The Impact of the Dred Scott Decision

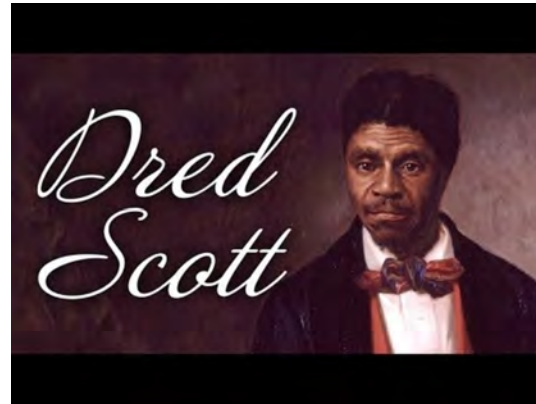
By 1857, the U.S. Supreme Court also weighed in on the divisive issue of slavery in deciding the case of Dred Scott v. Sanford. In the ruling, the Court stated that slaves were not citizens of the U.S. and could not expect any protection from the federal government or the courts. The Court also stated that Congress had no authority to ban slavery from a federal territory.

It took 13 years for the case to make it to the Supreme Court and on its way it grew in scope and significance as slavery became the single most explosive issue in Congress.

As you learn the details of the case by viewing the video above, consider the following questions:

- What were the grounds under which Dred Scott sued Sanford?
- What was significant about the Supreme Court's ruling in this case?

Interactive 9.3 The Dred Scott Case

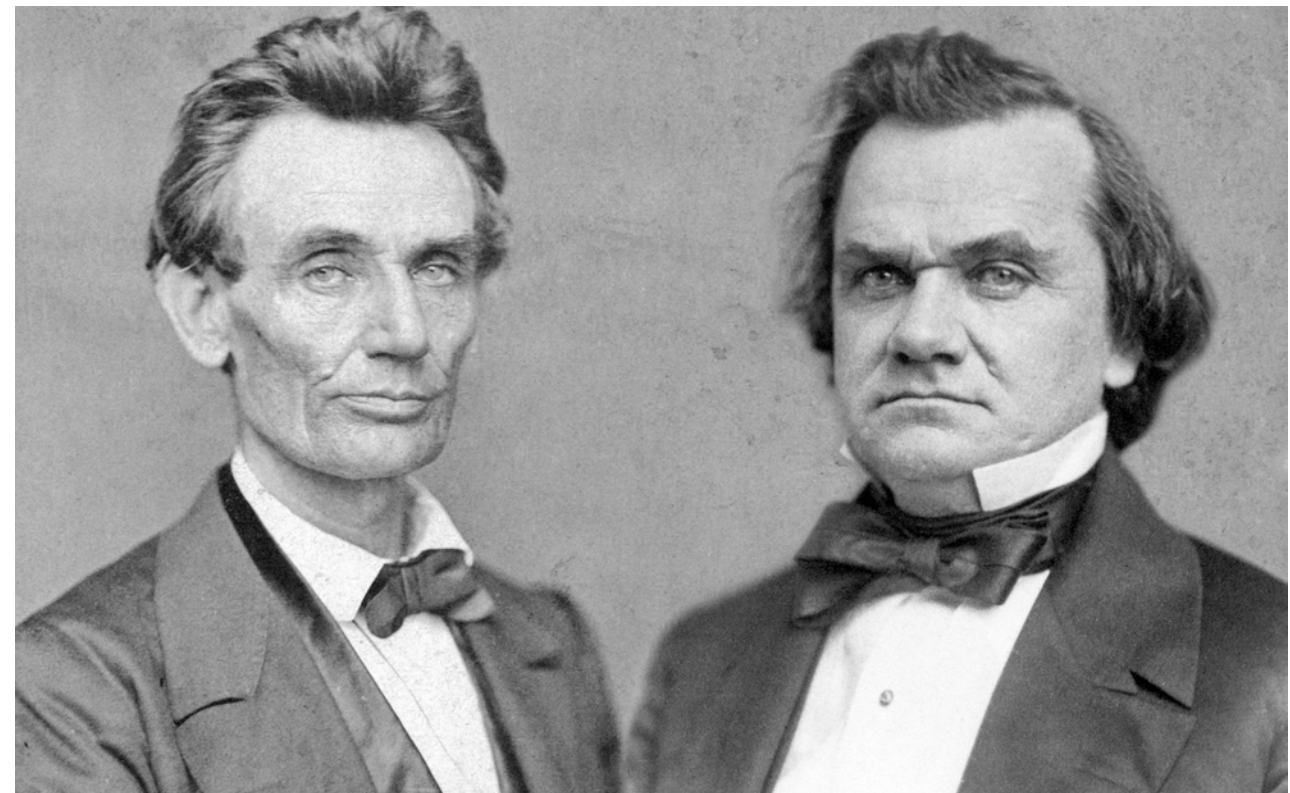


As you view this video think about the questions below.

- What were some of the key phrases to which the Court referred in their ruling and why would some of those phrases reignite tempers over this divisive issue?

Additional Heat in Congress

In 1858, Republicans in Illinois chose Abraham Lincoln to run for Stephen Douglas's Senate seat. Many at the time, as well as historians today, regard the 7-debate series as among the most significant thought provoking statements with regard to not only the sectional conflict over slavery and states' rights, but even



https://upload.wikimedia.org/wikipedia/commons/3/34/Lincoln_Douglas.jpg

deeper questions that would continue to influence political discourse. As Lincoln himself even remarked, “the issues would be discussed long after “these poor tongues of Judge Douglas and myself shall be silent.”

Interactive 9.4 The Lincoln Douglas Debate



For a synopsis of the Lincoln-Douglas debates check out the following video

As you watch the video above, be sure to:

- Identify the position of each of the candidates
- Provide a rationale as to why Douglas won the Senate seat
- Draw a conclusion as to why the debates were so significant

John Brown's Raid at Harper's Ferry

After being driven out of Kansas for the Pottawatomie Massacre, John Brown returned to New England where he devised a plot to raise an army to free enslaved people in the South. In 1859, Brown and his small group of supporters attacked the federal armory in Harper's Ferry, Virginia. While Brown counted on assistance from the local slave population, he was mistaken.

U.S. Marines under the command of Colonel Robert E. Lee arrived and stormed the engine house, capturing Brown. Brown was quickly placed on trial and charged with treason against the state of Virginia, along with murder, and inspiring a slave insurrection. Brown was sentenced to death for his crimes and hanged on December 2, 1859.

The Election of 1860

Sectionalism was at its peak as the Election of 1860 approached. Because of the level of distrust that ran rampant throughout the country, four candidates actually ran for President. Because Democrats in the North and South couldn't agree on a candidate, John C. Breckenridge (who was vice-president at the time) was backed by Southern Democrats; Stephen Douglas by Northern Democrats. In the meantime, a new political party was emerging. The Constitutional Union Party selected John Bell of Tennessee as their candidate. And while the original plan at the beginning of the Republican convention was to nominate Senator William Seward of New York, Abraham Lincoln appealed to more party

members. As a moderate, Lincoln promised not to abolish slavery where it had already existed.

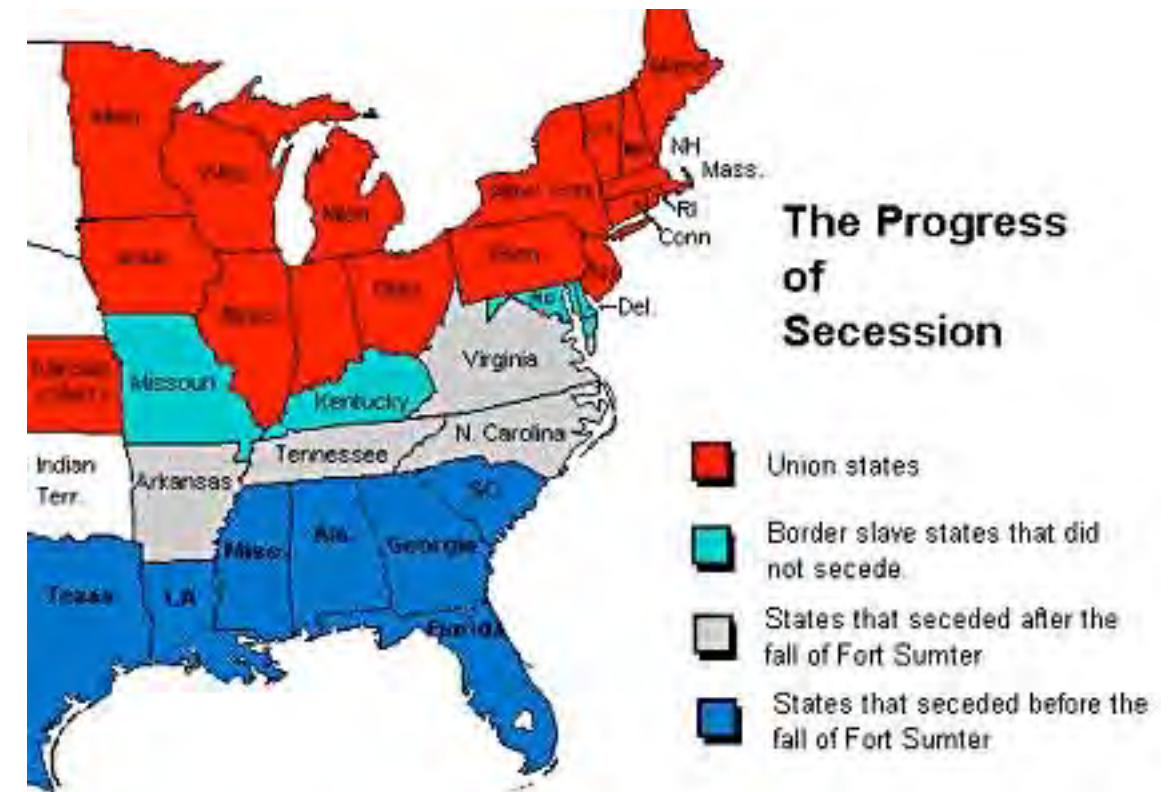
With a unified party behind him, Lincoln won 180 of 183 electoral votes in free states. Southerners were angered once again.

Lincoln never campaigned in the region, nor did he carry any southern states but he became President. If those in the South were not sure, the Election of 1860 clearly conveyed the message that the South had lost its national political power.

Secession is inevitable

Events moved quite rapidly once Lincoln was elected. South Carolina called for a convention to secede from the Union. State by state, conventions occurred thus forming the Confederacy with Jefferson Davis of Mississippi as its president. Within three months of Lincoln's election, seven states had seceded from the Union. The Charleston Mercury said, "The tea has been thrown overboard, the revolution of 1860 has been initiated."

This map shows the states that seceded from the Union before the fall of Fort Sumter, those that seceded afterwards, the slave states that did not secede, and the Union states.



<http://www.ushistory.org/us/images/00000525.jpg>

Economic Necessity

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

Cotton is King

As a nation, the United States was still primarily agricultural in the years before and even after the Civil War. While cash crops such as tobacco, rice, and sugar thrived in the South, because of the invention of the cotton gin in 1793 by Eli Whitney, the cotton industry became the most lucrative crop for Southern planters and farmers. Utilizing slave labor, cotton planters and farmers could cut costs as they produced cotton for sale to other regions and for export to England. In exchange, Southern farmers and planters purchased manufactured goods from the North, food items from the West and imported luxuries like European designer clothes and furniture from England. The growth of the Southern cotton industry served as an engine of growth for the entire nation's economy in the antebellum (pre-war) years. And the fuel for the engine of growth was no doubt, the institution of slavery.

Distribution of the Southern Slave Population, 1800–1860

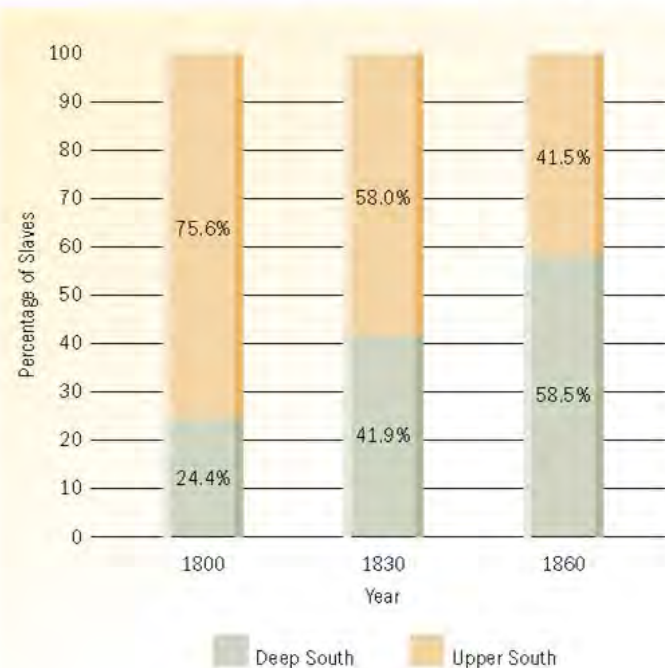


Figure 5–1.
Distribution of the
Southern Slave
Population, 1800–
1860.

The demand for
slaves in the cotton-
growing deep South
produced a major
shift in the
distribution of the
slave population.

Image source: http://images.slideplayer.com/18/6079877/slides/slide_19.jpg

Between the second federal census in 1800 and the eve of the Civil War, the slave population in the United States increased from approximately seven hundred thousand to almost four million.

The Slave Population Shifts Further South

Even though the foreign slave trade had formally ended in 1808, the impact was low on slave trade in the U.S. The smuggling of slaves which was quite common along with natural population growth accounted for practically all of the slave population growth in the U.S. As represented in the chart above, the distribution of slaves in the South also changed between the 60

year time span. In 1800, slavery was concentrated in the tobacco-growing areas of Virginia, North Carolina, and Kentucky and along the coasts of South Carolina and northern Georgia. By 1830, a substantial shift of the slave population had occurred--the percentage of slaves in the deep South had almost doubled following the spread of cotton production. Had slavery somehow ceased during that expansion, it would have been impossible for the South to meet the worldwide demand for its products.

The Cotton Kingdom

Originally limited because separating the seeds from the fiber of cotton variety that flourished was a time-consuming process, Eli Whitney's introduction of the cotton gin resolved this problem. For a detailed description of Whitney's cotton gin, check out the following clip:

The large numbers of field hands to work the crop made the production of the crop economical. Even though geographically, the soil in the older tobacco-growing regions of the South were nearly depleted, newly acquired land in the southwest due to the removal of indigenous people yielded new, fertile soil for which to shift the majority of cotton production. By 1860, almost 60% of the entire Southern slave population was located in the deep South.

Interactive 9.5 How the Cotton Gin Changed America



In the South, agriculture was diverse--tobacco and rice remained staple cash crops, but wheat, corn, rye, and oats for local consumption were starting to thrive. Half of the country's corn was grown in the South. Because cereal grains were not as labor intensive as cotton or tobacco, planters in the region were finding themselves with more slaves than they needed. Alexandria, Virginia, became a major center of the internal slave trade, and according to one estimate, three hundred thousand slaves were sold from there and transported into the deep South in the 1840s and 1850s.

The Topic of Tariffs

Because the economic base in both regions was built upon very diverse geographic features (industry in the North; agriculture in the South), the other critical economic issue that divided the North from the South was that of tariffs. Tariffs were taxes placed on imported goods, the money from which would go to the government. Throughout the antebellum period, whenever the federal government wanted to raise tariffs, Southern Congressmen generally opposed it and Northern Congressmen generally supported it. Southerners generally favored low tariffs because this kept the cost of imported goods low, which was important in the South's import-oriented economy. Southern planters and farmers were concerned that high tariffs might make their European trading partners, primarily the British, raise prices

on manufactured goods imported by the South in order to maintain a profit on trade.

In the North, however, high tariffs were viewed favorably because such tariffs would make imported goods more expensive. That way, goods produced in the North would seem relatively cheap, and Americans would want to buy American goods instead of European items. Since tariffs would protect domestic industry from foreign competition, business interests and others influenced politicians to support high tariffs.

Slavery as an Economic Institution

While a small percentage of slaves were domestic servants, and an even smaller percentage worked as laborers or craftsmen, it was not unheard of for “extra” slaves to become factory or mill workers, and skilled artisans might be hired out to other plantations by their masters. The overwhelming majority of slaves were field hands whose main responsibilities included picking cotton, planting and harvesting rice, tobacco, and sugarcane. This distribution of slaves reflected the nature of the economy of the South--a region that was agricultural and rural with very little industrialization and urbanization compared to the North.

Interactive 9.6 The Tariff of Abominations



No matter what a slave's main responsibilities entailed, slavery as a whole, was an extremely profitable business for southerners because expenses for housing, clothing, and feeding slaves were considerably less than the value slaves produced. Estimates vary, but expenses associated with the maintenance of one field hand were probably half the value of the revenue the master received from the slave's labor. And it is important to consider that the profitability of owning slaves increased steadily in the first half of the nineteenth century as prices for cash crops increased and the cost of keeping slaves remained level. Slaves themselves became good investments. As cotton production expanded and the demand for slaves increased, their prices rose accordingly with highest prices paid for "prime field hands." Women with a similar levels of agricultural skills would often be sold for the same amount. The enterprising slave owner bought and sold slaves for an additional source of income.

Interactive 9.7 Slavery and the Southern Economy



For a more detailed look at the economic diversification between the upper South and the deep South, check out the following YouTube video:



Section 5

Cultural Traditions

QUESTIONS TO GUIDE INQUIRY

1. What was the most significant geographical impact on Southern society?
2. How did the geography of the South widen the political divide within and between political parties?
3. What was the greatest economic factor responsible for reliance on slave labor to maintain an agrarian society in the South?
4. What were some of the distinctive cultural traditions in the South for which geography was responsible?

TERMS, PLACES, PEOPLE

Southern Culture

Because of the extensively varied geographical features throughout the United States that impacted each region of the country very differently, it is no wonder that culture in the South was quite distinct. The combination of its unique history and the fact that many Southerners carved out an identity separate from the rest of the country (particularly in the Antebellum Era), led to its being the most studied and written-about region of the U.S.

When compared to that of the western frontier and New England region, Southern culture was seen as more socially conservative than the rest of the nation and again, geography was the largest reason. Due to the central role of agriculture in the economy of the South, society remained stratified according to land ownership, and communities often developed strong attachments to their churches as the primary institution in the community. Some of the most significant cultural traditions and artifacts are addressed below.

Religion

During the Antebellum Era, slavery was an important issue facing Churches, as slaves were allowed to meet for Christian services. Some Christian ministers, such as J.D. Long, wrote against slavery. However, most Baptists in the South reduced their societal challenge to class and race. Rather than insistence upon freedom for

slaves, Baptist leaders encouraged planters to improve treatment of them, and ultimately used the Bible to justify slavery. Rural slaves used to stay after the regular worship services, in churches or at “praise houses” on plantations, for singing and dancing. But, slaveholders did not allow dancing and playing drums, as usual in Africa. They also had meetings at secret places because they needed to meet one another and share their joys, pains and hopes.

Music

Around 1850, the Protestant City-Revival Movement created a new song genre for revival meetings where those attending could sing. At church, hymns and psalms were sung during services.

The lyrics of negro spirituals were tightly linked with the lives of their authors: slaves. While work songs dealt only with daily life, spirituals were inspired by the message of Jesus Christ and his Good News (Gospel) of the Bible, “You can be saved”. They are different from hymns and psalms, because they were a way of sharing the hard condition of being a slave. In rural meetings, thousands slaves were gathered and listened to traveling preachers, and sang spirituals, for hours. Some spirituals refer to the Underground Railroad, an organization for helping slaves to run away.

Because the origins of some modern-day forms of music can be traced all the way back to the music of the Antebellum Era, it is important to understand the difference between spirituals and gospel music. Spirituals were the Southern sacred “folk” songs created and sung by African Americans. The original composers of spirituals are unknown, and so they are seen as a possessing collective ownership by a whole slave community. From a structural standpoint, they lend themselves easily to communal singing as many are in a call-and-response structure, with back-and-forth exchanges between a leader and the group. The historical origins of black gospel music occurred in churches of the urban North in the 1920's, and has been the predominant music of the twentieth century Black Church. Opposite of spirituals, each gospel song has a composer that can be identified. Gospel fuses musical elements of both types-- spirituals and the blues, and incorporates improvisation, with piano, guitar or other instrumental accompaniment.

Literature

The impact of the institution of slavery on Southern literature cannot be understated. Both white and African American writers addressed the issue of slavery in their works. William Wells Brown, a southern-born slave, wrote the first novel by one.

Titled, *Clotel or The President's Daughter* (1853), it was based on the rumor that Thomas Jefferson had fathered a daughter with one of his slaves. Seen by many as a novel of social protest, the

book established mainstream tradition for black fiction. Another more famously known work of black protest was the *Life of Frederick Douglass* (1845), a former slave who went on to become a leading abolitionist organizer, orator, newspaper editor, and political figure. The first book of poetry that was published by a former slave in the South was *The Hope of Liberty* (1829), containing poems decrying the slaves' condition by George Moses Horton.

Perhaps the most widely known author of the time was Mark Twain. Through masterful use of dialect, striking control of metaphor and imagery, and kinetic creation of explosive action, Samuel Clemens, or Mark Twain, incorporated many of his formative experiences in his works. His masterwork, *The Adventures of Huckleberry Finn* (1885), as been seen by many as the most incisive satire ever written of southern attitudes, customs, and mores, aside from its central importance as a pivotal work of American literature.

Cuisine

Farmers in the South, like their counterparts elsewhere in the U.S., rarely grew enough diverse crops to produce all the agricultural products they needed to live on. Farmers in the Old South, however, became highly specialized to a greater degree than elsewhere in the country because of the rich, fertile soil.

They grew only one or two products for sale and relied on other sources for their subsistence needs. Despite this high level of

concentration, the South, as a region, mostly fed itself on the eve of the Civil War.

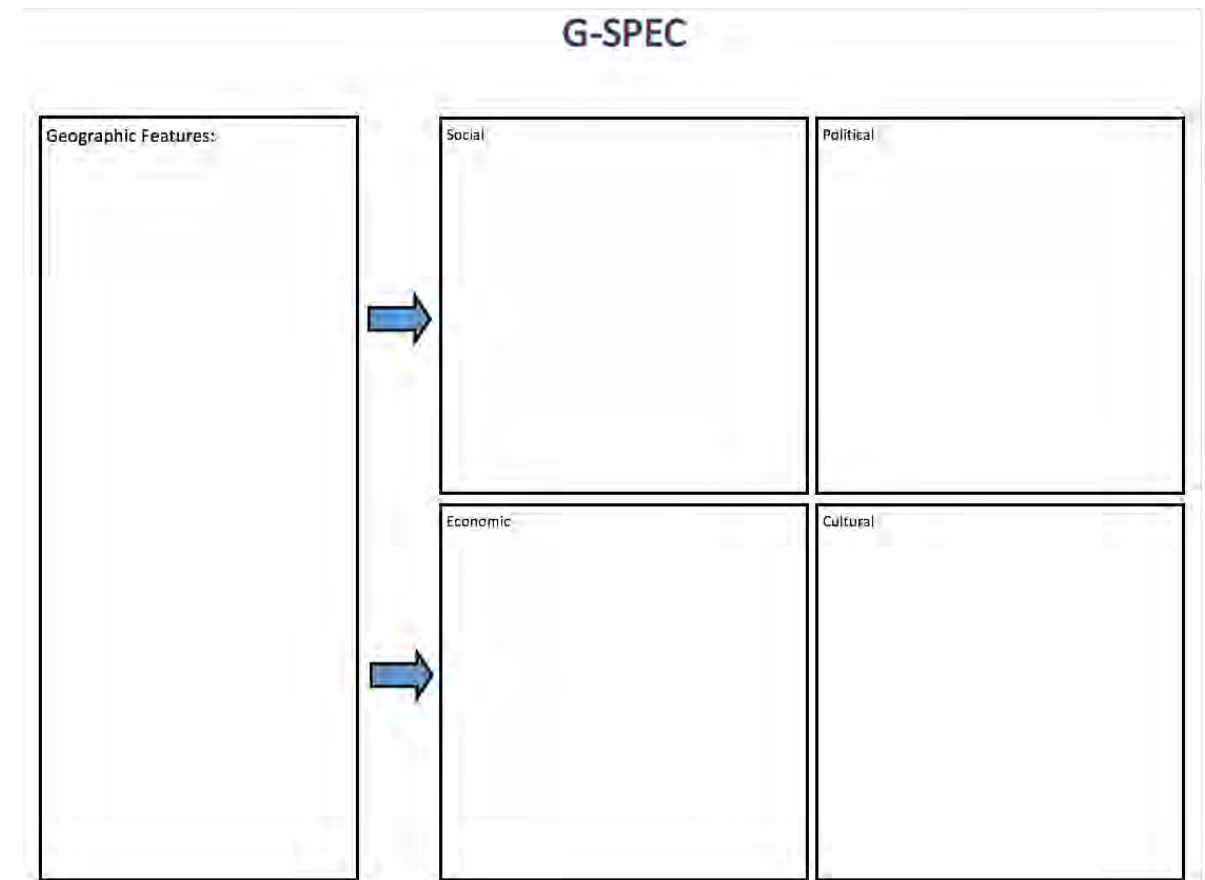
When thinking about the characteristics of Southern food during the Antebellum period, positive association with a delicious meal may not come to mind. Most foods, especially vegetables, were overcooked. Spices were available, but were, at times, expensive and were rarely used out of habit. Thus, the food tended to be bland and meals lacked variety. In addition, the lack of available refrigeration led to the frequent spoiling of food. Sometimes, attempts by housewives and even professionals to cover the taste or appearance of spoiled food led to more dangerous consequences than the original food itself because dyes and flavorings were often harmful or even fatally poisonous.

Among the more common breakfast foods were potatoes, beef, eggs, toast, hot biscuits, hotcakes, corn bread, and coffee or tea. Dinner, the largest meal of the day, usually consisted of similar foods, but served in larger portions. Other dishes often joining the dinner table were porridge and seasonal fruits and vegetables. Dessert, which followed dinner, could be pie, rice or other pudding, custard or ice cream with fruit often served as the last course.

Slaves did not taste luxuries such as alcohol or dessert, but much of their diet resembled that of whites—particularly the reliance on pork and corn. Rations were doled out by masters supplemented by food grown in their own gardens and by hunting, fishing, and

gathering. Slaves usually received one ration of vegetables each day. Planters supplied vegetables to reduce meat consumption. Planters recognized the nutritional importance of fruits and supplied peaches to their slaves. Dairy products formed the biggest difference in the diet of whites and slaves because of scarcity. Whites used most of the available milk and gave any surplus to slave children.

When breaking down each component of the G-SPEC strategy, it's easy to see how each aspect contributed collectively to the BIG picture of what life was like in each region of the United States in the Antebellum period. And while the geography of the South was not directly responsible for the increasing sectional tensions between the industrial North and the agrarian South, the indirect connections resulted in the gradual polarization of the U.S. during this time period in U.S. history.



Chapter review: As a review of what you have learned in this chapter create a G-SPEC chart like the one pictured on this page and fill it in regarding the south before the Civil War.



When is it Time to Stop Compromising?
Create an argument with evidence from the chapter to support your claim