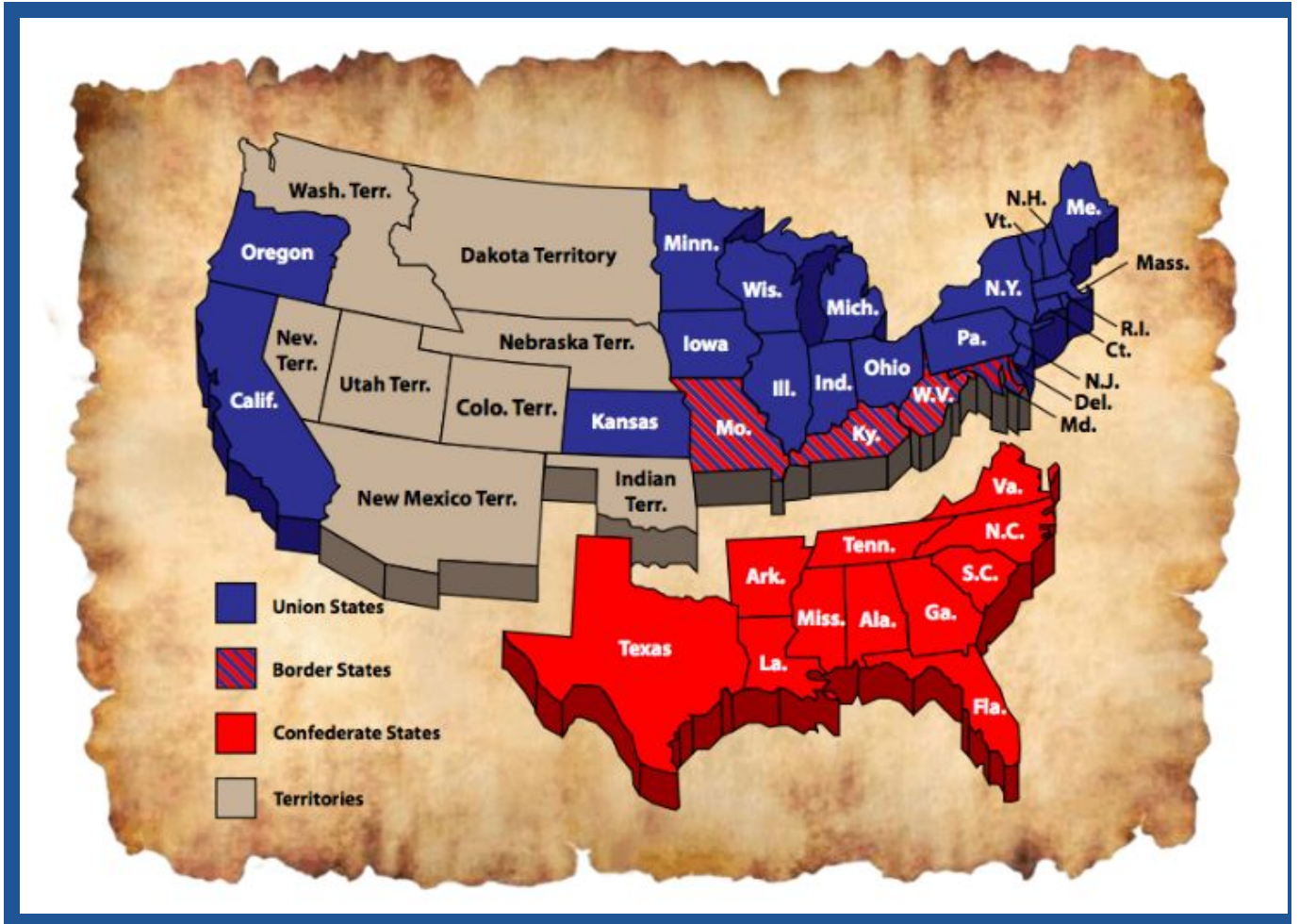


# Does location matter?



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## Supporting Questions

1. How did the Civil War change life in the North and South?
2. Did the Civil War make life better for Americans?
3. How did a state's rights contribute to the cause of the Civil War?

Does location matter?	
Inquiry Standard	<p>SS4H5 Explain the causes, major events, and consequences of the Civil War.</p> <p>a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.</p> <p>b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.</p> <p>e. Describe the effects of war on the North and South.</p>
Staging the Compelling Question	<p>Discuss the roles of the Border States in the Civil War (Missouri, Kentucky, West Virginia, Maryland, and Delaware). Show the students a map of the Border States. Students will watch a video of the <a href="#">Differences Between the North and the South During...</a> Make sure students know what is a Civil War (What is a Civil War?).</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
How did the Civil War change life in the North and South?	Did the Civil War make life better for Americans?	How did a state's rights contribute to the cause of the Civil War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Compare and Contrast life in the North to life in the South using a 3 column T-Chart.	Make a visual representation (propaganda) of how life was better or worse for Americans after the Civil War ended using what you have learned from source A and source B.	Participate in a structured discussion by creating a bulleted list including evidence to support your claim based on the question
Featured Sources	Featured Sources	Featured Sources
Source A: Home Front: Daily Life in the Civil War North Source B: Life in the South During the Civil War Source C: A House Divided Source D: North and South: Different Cultures Same Country	Source A: 50 Ways the Civil War Changed American Life Source B: Industry and Economy During the Civil War	Source A: States' Rights THE RALLYING CRY OF SECESSION Source B: States' Rights & The Civil War

Summative Performance Task	<p><b>ARGUMENT</b> Argument: Does location matter? Construct an argument (eg detailed, outline, poster, essay) that describes if location matters and affects your viewpoints on the Civil War using specific evidence from historical sources, while acknowledging competing views.</p>
	<p><b>EXTENSION</b> Create an educational presentation (student choice: video, Sway, etc.) of the argument that responds to the compelling question "Were the North and South different in the viewpoints of the Civil War?"</p>
Taking Informed Action	<p><b>UNDERSTAND</b> Understand- Identify a civil issue that is happening locally (e.g., the confederate flag)</p> <p><b>ASSESS</b> Assess- Create a list of possible ways to commemorate the Civil War.</p> <p><b>ACTION</b> ACT- Propose ways that we can reconcile.</p>

## Inquiry Description

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This inquiry gives the students the opportunity to explore, inform, and analyze to form an opinion of the different viewpoints of the **Civil War**.

## Structure

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The students will work collaboratively and independently to progress through the formative tasks that answer the compelling question, "Does location matter?". Students will complete various tasks such as: compare and contrast diagrams, debates, and complete visual representations that will ultimately lead to the successful completion of the compelling question.

## Staging the Compelling Question

Compelling Question	Does location matter?
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### Staging the compelling question

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This inquiry can be apart of a unit of the causes and effects of the American Civil War

## Supporting Question 1

Supporting Question	How did the Civil War change life in the North and South?
Formative Performance Task	Compare and Contrast life in the North to life in the South using a 3 column T-Chart.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Home Front: Daily Life in the Civil War North</li><li>● <b>Source B:</b> Life in the South During the Civil War</li><li>● <b>Source C:</b> A House Divided</li><li>● <b>Source D:</b> North and South: Different Cultures Same Country</li></ul>

The first supporting question "How did the Civil War change life in the North and South?", asks students to look at the different lifestyles occurring during the Civil War. The formative task is asking students to compare and contrast the lifestyles of the North and South during this time. Featured Source A: Provides background knowledge about the lifestyle changes during the Civil War. Featured Source B: Provides background knowledge on how life was in the South during the Civil War. Featured Source C: Provides information on how Kentucky was a divided state during the Civil War. Part of the state was Union and part was Confederate. Featured Source D: Provides information about the lifestyle of people who lived in the North and the South. The completion of the formative performance task introduces students to how the people of the North and people of the South had similar and different lifestyles prior to and during the Civil War.

### Formative Performance Task

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Students will examine all the sources and their notes to create a 3 column T-Chart comparing and contrasting the different lifestyles between the North and the South.

# Supporting Question 1

Featured Source A

Home Front: Daily Life in the Civil War North

Excerpt

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**Source:**

<https://www.youtube.com/watch?v=1HaWVXumg5w>

# Supporting Question 1

Featured Source B

Life in the South During the Civil War

Excerpt

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**Source:**

<https://www.youtube.com/watch?v=-U8UVL1bsGk>

# Supporting Question 1

Featured Source C

A House Divided

## Excerpt

A House Divided:

### CIVIL WAR KENTUCKY

BY GARRY ADELMAN WITH MARY BAYS WOODSIDE; HALLOWED GROUND MAGAZINE, SPRING 2010

"A house divided against itself cannot stand.' I believe this government cannot endure

permanently half slave and half free." - Abraham Lincoln, 1858

### Kentucky Cat Fight

Kentucky Cat Fight. "Governor Magoffin's [Kentucky governor] neutrality means holding the cock of the walk (Uncle Sam) while the Confederate cat (Jeff Davis) kills off his chickens." - Harper's Weekly, 1861 (Library of Congress)

Situated between three slave states and three free; connected by railroad arteries into Tennessee and Ohio; and bounded by rivers accessing the Deep South and the East Coast, Kentucky was where North and South converged — where, as historian Bruce Catton said, that both sides came together in Kentucky, But when those two philosophies collided over slavery in 1860, the impact shook Kentucky to its core.

The presidential election of 1860 deepened a growing chasm between divided Kentuckians. Southern Democrat and Kentucky son John C. Breckinridge won 36 percent of the state's vote with a pro-slavery platform and Northern Democrat Stephen Douglas, champion of popular sovereignty, received 18 percent, while Constitutional Unionist John Bell, who stood simply for preserving the Union, carried the state with 45 percent. Abraham Lincoln, promoting Republican opposition to slavery's expansion swayed less than one percent of Kentucky voters. But when Lincoln's victory brought secession and war, the state was too divided to rally behind either side. Torn geographically, ideologically, economically, politically and militarily between North and South, Kentucky was the physical embodiment of the Civil War era's "brother against brother" strife.

### SLAVE OR FREE

Slavery was first introduced to Kentucky during its territorial days, and for nearly the first 40 years of its statehood, Kentucky's population of slaves grew faster than that of whites. By 1830, slaves constituted 24 percent of all Kentuckians, although this ratio dropped to 19.5 percent by 1860. Slave owners in Kentucky numbered more than 38,000 in 1860, the third highest total behind Virginia and Georgia. Like most slave states, Kentucky was not a land of large plantations: 22,000 of its slave holders — or 57 percent — owned four or fewer slaves.

Kentucky's most ardent proponents of slavery came from the state's south and west sections, where the lifestyle most resembled that of the Deep South. The primary differentiation came in terms of crop distribution. In the Deep South, slavery-based cash crops such as cotton, rice and sugar were the norm; in southern and western Kentucky, tobacco was the cash crop, accounting for one quarter of the nation's tobacco output and requiring nearly year-round labor to produce. Another prominent crop was hemp, the growing of which involved the hardest, dirtiest and most laborious agricultural work in the state, making it desirable for slave labor. Together, tobacco and hemp firmly bound southern and western Kentuckians to the preservation of slavery.

In the north and east, Kentuckians were ideologically and economically moving away from slavery. Economically, the area was diversifying. More and more of these Kentuckians broadened their traditional tobacco-and-hemp livelihoods by cultivating grains and cereals, breeding horses and livestock and manufacturing goods. By 1850, they had given Kentucky the South's second broadest economic base. Generally, a more diversified economy meant less reliance on slavery, which helps to explain Kentucky's rising emancipation ideology. Already, diversified Kentucky had a profitable market in the excess slaves sold



to the Deep South. It was only a step further, then, to support emancipation, which called for a gradual and compensated end to slavery.

A third faction of Kentuckians was ambivalent about slavery. Although not economically bound to the institution themselves, they justified it for several reasons. Some called it a “necessary evil” for life in an agricultural state. Others, prejudiced against or wary of a large free-black population, regarded slavery as a means of control.

## KENTUCKY V. KENTUCKY

### The Ohio-Mississippi Connection

The Ohio-Mississippi Connection. The Ohio and Mississippi rivers created strong economic and social ties with the southern states.

As one southern state after another seceded between December 1860 and May 1861, Kentucky was torn between loyalty to her sister slave states and its national Union. One month after the opening shots at Fort Sumter in April 1861, Gov. Beriah Magoffin issued a formal proclamation of neutrality and advised Kentuckians to remain at home and away from the fight. Although Magoffin did not believe slavery was a “moral, social, or political evil,” he opposed immediate secession on two fronts. First, he believed the sectional differences could be worked out through mediation. Second, he feared an invasion of Kentucky if the state seceded.

At the individual level, Kentucky Unionists, largely those who supported Bell and Douglas in the 1860 election, favored neutrality because they disapproved of both southern secession and northern coercion of southern states. Confederate sympathizers backed neutrality because they feared that if Kentucky chose a side, she would choose the Union.

### Political Precipice

Political Precipice. Kentucky governor Beriah Magoffin struggled unsuccessfully to maintain Kentucky's neutral stance as the War between the States broke out. (Library of Congress)

But neutrality in principle was much less complicated than neutrality in practice. Army recruiters from both sides entered Kentucky to enlist volunteers, and each army amassed troops along the state's borders. Within Kentucky, the rival factions organized militias — Confederate sympathizers called themselves the State Guards, while Unionists became the Home Guards.

Lincoln, meanwhile, governed Kentucky with a light hand during her neutrality. He worried that any demonstration of force would prompt her secession. For a time, Lincoln even turned a blind eye as Kentucky allowed horses, food and other military supplies and munitions to enter the Confederacy. But just a month after Magoffin proclaimed neutrality, Kentuckians delivered important political victories to the Unionists, when those candidates won nine out of 10 of the state's congressional seats. Later, on August 5, Unionists also won control of the state legislature. Their success was partially due to outspoken claims that the South only wanted Kentucky to stand between it and danger. However, the success was also bolstered by a boycott by pro-Confederates, who refused to participate in elections for a government they did not recognize.

In response to the Unionists' growing political power, the state's Southern sympathizers formed a rival Confederate government. On November 18, 200 delegates passed an Ordinance of Secession and established Confederate Kentucky; the following December it was admitted to the Confederacy as a 13th state. The state capital was at Bowling Green, and George W. Johnson — who only supported Kentucky's secession because he hoped the new balance of power would end the war — became governor. Governor Magoffin eventually resigned and cast his lot with Confederate Kentucky, as did John C. Breckinridge.

Kentucky's dual governments and military forces caused many divisions between Kentucky families. Kentucky-born statesman John J. Crittenden's son George was a general in the Confederate Army; his son Thomas was a general for the Union. Robert Breckinridge, John C. Breckinridge's uncle, had two sons fighting for the North and two for the South. Three grandsons of the late Kentucky statesman Henry Clay fought in Union blue while four fought in Confederate gray.

## THE ORPHAN BRIGADE

at the battle of stone's river

Learn about the First Kentucky Brigade's nickname »

In total, about 100,000 Kentuckians served in the Union Army. After April 1864, when the Union Army began recruiting African American soldiers in Kentucky, almost 24,000 joined to fight for their freedom. For the Confederacy, between 25,000 and 40,000 Kentuckians answered the call of duty. Their most celebrated unit was the First Kentucky "Orphan" Brigade. The Orphans fought hard on many western battlefields, and their heavy losses — especially in commanders — may have led to their nickname. In mid-1862, Benjamin H. Helm took command of the brigade and led it until his death the following year at the Battle of Chickamauga. Helm was President Lincoln's brother-in-law.

## PARTITIONING THE STATE

For the first few months of war, the Union and Confederate armies stayed out of Kentucky. That changed when Maj. Gen. Leonidas Polk ordered a Confederate invasion of Columbus for September 4, 1861. Columbus was a port town on the Mississippi. Its high bluffs and railroad terminal made it valuable militarily — so valuable that Polk seized it to preempt a Union occupation. Two days later, Brig. Gen. Ulysses S. Grant responded by occupying Paducah and then Smithland. Because the Confederates invaded first, they were branded the aggressor. Although Governor Magoffin called for both sides to leave Kentucky, the Unionist legislature only asked the Southerners to withdraw. All pretenses of neutrality were gone.

After staking their initial claim, Union soldiers came down from Cincinnati to take control of northern Kentucky, while Confederates moved in through Tennessee to claim southern Kentucky, including the Cumberland Gap situated near the convergence of Kentucky, Tennessee and Virginia. With nearby railroads and access to ardently Unionist East Tennessee, the Gap was a strategically important site, but the ambitious Brig. Gen. Felix Zollicoffer, who seized the Gap, was discontent to remain there. Accordingly, he planned to extend his line further north and west into central Kentucky. As Zollicoffer and his men moved north along the Wilderness Road, they encountered a Union force sent to halt their progress. On October 21, the two sides clashed at Camp Wild Cat, and the Union troops sent Zollicoffer backtracking in defeat.

### Zollicoffer's Death

Zollicoffer's Death. A romanticized engraving of General Zollicoffer being shot at nearly point-blank range. (The Soldier in our Civil War, 1885, Frank Leslie)

Despite his defeat, Zollicoffer did not abandon his goal. But instead of heading north, he turned his attention westward, and in November, encamped for the winter at Mill Springs, a strong position on the Cumberland River. By January, Union troops under Brig. Gen. George Thomas advanced to defeat Zollicoffer's Confederates, now commanded by Kentucky native Maj. Gen. George Crittenden. Fearing Union reinforcements, Crittenden attacked on January 19, 1862. Despite some initial Confederate success, Thomas's troops held firm. By the battle's end, the Confederate defeat was so complete that Crittenden's men retreated all the way to Tennessee; Zollicoffer had been killed in the action.

After this loss, Confederate operations in the Western Theater went from bad to worse. Soon after the Confederate retreat, Union troops captured Forts Henry and Donelson, just south of the Kentucky border. These forts provided control of the Tennessee and Cumberland rivers and allowed Union troops to outflank Columbus, sending the remaining Confederate forces retreating from Kentucky. By summer, the Federals controlled all of Kentucky, most of Tennessee and northern Alabama. In a bold attempt to push Union troops out of the South and win back Kentucky, Confederate Gen. Braxton Bragg and Maj. Gen. Kirby Smith commenced a grand offensive.

Moving into Kentucky from East Tennessee, Smith and his men marched toward Lexington. On the way, they encountered William Bull's raw Union recruits near Richmond. In three separate engagements on August 30, Smith's veterans routed their opponents and captured an astonishing 4,000 soldiers. Meanwhile, Bragg entered Kentucky via the Louisville & Nashville Railroad, then marched east to Bardstown. Union Maj. Gen. Don Carlos Buell pursued him with a larger force. On October 8, the two armies crossed paths at Perryville when Bragg ordered a portion of his men to attack what he thought was a small Union force. Bragg's men achieved remarkable success but later that evening Bragg, outnumbered and in a precarious position, fell back. Fearing the destruction of his army, Bragg ordered a full-scale retreat from Kentucky less than a week

later.

Bragg

Braxton Bragg. Confederate commander during the Heartland Campaign, which culminated at Perryville. (Library of Congress)

After Bragg's retreat, Kentucky was in Union hands for the remainder of the war, but Confederate raiders continued to wreak havoc and foster division behind enemy lines. One of the most famous raiders operating in Kentucky was Brig. Gen. John Hunt Morgan. Though born in Alabama, Morgan spent most of his life in Kentucky. He had no formal military education but was immensely successful with hit-and-run strikes to disrupt the Union supply line, occupy Union troops away from the front and secure supplies for the Confederacy.

In December 1862, Morgan undertook his famous Christmas Raid. During this two-week troops out of the South and win back Kentucky, Confederate Gen. Braxton Bragg and Maj. Gen. Kirby Smith commenced a grand offensive.

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JOHN HUNT MORGAN

John Hunt Morgan

[Read about John Hunt Morgan's exploits »](#)

In December 1862, Morgan undertook his famous Christmas Raid. During this two-week period, he rode 400 miles in central Kentucky, tore up 20 miles of railroad, destroyed an estimated \$2 million worth of supplies and took nearly 1,900 prisoners. Another of Morgan's exploits was less successful — his Kentucky- Indiana- Ohio Raid of July 1863. Granted permission to raid Louisville but not to cross the Ohio River, Morgan disregarded orders at great cost to his men. Morgan was captured in Ohio (though he later escaped), and only a few hundred of his more than 2,400 men made it home.

Invasions, raids and guerilla warfare worsened toward the war's end as defiant Confederates rebelled against the Union presence in their state. When Confederate armies finally surrendered in April 1865, one Kentuckian recalled that "pandemonium broke loose and everyone acted as if the world was coming to an end." But the South's surrender did not unite a divided Kentucky. Many Kentuckians balked at freedom for blacks, and hatred often prevailed. For the first five months after the Confederate surrender, U.S. troops imposed martial law in Kentucky. Even after the military left, the state was a violent place through the 1860s and beyond. The war's political aftermath also left the state deeply divided as former Unionists, former Confederates and former Whigs fought bitterly for power.

Post-war Kentucky needed healing. Families, communities and entire regions of the state had been ripped apart by the war, and more than simple animosity was prevalent throughout. Yet as the North and South healed their wounds and settled their differences, surely Kentucky would, as well. For in Kentucky, where such division had resulted from North and South's convergence, there was also great promise, because, as

historian Bruce Catton wrote, “where North and South touched one another most intimately” was also where they “came closest to a mutual understanding.”

Garry Adelman is the author, co-author or editor of numerous Civil War books and articles. He is a senior historian at History Associates in Rockville, Maryland, vice president of the Center for Civil War Photography, and a longtime Licensed Battlefield Guide at Gettysburg. Mary Bays Woodside serves as a consultant to History Associates.

**Source:**

<http://www.civilwar.org/hallowed-ground-magazine/s..>

# Supporting Question 1

Featured Source D

North and South: Different Cultures Same Country

## Excerpt

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### North and South: Different Cultures, Same Country

#### Culture and Economics

The Civil War that raged across the nation from 1861 to 1865 was the violent conclusion to decades of diversification. Gradually, throughout the beginning of the nineteenth century, the North and South followed different paths, developing into two distinct and very different regions.

#### NORTH

The northern soil and climate favored smaller farmsteads rather than large plantations. Industry flourished, fueled by more abundant natural resources than in the South, and many large cities were established (New York was the largest city with more than 800,000 inhabitants). By 1860, one quarter of all Northerners lived in urban areas. Between 1800 and 1860, the percentage of laborers working in agricultural pursuits dropped drastically from 70% to only 40%. Slavery had died out, replaced in the cities and factories by immigrant labor from Europe. In fact an overwhelming majority of immigrants, seven out of every eight, settled in the North rather than the South. Transportation was easier in the North, which boasted more than two-thirds of the railroad tracks in the country and the economy was on an upswing.

Far more Northerners than Southerners belonged to the Whig/Republican political party and they were far more likely to have careers in business, medicine, or education. In fact, an engineer was six times as likely to be from the North as from the South. Northern children were slightly more prone to attend school than Southern children.

#### SOUTH

View of the South In contrast to the factory, the plantation was a central feature of Southern life. (Library of Congress) The fertile soil and warm climate of the South made it ideal for large-scale farms and crops like tobacco and cotton. Because agriculture was so profitable few Southerners saw a need for industrial development. Eighty percent of the labor force worked on the farm. Although two-thirds of Southerners owned no slaves at all, by 1860 the South's "peculiar institution" was inextricably tied to the region's economy and culture. In fact, there were almost as many blacks - but slaves and free - in the South as there were whites (4 million blacks and 5.5 million whites). There were no large cities aside from New Orleans, and most of the ones that did exist were located on rivers and coasts as shipping ports to send agricultural produce to European or Northern destinations.

Only one-tenth of Southerners lived in urban areas and transportation between cities was difficult, except by water. Only 35% of the nation's train tracks were located in the South. Also, in 1860, the South's agricultural economy was beginning to stall while the Northern manufacturers were experiencing a boom.

A slightly smaller percentage of white Southerners were literate than their Northern counterparts, and Southern children tended to spend less time in school. As adults, Southern men tended to belong to the Democratic political party and gravitated toward military careers as well as agriculture.

#### Source:

<http://www.civilwar.org/education/history/civil-wa..>

## Supporting Question 2

Supporting Question	Did the Civil War make life better for Americans?
Formative Performance Task	Make a visual representation (propaganda) of how life was better or worse for Americans after the Civil War ended using what you have learned from source A and source B.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> 50 Ways the Civil War Changed American Life</li><li>● <b>Source B:</b> Industry and Economy During the Civil War</li></ul>

The second supporting question "Did the Civil War make life better for Americans?", asks students to examine if the war made life better or worse for Americans and develop an opinion that they support with a visual. Featured Source A: Provides information on how American life changed during the Civil War. Featured Source B: Provides information on the industrial and economical changes during the Civil War. The completion of the formative performance task introduces students to how life changed during the Civil War and helps them start to develop their opinion of the compelling question.

### Formative Performance Task

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Students will examine both resources and notes to create a visual representation supporting their opinion of how life was made better or worse for Americans.

## Supporting Question 2

Featured Source A

50 Ways the Civil War Changed American Life

### Excerpt

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The Civil War Freedom and 49 other ways it changed American life

by Betsy Towner, From the AARP Bulletin Print Edition, June 1, 2011

Two civil war soldiers and the innovative items and technology the war produced Lt. Col. Alex B. Elder, left, and unknown Civil War soldier. — Corbis; Library of Congress Political and social impact No other conflict has so profoundly changed our society:

1. 13th Amendment: slavery banned
2. 14th: citizenship for all born in the U.S.
3. 15th: voting rights for all male citizens regardless of race
4. Women's rights gain momentum
5. 1862 Homestead Act passed
6. Censorship of battlefield photos
7. Reconstruction laws passed
8. Ku Klux Klan organized
9. Jim Crow laws passed
10. Federal law trumps states' rights Medical advances In many ways the Civil War set the stage for modern medicine, providing thousands of poorly schooled physicians with a vast training ground:
11. Modern hospital organization
12. Embalming techniques
13. Safer surgical techniques
14. Improved anesthesia
15. Organized ambulance and nurses' corps Cultural legacy The war influenced our holidays and play:
16. Juneteenth holiday, also known as Emancipation Day
17. Memorial Day
18. Thomas Nast popularizes image of Santa Claus
19. Some 65,000 books on the conflict
20. Films such as *Gone With the Wind*, *Glory* and *Cold Mountain*
21. More than 70 National Park Service Civil War sites
22. Centennial toys: Civil War trading cards and blue & gray toy soldiers A high-tech nation The war years brought technological advances:
23. 15,000 miles of new telegraph lines, which reached the West Coast
24. Mass production of canned food
25. Battlefield photography

26. Transcontinental Railroad Everyday things Wartime helped devise or popularize parts of our daily lives:
27. Can openers
28. Home-delivered mail
29. Left and right shoes shaped differently
30. Standard premade clothing in sizes small, medium and large
31. National paper currency Military advances In what's considered the first modern war, both sides developed equipment and tactics that would be refined in later conflicts:
32. Minié ball bullets, cartridge ammunition
33. Repeating rifles
34. First machine guns
35. Submarines
36. Hot-air balloons
37. Soldier ID tags
38. Land mines
39. Ironclad ships
40. Trench warfare Veterans legacy In its wake, the war left a system to care for and honor those who fought:
41. First national cemeteries
42. Network of soldiers' homes later becomes the Veterans Administration
43. Social care for veterans' widows and orphans Language Last but not least, Civil War slang is still with us today:
44. Carpetbagger
45. Deadline
46. Horse sense
47. Shebang
48. Skedaddle
49. Smart like a fox
50. Greenback

**Source:**

<http://www.aarp.org/politics-society/history/info-..>



## Supporting Question 2

Featured Source B

Industry and Economy During the Civil War

### Excerpt

#### Industry and Economy during the Civil War

By Benjamin T. Arrington, National Park Service

As the war dragged on, the Union's advantages in factories, railroads, and manpower put the Confederacy at a great disadvantage.

The American economy was caught in transition on the eve of the Civil War. What had been an almost purely agricultural economy in 1800 was in the first stages of an industrial revolution which would result in the United States becoming one of the world's leading industrial powers by 1900. But the beginnings of the industrial revolution in the prewar years was almost exclusively limited to the regions north of the Mason-Dixon line, leaving much of the South far behind.

In 1860, the South was still predominantly agricultural, highly dependent upon the sale of staples to a world market. By 1815, cotton was the most valuable export in the United States; by 1840, it was worth more than all other exports combined. But while the southern states produced two-thirds of the world's supply of cotton, the South had little manufacturing capability, about 29 percent of the railroad tracks, and only 13 percent of the nation's banks. The South did experiment with using slave labor in manufacturing, but for the most part it was well satisfied with its agricultural economy.

The North, by contrast, was well on its way toward a commercial and manufacturing economy, which would have a direct impact on its war making ability. By 1860, 90 percent of the nation's manufacturing output came from northern states. The North produced 17 times more cotton and woolen textiles than the South, 30 times more leather goods, 20 times more pig iron, and 32 times more firearms. The North produced 3,200 firearms to every 100 produced in the South. Only about 40 percent of the Northern population was still engaged in agriculture by 1860, as compared to 84 percent of the South.

Even in the agricultural sector, Northern farmers were out-producing their southern counterparts in several important areas, as Southern agriculture remained labor intensive while northern agriculture became increasingly mechanized. By 1860, the free states had nearly twice the value of farm machinery per acre and per farm worker as did the slave states, leading to increased productivity. As a result, in 1860, the Northern states produced half of the nation's corn, four-fifths of its wheat, and seven-eighths of its oats.

The industrialization of the northern states had an impact upon urbanization and immigration. By 1860, 26 percent of the Northern population lived in urban areas, led by the remarkable growth of cities such as Chicago, Cincinnati, Cleveland, and Detroit, with their farm-machinery, food-processing, machine-tool, and railroad equipment factories. Only about a tenth of the southern population lived in urban areas.

Free states attracted the vast majority of the waves of European immigration through the mid-19th century. Fully seven-eighths of foreign immigrants settled in free states. As a consequence, the population of the states that stayed in the Union was approximately 23 million as compared to a population of 9 million in the states of the Confederacy. This translated directly into the Union having 3.5 million males of military age - 18 to 45 - as compared to 1 million for the South. About 75 percent of Southern males fought the war, as compared to about half of Northern men.

The Southern lag in industrial development did not result from any inherent economic disadvantages. There was great wealth in the South, but it was primarily tied up in the slave economy. In 1860, the economic value of slaves in the United States exceeded the invested value of all of the nation's railroads, factories, and banks combined. On the eve of the Civil War, cotton prices were at an all-time high. The Confederate leaders were confident that the importance of cotton on the world market, particularly in England and France, would provide the South with the diplomatic and military assistance they needed for victory.

As both the North and the South mobilized for war, the relative strengths and weaknesses of the "free market" and the "slave labor" economic systems became increasingly clear - particularly in their ability to

support and sustain a war economy. The Union's industrial and economic capacity soared during the war as the North continued its rapid industrialization to suppress the rebellion. In the South, a smaller industrial base, fewer rail lines, and an agricultural economy based upon slave labor made mobilization of resources more difficult. As the war dragged on, the Union's advantages in factories, railroads, and manpower put the Confederacy at a great disadvantage.

Nearly every sector of the Union economy witnessed increased production. Mechanization of farming allowed a single farmer growing crops such as corn or wheat to plant, harvest, and process much more than was possible when hand and animal power were the only available tools. (By 1860, a threshing machine could thresh 12 times as much grain per hour as could six men.) This mechanization became even more important as many farmers left home to enlist in the Union military. Those remaining behind could continue to manage the farm through the use of labor-saving devices like reapers and horse-drawn planters.

Northern transportation industries boomed during the conflict as well--particularly railroads. The North's larger number of tracks and better ability to construct and move parts gave it a distinct advantage over the South. Union forces moving south or west to fight often rode to battle on trains traveling on freshly laid tracks. In fact, as Northern forces traveled further south to fight and occupy the Confederacy, the War Department created the United States Military Railroads, designed to build rails to carry troops and supplies as well as operating captured Southern rail lines and equipment. By war's end, it was the world's largest railroad system.

Other Northern industries--weapons manufacturing, leather goods, iron production, textiles--grew and improved as the war progressed. The same was not true in the South. The twin disadvantages of a smaller industrial economy and having so much of the war fought in the South hampered Confederate growth and development. Southern farmers (including cotton growers) were hampered in their ability to sell their goods overseas due to Union naval blockades. Union invasions into the South resulted in the capture of Southern transportation and manufacturing facilities.

The Southern economy, while shaky throughout the war, grew markedly worse in its later years. The Emancipation Proclamation both enraged the South with its promise of freedom for their slaves, and threatened the very existence of its primary labor source. The economy continued to suffer during 1864 as Union armies battered Confederate troops in the eastern and western theaters. In the East, General Ulysses S. Grant threw men and materiel at Robert E. Lee's depleted and increasingly desperate army. Grant took advantage of railroad lines and new, improved steamships to move his soldiers and had a seemingly endless supply of troops, supplies, weapons, and materials to dedicate to crushing Lee's often ill-fed, ill-clad, and undermanned army. Though the campaign eventually fell into a stalemate at Petersburg, Virginia, Grant could afford to, as he stated, "fight it out along this line if it takes all summer," while Lee could not.

In the western theater of the war, William T. Sherman's Union troops laid waste to much of the Georgia countryside during the Atlanta Campaign and the subsequent "March to the Sea." Sherman's campaigns inflicted massive damage to Southern industry, agriculture and infrastructure. His soldiers destroyed rail lines and captured the major economic and transportation hub of Atlanta and the critical seaport of Savannah. When Sherman famously telegraphed Lincoln in December 1864, "I beg to present you as a Christmas gift the city of Savannah," his gift included "about twenty-five thousand bales of cotton." Sherman himself later estimated that this campaign, which eventually moved north and similarly impacted the Carolinas, caused \$100 million of destruction. An already troubled Confederate economy simply could not absorb such massive losses and survive.

As the war progressed, substantial and far-reaching changes were taking place far from the battle lines. When Lincoln became president in March 1861, he faced a divided nation, but also a Congress dominated by Republicans after many Southern Democratic members left to join the Confederacy. Lincoln and congressional Republicans seized this opportunity to enact several pieces of legislation that had languished in Congress for years due to strong Southern opposition. Many of these bills set the course for the United States to emerge by war's end as a nation with enormous economic potential and poised for a massive and rapid westward expansion. When Southerners left Congress, the war actually provided the North with an opportunity to establish and dominate America's industrial and economic future.

Foremost among these bills was the Homestead Act, a popular measure regularly debated in Congress since the 1840s. This law provided free title to up to 160 acres of undeveloped federal land outside the 13 original

colonies to anyone willing to live on and cultivate it. Southerners had for years opposed the idea because it would severely hamper any opportunity to expand slavery into the areas where settlement would be likely. In the North, "free soilers" had clamored for the bill for decades, while abolitionists viewed it as a means to populate the West with small farmers vehemently opposed to slavery's expansion. Abraham Lincoln publicly stated his support while president-elect, stating, "In regards to the homestead bill, I am in favor of cutting the wild lands into parcels, so that every poor man may have a home." He made good on his promise by signing the Homestead Act into law on May 20, 1862.

In order to make the farms more efficient and to help industries develop new and better equipment, as well as provide opportunities for students in the "industrial classes," in 1862 Congress passed the Morrill Act (Land-Grant Colleges Act), by which each state was granted land for the purposes of endowing Agricultural and Mechanical (A and M) colleges. The purpose of the act was "to teach such branches of learning as are related to agriculture and the mechanic arts." This unprecedented national investment in higher education also required instruction in military tactics.

Another major initiative was the Pacific Railway Act, approved by President Lincoln on July 1, 1862. The transcontinental railroad linking the East and West had, like the homestead bill, been heavily debated by pre-war Congresses. Southerners wanted a railroad built along a southern route. Northerners, not surprisingly, wanted a Northern route. Once Southerners left Congress at the outset of the war, Republicans passed legislation that actually dictated a so-called "middle route" with an eastern terminus at Omaha and a western one at Sacramento. The construction of the first transcontinental railroad meant jobs for thousands in factories producing tracks and tools as well as those that labored for years to lay the tracks across rough terrain. It also meant the literal and symbolic linking of East and West (to the exclusion of the South) and decreased travel times for passengers and goods. It improved commercial opportunities, the construction of towns along both lines, a quicker route to markets for farm products, and other economic and industrial changes.

During the war, Congress also passed several major financial bills that forever altered the American monetary system. The Legal Tender Act authorized the federal government to print and use paper money, called "greenbacks," to pay its bills and finance the war. Even though greenbacks were not backed by similar amounts of gold and silver, creditors were required to accept them at face value. By the end of the war, the government had printed over \$500 million in greenbacks, and the American financial system's strict reliance on transactions in gold or silver ended. The National Bank Act created a national banking system to reduce the number of notes issued by individual banks and create a single federal currency. The Internal Revenue Act eased inflation primarily by placing excise taxes on many luxury items such as tobacco and jewelry. More famously, the first U.S. income tax was imposed in July 1861, at 3 percent of all incomes over \$800 up to 10 percent for incomes over \$100,000 to help pay for the war effort.

For better or worse, the political philosophies underlying the creation of the Confederate States of America, with its emphasis upon a strong state and a weak central government, coupled with its vast investments in a slave-labor-based agricultural economy, meant that the South had neither the ability nor the desire to develop the kind of industrial economy or centralized financial system required to sustain a "modern" war. By contrast, the Union's willingness and ability to vastly increase the influence and footprint of the federal government not only contributed directly to its military success in the war, but it also transformed many other areas of national life, including industrial, economic, agricultural, mechanical, and financial realms. Simply put, the United States of America would be a very different nation today than had the war never been fought. If we are truly the world's last remaining superpower, then it is, at least partially, the massive industrial and economic expansion enabled by the Civil War that allowed us to ascend to that role in the first place.

**Source:**

<https://www.nps.gov/resources/story.htm?id=251>

## Supporting Question 3

Supporting Question	How did a state's rights contribute to the cause of the Civil War?
Formative Performance Task	Participate in a structured discussion by creating a bulleted list including evidence to support your claim based on the question
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> States' Rights THE RALLYING CRY OF SECESSION</li><li>● <b>Source B:</b> States' Rights &amp; The Civil War</li></ul>

The third supporting question "How did state's individual rights contribute to the cause of the Civil War?", asks students to examine how each state's different viewpoint affect their decision to withdraw from the Union and form their own government. Featured Source A: Is describing what states went through to protect their rights and succeed from the Union. Featured Source B: Provides students with information about the struggle over political power in the United States between the federal government and the individual states. The completion of the formative performance task introduces students to how and why individual states succeeded from the Union and then students will be able to discuss how the succession of the states led to the start of the Civil War.

### Formative Performance Task

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Students will examine both resources and notes to form their opinion of how states' rights contributed to the cause of the Civil War. They will create a bulleted list of their supporting evidence to back their opinion.

## Supporting Question 3

Featured Source A

States' Rights THE RALLYING CRY OF SECESSION

### Excerpt

#### States' Rights

##### THE RALLYING CRY OF SECESSION

**The debate over which powers rightly belonged to the states and which to the Federal Government became heated again in the 1820s and 1830s fueled by the divisive issue of whether slavery would be allowed in the new territories forming as the nation expanded westward.**

The Missouri Compromise in 1820 tried to solve the problem but succeeded only temporarily. (It established lands west of the Mississippi and below latitude 36°30' as slave and north of the line—except Missouri—as free.) Abolitionist groups sprang up in the North, making Southerners feel that their way of life was under attack. A violent slave revolt in 1831 in Virginia, Nat Turner's Rebellion, forced the South to close ranks against criticism out of fear for their lives. They began to argue that slavery was not only necessary, but in fact, it was a positive good.

As the North and the South became more and more different, their goals and desires also separated. Arguments over national policy grew even fiercer. The North's economic progress as the Southern economy began to stall fueled the fires of resentment. By the 1840s and 1850s, North and South had each evolved extreme positions that had as much to do with serving their own political interests as with the morality of slavery.

As long as there were an equal number of slave-holding states in the South as non-slave-holding states in the North, the two regions had even representation in the Senate and neither could dictate to the other. However, each new territory that applied for statehood threatened to upset this balance of power. Southerners consistently argued for states' rights and a weak federal government but it was not until the 1850s that they raised the issue of secession. Southerners argued that, having ratified the Constitution and having agreed to join the new nation in the late 1780s, they retained the power to cancel the agreement and they threatened to do just that unless, as South Carolinian John C. Calhoun put it, the Senate passed a constitutional amendment to give back to the South "the power she possessed of protecting herself before the equilibrium of the two sections was destroyed."

Controversial—but peaceful—attempts at a solution included legal compromises, arguments, and debates such as the Wilmot Proviso in 1846, Senator Lewis Cass' idea of popular sovereignty in the late 1840s, the Compromise of 1850, the Kansas-Nebraska Act in 1854, and the Lincoln-Douglas Debates in 1858. However well-meaning, Southerners felt that the laws favored the Northern economy and were designed to slowly stifle the South out of existence. The Fugitive Slave Law of 1850 was one of the only pieces of legislation clearly in favor of the South. It meant that Northerners in free states were obligated, regardless of their feelings towards slavery, to turn escaped slaves who had made it North back over to their Southern masters. Northerners strongly resented the law and it was one of the inspirations for the publishing of Harriet Beecher Stowe's *Uncle Tom's Cabin* in 1852.

Non-violent attempts at resolution culminated in violence in 1859 when Northern abolitionist John Brown abandoned discussion and took direct action in a raid on the arsenal at Harpers Ferry, Virginia. Though unsuccessful, the raid confirmed Southern fears of a Northern conspiracy to end slavery. When anti-slavery Republican Abraham Lincoln won the presidential election in 1860, Southerners were sure that the North meant to take away their right to govern themselves, abolish slavery, and destroy the Southern economy. Having exhausted their legal and political options, they felt that the only way to protect themselves from this Northern assault was to no longer be a part of the United States of America. Although the Southern states seceded separately, without intending to form a new nation, they soon banded together in a loose coalition. Northerners, however, led by Abraham Lincoln, viewed secession as an illegal act. The Confederate States of America was not a new country, they felt, but a group of treasonous rebels.

Source:

<http://www.civilwar.org/education/history/civil-wa..>

## Supporting Question 3

Featured Source B

States' Rights & The Civil War

### Excerpt

#### States' Rights & the Civil War

**States' Rights summary:** States' rights is a term used to describe the ongoing struggle over political power in the United States between the federal government and individual states as broadly outlined in the Tenth Amendment and whether the USA is a single entity or an amalgamation of independent nations. In modern times the term States Rights has also come to symbolize the opposition of some states to federal mandated laws against racial segregation and discrimination.

#### States' Rights in the Colonies

When the original 13 independent colonies announced their independence from Great Britain in 1776 they regarded themselves as sovereign (independent) states. The demands of the Revolutionary War forced the states to recognize a need for a central government. The Continental Congress established Articles of Confederation, an agreement that created a weak central government. In the years following the Revolutionary War, individual states created their own laws, attempted to make foreign treaties on their own, etc. Europe saw the young United States as weak. The polyglot of laws, danger from Europe and the national government's ineffectual response to Shay's Rebellion in Massachusetts convinced many Americans that a "more perfect union" was needed. The United States Constitution, which the country has operated under since 1789, strengthened the central government in many ways, including taxation, the ability to call up state militias for national service, etc. It also established certain individual rights throughout the nation, including freedoms of speech, assembly, religion, etc. The Ninth Amendment stated, "The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people," and the Tenth Amendment says, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." These two amendments assured the states of continued autonomy in handling most of their internal affairs.

#### Slavery and Tariffs

Disputes arose at times. During the War of 1812 New England states met to discuss seceding from the Union because the war was interfering with their trade with Britain. In 1832 national tariffs that benefited Northern manufacturers while hurting the economy of Southern states led to the Nullification Crisis, in which South Carolina declared the tariffs null and void. The state threatened to leave the Union, but a compromise was reached that temporarily defused the crisis.

What brought the question of states' rights to the fore was changing attitudes towards [slavery](#). Northern abolitionists began vehemently assailing the institution and the states that continued to practice it, nearly all of them below the Mason-Dixon Line. Some Northerners aided the escape of runaway slaves (a violation of the Constitution's provisions that made a fugitive from one state a fugitive in every state) and mobs sometimes assaulted slave owners and slave hunters seeking runaways. (Slavery originally existed in all states, and the writers of the Constitution avoided addressing the matter of perpetuating or ending slavery in order to obtain ratification from all states.) When victory in the Mexican War (1846-48) resulted in the US expanding its territory all the way to the Pacific Ocean, the question of whether or not to permit slavery in the new territories. The debate over slavery intensified, creating a widening gap between slaveholding and nonslaveholding states. When a "purely regional party," the new Republican Party swept the 1859 elections in the North and the party's candidate [Abraham Lincoln](#), an avowed foe of the expansion of slavery, Southern states seceded from the Union. See [Causes of the Civil War](#) on *HistoryNet*.

#### After the Civil War

It has been said that before the Civil War the country was referred to as "The United States are ..." but after the war the description became "The United States is ..." Yet questions of federal vs. state power continued to crop up. Virginia sued to reclaim certain of its western counties that had become part of the breakaway state of West Virginia during the war but was rebuffed by the Supreme Court, and Reconstruction raised many federal vs. states questions.

In the 1925 *Gitlow vs. New York* decision, the Court held that the Bill of Rights applies to the states as well as to the federal government, in keeping with the 14th Amendment. In 1948, a group of Southern delegates walked out of the Democratic National Convention and formed the States Rights Party (nicknamed the Dixiecrats). The reason for the party split was that the traditionally conservative Democratic Party was becoming more liberal and had embraced a platform for the coming election that called for federal anti-lynching legislation, abolishing poll taxes in federal elections (which had been used to keep African Americans from voting), desegregation of America's military services, and creation of a permanent Fair Employment Practices Committee to prevent racial discrimination. The States Rights Party, with South Carolina's Senator Strom Thurmond as its presidential candidate and Mississippi governor Fielding L. Wright as his vice-president. They received 1.2 million votes and 39 electoral delegates, nowhere near had enough to carry the election, but "States' Rights" become the rallying cry for opposition to federally mandated desegregation and anti-discrimination policies in the following decades. The landmark Supreme Court decision in 1952's that found racially "separate but equal" policies unconstitutionally denied black children the same educational opportunities as white children, leading to widespread anti-desegregation States' Rights demonstrations in conservative states.

In recent years States' Rights philosophies have been adopted by many who oppose the growth of the federal government and its recognition of social changes such as legalized abortion. The Affordable Care Act, widely known as Obamacare, has generated intense debates over the ability of the federal government to force states to adopt a nationwide healthcare law.

**Source:**

<http://www.historynet.com/states-rights-civil-war.>



## Summative Performance Task

Compelling Question	<b>Does location matter?</b>
Argument	Argument: Does location matter? Construct an argument (eg detailed, outline, poster, essay) that describes if location matters and affects your viewpoints on the Civil War using specific evidence from historical sources, while acknowledging competing views.
Extension	Create an educational presentation (student choice: video, Sway, etc.) of the argument that responds to the compelling question "Were the North and South different in the viewpoints of the Civil War?"

### Argument

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Students will form an opinion about "Does location matter?". They will then support it with evidence from their sources and create an argument that outlines their opinion while acknowledging the viewpoints of others.

### Extension

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Students will create an educational presentation that addresses the compelling question "Were the North and South different in their viewpoints of the Civil War?". The presentation should reflect arguments that include both viewpoints (theirs' and the counter arguments). Use your choice of presentation program (YouTube, Animoto, Sway, Powtoons, Prezi, etc) to aid you in your presentation.

## Taking Informed Action

Understand	Understand- Identify a civil issue that is happening locally (e.g., the confederate flag)
Assess	Assess- Create a list of possible ways to commemorate the Civil War.
Action	ACT- Propose ways that we can reconcile.

Students have the opportunity to Take Informed Action using the knowledge they developed about the viewpoints of the North and South during the Civil War. In the staging compelling question task is to demonstrate that they understand how peoples' viewpoints of a situation can be the same and different. They can access the controversy that stems from commemorating the Civil War in different ways. In the ACT section, students can create a list of ways that we can commemorate the Civil while still respecting different peoples' viewpoints.

