

## UNIT SEVEN

# THE NATION DIVIDED

The first half of the nineteenth century was a time of hope and enthusiasm for most Americans. It was a sunny time in American history. Yet there were dark storm clouds on the horizon. People were divided over serious issues, including slavery. In 1861 these divisions turned into the **Civil War**. A civil war is a war between parts of the same country. In the American Civil War, the country was split apart, with North fighting South. The Civil War was one of the saddest, darkest times in American history.

Many battles took place between Southern and Northern soldiers. The locations of these battles are marked with monuments. The pictures at the left show two monuments located at the Gettysburg National Military Park in Gettysburg, Pennsylvania. These monuments are a tribute to the soldiers who fought during the Civil War.

In this unit you will read about some of the causes of the Civil War. You will read about the kind of war it was and how the North won.

1861  
starts at Fort  
Mifflin, South  
Carolina

**January 1, 1863**  
Slaves are freed by  
Lincoln

**May 1863**  
Battle of  
Chancellorsville

**July 1863**  
Battle of Gettysburg

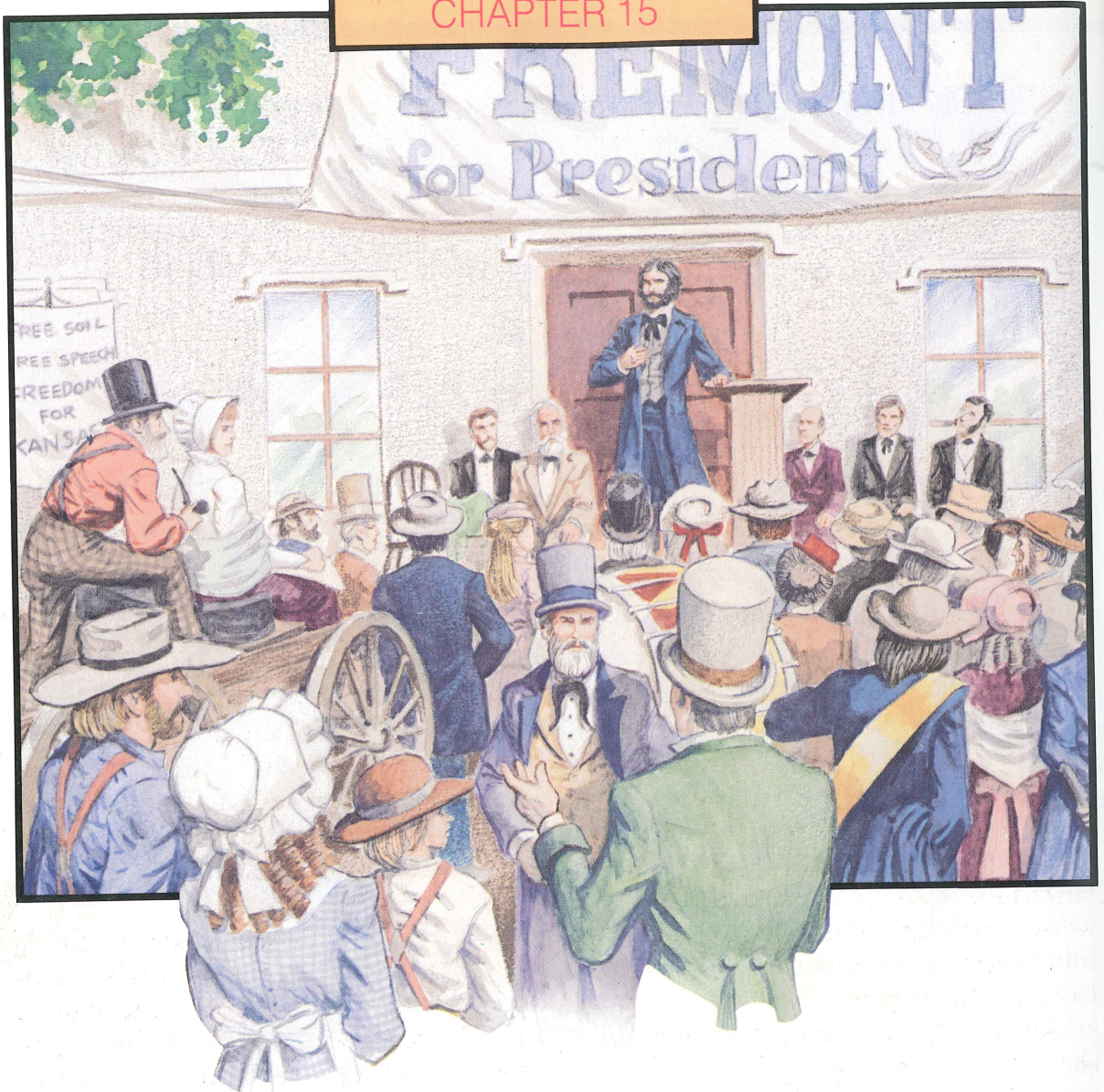
**November 1863**  
The Gettysburg  
Address

**1864**  
Union troops march  
through South

**April 9, 1865**  
Robert E. Lee  
surrenders to  
Ulysses S. Grant

**April 15, 1865**  
President Lincoln  
dies





## Background to the Conflict

### Focus

The Civil War was fought between the northern and southern sections of our country. The roots of the Civil War went deep into the American experience. Different ways of life had developed in the North and South. North and South tried to work out solutions to their disagreements. These solutions were compromises. They worked for a while, but finally even compromise was impossible.

This chapter describes the disagreements between North and South that led to the Civil War.



## Reading for a Purpose

Look for these important words:

### Key Words

- tariff
- free states
- abolish

- abolitionists
- fugitives
- Underground Railroad
- stations

### People

- Nat Turner
- Frederick Douglass
- Harriet Tubman

Look for answers to these questions:

1. What general concerns divided North and South?
2. How did feelings differ about slavery?
3. What was the Underground Railroad?
4. How did Frederick Douglass and Harriet Tubman each work against slavery?

## 1. DIVISIONS BETWEEN NORTH AND SOUTH

While the nation was expanding, strong differences were developing between the North and the South. The textile mills and new factories were making the North a center of manufacturing, banking, and trade. Hundreds of thousands of immigrants were arriving from Europe. These immigrants worked in the factories and lived in the cities.

As in colonial days, Southern life continued to center around agriculture. The invention of the cotton gin in 1793 made cotton a profitable crop. Southern planters began growing tens of thousands of acres of cotton. They kept looking for new land on which to raise cotton. By 1830 cotton had become the most important crop in the South. The raw cotton went to textile mills in both Britain and New England.

In Congress, the South favored laws that would help its interests, including agriculture. The North favored laws that would help manufacturing and

trade. For instance, the North wanted a high **tariff**, or tax on imported goods. Imported goods would then cost more than goods made in the United States. People would then buy goods made in the United States, and American manufacturing would grow.

The South had little manufacturing of its own. Southerners bought manufactured goods made in Britain or in the northern United States. Southerners wanted to pay the lowest possible price for manufactured goods. Southerners, therefore, did not like tariffs on imported goods.














### Division over Slavery

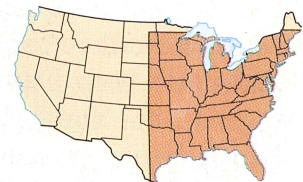
Most planters used slaves to do the hard work. This included planting, hoeing, harvesting, and cleaning cotton. The increasing importance of cotton led to the growth of slavery. In 1820 there were about 1.5 million slaves in the South. By 1860 the number had





### RESOURCES OF THE NORTHERN AND SOUTHERN STATES BEFORE 1860

- |                                                                                                                     |                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|  Northern states and territories |  Iron ore              |
|  Southern states and territories |  Rice                  |
|  Port                            |  Sugar cane            |
|  Railroad                        |  Textile manufacturing |
|  Coal                            |  Tobacco               |
|  Cotton                          |  Wheat                 |
|  Iron and steel works            |                                                                                                           |





increased to nearly 4 million slaves. In 1820 the price of a good field hand was several hundred dollars. By 1860 the price had risen to a thousand dollars. Slaves were extremely valuable. Free blacks everywhere were in danger of being kidnapped and sold into slavery.

Only one of four families in the South owned slaves. Many owned just a few to help in the house and fields. The planter families who owned many slaves, however, were the leaders. Their way of life and their ideas were accepted by most people in the South.

Until the 1820s most Southern people thought slavery was wrong but necessary. Many, like Thomas Jefferson, hoped that it would disappear. In 1832 the Virginia House of Burgesses argued about whether to end slavery in Virginia.

The argument started because many people had been scared by a slave revolt the year before. The revolt had been led by **Nat Turner**. Turner had been

known as a peaceful, God-fearing slave. One August night in 1831, however, he and a band of fellow slaves attacked white families. The slaves, carrying axes and guns, went from house to house, surprising people in their sleep. They killed about 55 people, most of them women and children. Turner was caught, tried, and hanged.

In the end the House of Burgesses voted—73 to 58—not to end slavery. Instead, Virginia joined with other slave states in passing laws that put more controls on slaves. Slaves could not meet in groups after dark. Speaking against slavery became a crime.

Many Southerners began to say that slavery was good. Without slaves, they said, their way of life would be destroyed.

Slavery had gradually disappeared from Northern states. Many of these states had passed laws making slavery against the law. States that did not allow slavery were called **free states**.



As the demand for cotton increased, so did the demand for slaves to work in the cotton fields. These women, up at daybreak to pick cotton, would work in the fields until it was dark. In an ordinary day's work, a slave would be expected to pick 200 pounds of cotton. This painting is by Winslow Homer, a famous American artist.



Some people thought that slavery should be ended everywhere, including the South. Slavery had been stopped in other parts of the world. Mexico had ended slavery in 1829. Britain had ended slavery in 1833. People wishing to **abolish**, or end, slavery were called **abolitionists** (ab·uh·LISH·uh·nuhsts).

## Frederick Douglass

One of the most famous abolitionists was **Frederick Douglass**. Frederick Douglass had been born a slave on a Maryland plantation. As a young boy he often asked himself, "Why am I a slave?" Some of his fellow slaves told of being brought from Africa. Others told how their fathers and mothers had been stolen from Africa. When he was seven or eight years old, he learned an exciting fact. There were states in the North where there was no slavery.

As a child Douglass lived with a family in Baltimore. He wanted to learn to read and write. The wife of his owner began teaching Douglass. She had to stop when her husband reminded her that it was against the law. If slaves could read and write, he said, they might get ideas of freedom. Douglass then taught himself to read and write. He did so by asking questions of neighborhood boys who went to school.

When Douglass was a young man, he escaped by riding a train from Baltimore to New York City. In the North, Douglass became friends with William Lloyd Garrison, a well-known abolitionist. Garrison encouraged Douglass to speak out on slavery. Douglass began to give lectures. Later he started a newspaper.

Douglass described his experiences as a slave. He described the masters he had known, both the kind and the cruel. He described the whippings that men and women received for little or no reason. He described the heart-break of being sold, the separation of families—husbands, wives, and children. He spoke against the evil of slavery.

## Underground Railroad

For most slaves, escape to the North meant a difficult and dangerous journey. People who were seeking to escape from slavery were called **fugitives** (FYOO·juh·tivs).

Fugitives from slavery had to hide by day and travel by night. They kept their direction by following the North Star. They had to avoid patrols looking for escaped slaves. Sometimes they had to go for days without food. Other times they lived on wild plants in the woods. Most fugitives tried to get to Canada. Fugitive slaves caught in the Northern states could still be returned to their owners. Only in Canada was a fugitive slave completely safe.

Often the fugitives had help from other people. This help was called the **Underground Railroad**. It was a network of safe places stretching from points in the South to Canada. The safe places were called **stations**. They were the homes and farms of people who wanted to help the fugitives.

The "conductors" on the Underground Railroad guided the fugitives to freedom. They included fearless men and women of both races. One was John Fairfield, a young white man raised in the South. He helped many slaves reach





Weary from the night's travels, fugitives on their way to Canada seek refuge at dawn at a station on the Underground Railroad.

freedom. One of them said, "I never saw such a man as Fairfield. He told us he would take us out of slavery or die in the attempt." Fairfield did not return from one trip to the South. Some think he was killed helping the slaves.

Another famous conductor on the Underground Railroad was **Harriet Tubman**. She had escaped from slavery in Maryland. After that she returned time and time again to the South. She guided 300 people to freedom during daring nighttime journeys.

Harriet Tubman was known as **Moses**. Some nights slaves could hear the song "Go Down Moses" being quietly sung. This was a sign that Harriet

Tubman had arrived. Part of that song ran:

We need not always weep and moan  
Let my people go  
And wear these slavery chains forlorn,  
Let my people go.

### Reading Check

1. Why did slavery grow in the South in the early nineteenth century?
2. What were people called who wished to end slavery everywhere?
3. How did Frederick Douglass fight against slavery once he was free?
4. Who were Harriet Tubman and John Fairfield?



## Reading for a Purpose

### Look for these important words:

#### Key Words

- extension of slavery
- Missouri Compromise
- Compromise of 1850
- *Uncle Tom's Cabin*
- Kansas-Nebraska Act

- secession

- debates

#### People

- Henry Clay
- Harriet Beecher Stowe

- Stephen Douglas
- Abraham Lincoln
- Dred Scott

### Look for answers to these questions:

1. How did North and South disagree about slavery in new territories?
2. How did they work out their differences?
3. What led to fighting in Kansas?
4. What brought national attention to Abraham Lincoln?

## 2. THE EXTENSION OF SLAVERY

Most Northerners were not abolitionists. They were content to let slavery remain in the South. Northerners were generally opposed, however, to the **extension of slavery**. That means they opposed slavery in the new territories of the West. They wanted new states to be free states.

People in slave states felt they had the same rights as other Americans. These included the right to move to new territory. Slaves were their property, they said. Why couldn't they take their property with them?

### Important Compromises

In 1820 the North and South reached a compromise. **Henry Clay**, a senator from Kentucky, worked hard on this agreement. It was called the **Missouri Compromise**. The Missouri Compromise said that the new state of Missouri would be a slave state.

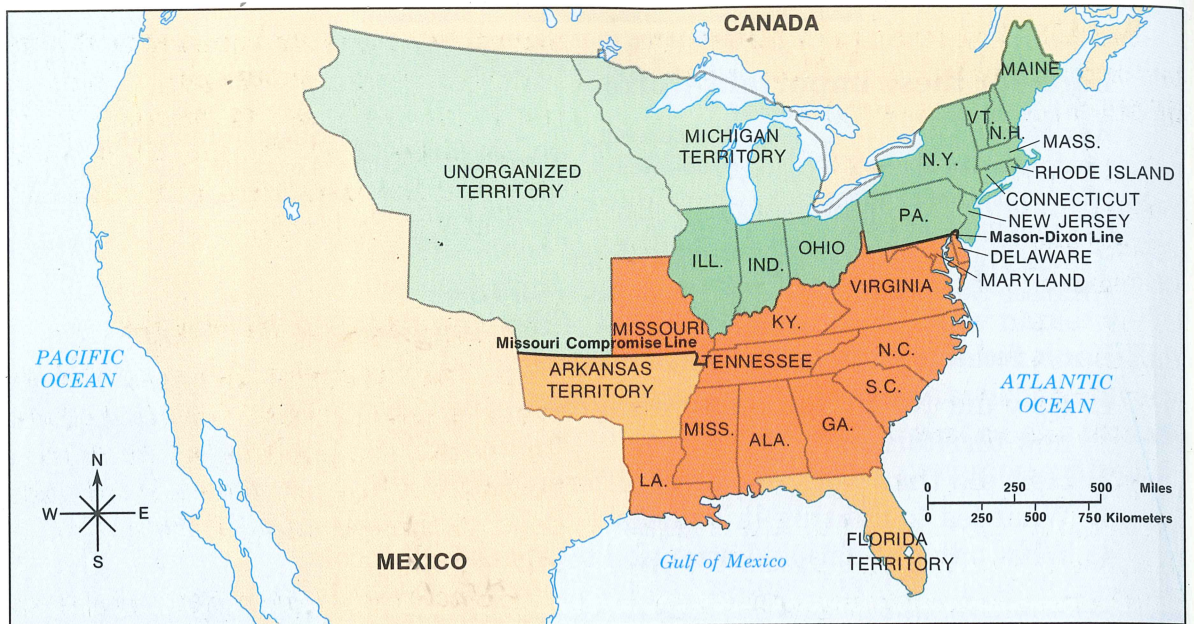
The new state of Maine would be a free state. The number of free and slave states would remain equal.

The Missouri Compromise set an imaginary line running through the Louisiana Territory. It said that new states north of this line would be free states. New states south of this line would be slave states.

The Missouri Compromise worked to keep peace for almost 30 years. In 1849 there were 15 slave states and 15 free states.

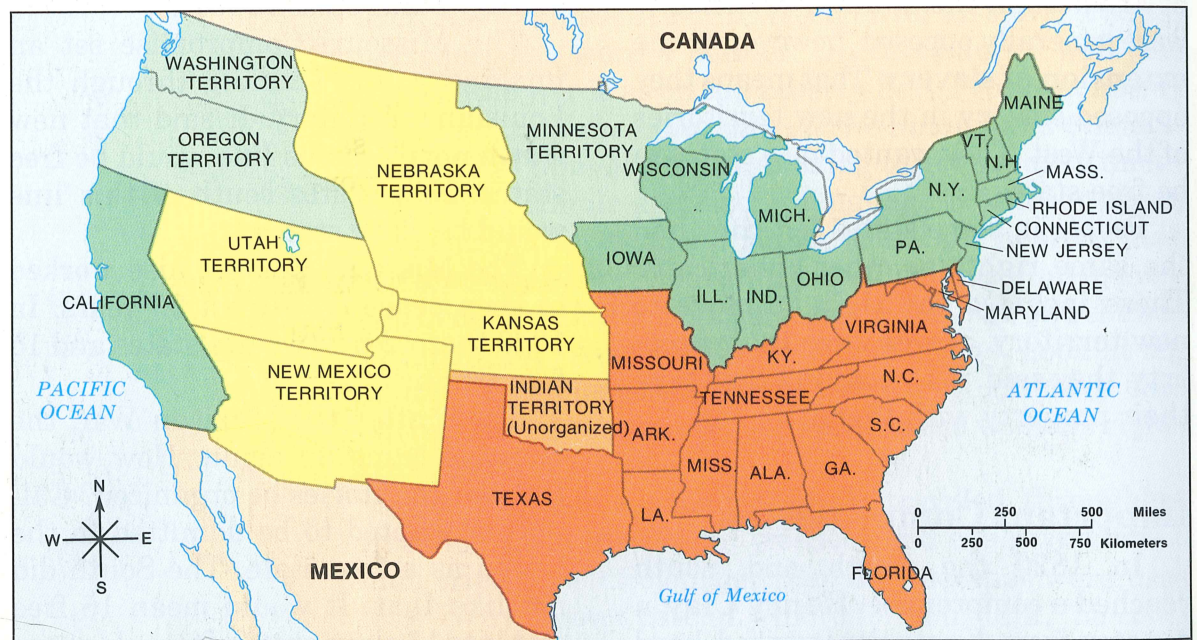
Then, after the Mexican War, the question came up again. How would the new territories be organized? California wanted to be admitted to the Union as a free state. The South did not like that. It would mean 16 free states to 15 slave states. It would mean the free states would have more power in Congress. They could pass laws that favored the North. The Missouri Compromise no longer worked.





**THE UNITED STATES IN 1821**

- Free states
- Slave states
- Free territories
- Slave territories



**THE UNITED STATES IN 1854**

- Free states
- Slave states
- Free or slave by popular vote
- Free territories
- Slave territory



In 1850 Congress again hammered out a compromise. The **Compromise of 1850** included several parts:

- California would be a free state.
- The people in the territories of Utah and New Mexico could decide themselves to be free or slave states.
- Any slaves escaping to the North would have to be returned.
- Anybody helping slaves to escape would be punished.

This last part of the compromise was particularly important to the South. Slaves were worth a great deal of money. Southerners were getting quite angry about the help Northerners were giving runaway slaves.

The Compromise of 1850 did not last long. Feelings in both the North and South grew stronger and hotter. Many Northern leaders urged people to disobey the new law by helping runaway

*Uncle Tom's Cabin* convinced millions of Northerners that slavery was evil.

135,000 SETS, 270,000 VOLUMES SOLD.

## UNCLE TOM'S CABIN



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slaves. Southerners believed that abolitionists were encouraging slaves to revolt as well as to escape. They remembered Nat Turner. They were afraid of the bloodshed that could be part of a slave revolt.

### Feelings Grow Stronger

In 1852 **Harriet Beecher Stowe** wrote a novel, **Uncle Tom's Cabin**. She wrote the book based on stories heard from fugitive slaves. It brought tears to the eyes of millions of Northern readers.

*Uncle Tom's Cabin* did more than anything else to turn people in the North against slavery. Northerners who had paid no attention to the abolitionists now saw slavery as an evil.

Southern people said the stories of slavery in *Uncle Tom's Cabin* were not true. Southern writers also said that slaves were generally better off than most Northern factory workers. Wage earners, they said, had to work longer hours under worse conditions.

### Bloodshed in Kansas

Feelings in both North and South were inflamed even more by a new law, the **Kansas-Nebraska Act** of 1854. The Kansas-Nebraska Act said there would no longer be a line to separate slave states and free states. Instead, in each new state the people themselves would decide.

The Kansas-Nebraska Act was written by **Stephen Douglas**, a senator from Illinois. A short man, Douglas was known as the Little Giant. He was a popular man and well known in both North and South.



The people against slavery were furious with the Kansas-Nebraska Act. They agreed with an Illinois lawyer, **Abraham Lincoln**. Lincoln said, "Slavery must be kept out of Kansas." Lincoln did not believe in ending slavery where it existed, but he did not want slavery to expand.

Kansas was one of the places where people would vote to decide whether it was to be a free state or a slave state. Therefore, people both for and against slavery rushed into Kansas. As these two groups fought for control of Kansas, that territory became known as **Bleeding Kansas**. More than 200 settlers were killed in the first year. After elections were held, Kansas was finally admitted as a free state in 1861.

The bloodshed in Kansas was a sign of things to come. People on both sides of the slavery issue no longer saw compromise as possible. Some in the South began to speak of **secession**. By *seces-*

*sion*, they meant withdrawing from the United States.

## Dred Scott Decision

The clouds over North and South became even stormier in 1857. In that year the Supreme Court handed down its decision in the **Dred Scott** case. Dred Scott, a slave, had asked for his freedom because his master had taken him to a free territory.

The Supreme Court ruled that Congress could not keep slavery out of the territories. The Court also said that the Declaration of Independence did not really mean "all men are created equal." Black people were not meant to be included, the Court said. Black people had no rights under the Constitution. Therefore, the Supreme Court said, Dred Scott must remain a slave.

In Illinois, Abraham Lincoln disagreed. Congress did have the power to

A cannonball rips through a pioneer home in eastern Kansas as people for and against slavery fight each other. Kansas would be free or slave depending on how the majority of its people voted. In the end, they voted for Kansas to be a free state.







Thousands came to hear Abraham Lincoln, standing, and Stephen Douglas, at his right, debate about the extension of slavery. Their debates received national attention.

keep slavery out of the territories, he argued. And, he said, when the writers of the Declaration of Independence said "All men are created equal," they meant it. There could be no exceptions.

### Lincoln-Douglas Debates

In 1858 Lincoln ran against Stephen Douglas for the office of United States senator from Illinois. Lincoln and Douglas each expressed their ideas in a series of **debates**, or arguments. They debated each other in towns throughout Illinois. Crowds of 15,000 often came to hear them. Newspapers printed what each man said. Their arguments were eagerly read by thousands more.

Douglas argued, "Let each state mind its own business and let its neighbors alone." He said, "This republic can exist forever divided into free and slave states."

Lincoln responded that Douglas's arguments were thin. They were like soup "made by boiling the shadow of a pigeon that starved to death." Lincoln said: "I believe this government cannot endure, permanently half slave and half free. . . . It will become all one thing or all the other."

Douglas won the election, but Lincoln won national fame. People began to talk of the tall man from Illinois.

### Reading Check

1. What was the main disagreement between North and South over the extension of slavery?
2. Name the two important compromises over the extension of slavery.
3. What book turned many in the North against slavery?
4. How did Abraham Lincoln win national fame?



## Reading for a Purpose

Look for these important words:

### Key Words

- Union
- secede
- Confederate States of America

- Confederacy
- inauguration

### Places

- Fort Sumter

### People

- Jefferson Davis

Look for answers to these questions:

1. What personal qualities did Abraham Lincoln have?
2. What views did the Republican party hold?
3. How did the South react to Lincoln's election as President?
4. Why did a war begin between North and South?

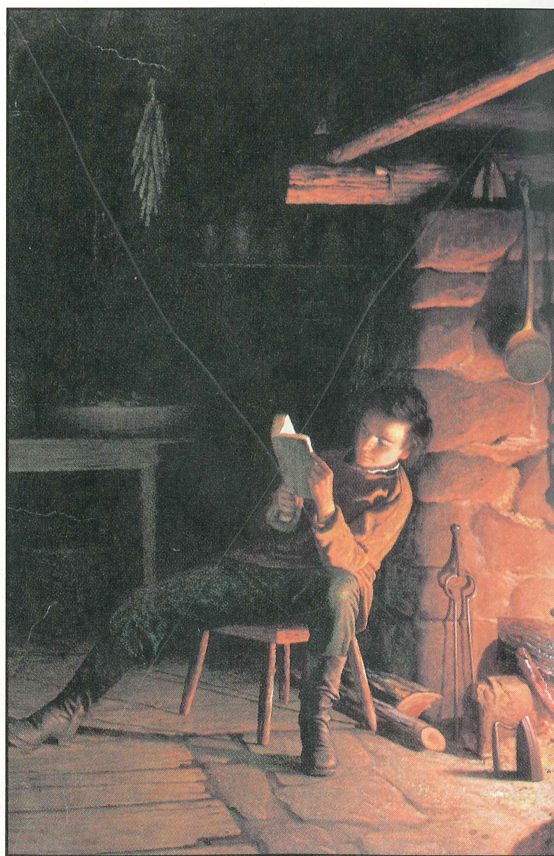
### 3. ABRAHAM LINCOLN BECOMES PRESIDENT

Abraham Lincoln had a face one could not forget. "I never saw a more thoughtful face. I never saw a more dignified face. I never saw so sad a face," wrote an observer.

Abraham Lincoln was named after his grandfather, who had been a friend of Daniel Boone's. Grandfather Lincoln had followed Boone into the Kentucky wilderness. His young son Tom was beside him in the fields one day when Indians attacked. Tom saw his father killed. When Tom grew up, he married Nancy Hanks. Their home was a small log cabin with a dirt floor. There, in 1809, Abraham Lincoln was born.

The Lincoln family moved on the edge of the frontier first to Indiana, then to Illinois. In the frontier life there was work aplenty. "I was raised to farm work," Lincoln later wrote. He chopped trees and split them to make rails for fences. He plowed and planted and harvested crops. There was little time

After a long day of farmwork, young Abraham Lincoln read at night by firelight.



Eastman Johnson, American 1824-1906  
Boyhood of Lincoln, 1868, oil on canvas. The University  
of Michigan Museum of Art, Bequest of Henry Lewis,  
© 1983. The Regents of the University of Michigan.



for school. When he could, Lincoln borrowed books to read. He could only read during a lunch break or after finishing his evening chores.

As a young man Lincoln worked taking flatboats loaded with cargo down the Mississippi River. For a time he kept a store. Then he became a surveyor. All the while, he was reading. He taught himself law. In 1836, at age 27, he became a lawyer.

Lincoln became known for his honesty, his fairness, his humor. He was known as the best storyteller around. Once Lincoln was carrying home his two sons Willie and Tad, both crying. A neighbor asked, "Why, Mr. Lincoln, what's the matter?" Lincoln answered, "Just what's the matter with the whole world. I've got three walnuts and each wants two."

Lincoln had great respect for work. He felt that all people had the right to the rewards of their own labor. No matter how hard slaves worked, they had no hope for a better life. Wage earners might work under conditions as bad, but they had hope that life would improve for themselves and their children. Lincoln supported shoe-factory workers in New England who went on strike for higher wages. Lincoln said, "Thank God that we have a system of labor where there *can* be a strike."

## Election of Lincoln

The next year, 1860, the Republican party made Abraham Lincoln its candidate for President. The Republican party had been born in 1854. Its members stood against the extension of slavery and for the preservation of the **Union**. *Union* refers to the union

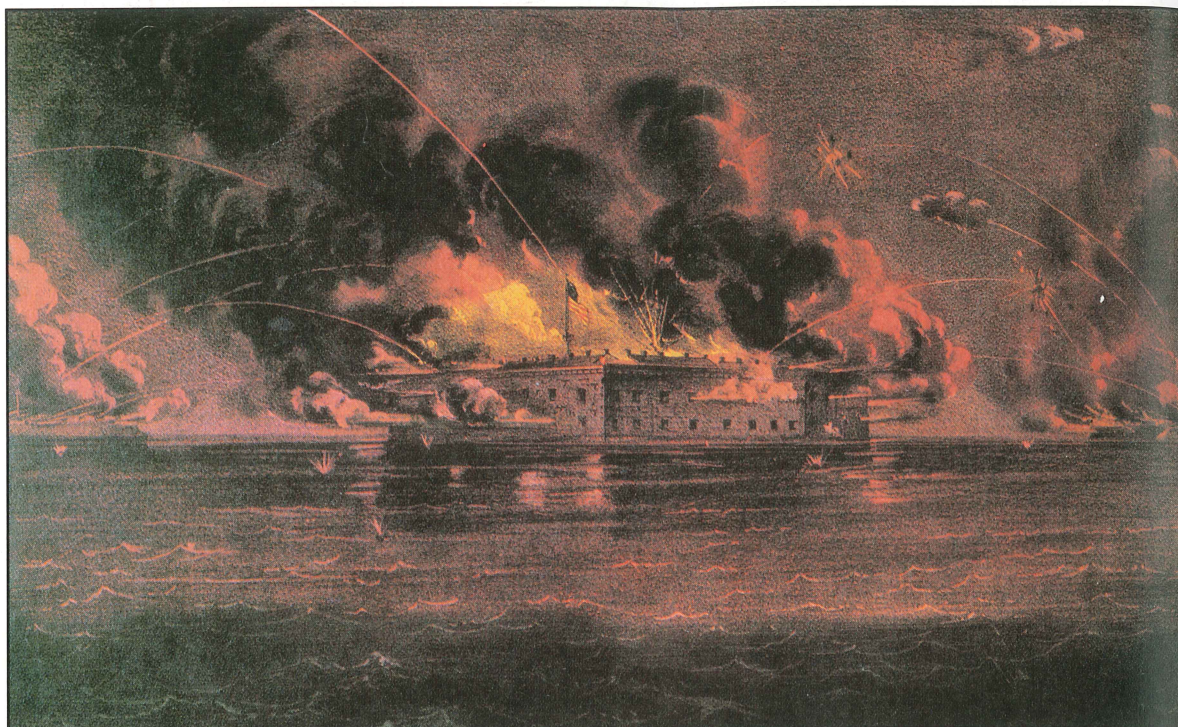
of states that is the United States of America. Republicans did not think that states had the right to **secede**, or withdraw, from the Union. Abraham Lincoln frightened the South. If he were elected, Southerners said, their way of life would come to an end.

Abraham Lincoln was elected in 1860. South Carolina then chose to secede. South Carolina leaders argued that the state had the right to secede. Their reasoning was simple. Because the state had voted to join the Union, it could vote to secede from the Union. Other cotton states quickly followed: Mississippi, Alabama, Georgia, Florida, Louisiana, and Texas. The seceding states formed a new nation, the **Confederate States of America**. It was also called the **Confederacy**.

**Jefferson Davis** of Mississippi was chosen president of the Confederacy. Davis was a cotton planter. He had fought in the Mexican War and had also been a United States senator. Like Lincoln, he was known for his honesty.

North and South watched to see what Lincoln would do as President. Lincoln's **inauguration** (in·AW·guh·ray·shun), or taking the oath of office, was March 4, 1861. The first thing he did as President was to make a speech, an inaugural (in·AW·guh·ruhl) address. In this speech Lincoln took a strong stand. He said that slavery would be left alone in the slave states. Slavery should not, however, be extended to any new places. Lincoln also gave notice that he would do all he could to preserve the Union. He would "hold, occupy, and possess" all property belonging to the United States government. Finally, he pleaded for





The Battle of Fort Sumter in the harbor of Charleston, South Carolina, was the first battle of the Civil War. It resulted in a Confederate victory.

peace and asked the Confederate states to return to the Union. "We are not enemies, but friends," he said. "We must not be enemies."

People in the Confederacy did not trust Lincoln. They had not voted for him. They did not feel Lincoln represented them. Confederate leaders insisted that the states had the right to secede from the Union.

### Battle at Fort Sumter

For one month after Lincoln's inauguration, the tension built. People asked, What would Lincoln do about the seceding states? The first test was in South Carolina at **Fort Sumter**, a fort located on an island in Charleston Harbor. When South Carolina seceded, government troops were stationed at the fort. Lincoln had promised to hold

all property belonging to the United States. He sent word that ships would bring food to the soldiers at the fort.

On April 12 the Confederate leaders demanded that the fort surrender. The fort's commander refused. Confederate troops then fired their cannon. They bombarded the fort for 30 hours until, at last, Fort Sumter surrendered. War between North and South had begun.

### Reading Check

1. Describe at least three qualities for which Abraham Lincoln was famous.
2. Why did Southern states secede when Lincoln was elected?
3. Name three ideas Lincoln expressed in his inaugural address.
4. Where did the Civil War begin?



# CHAPTER 15 REVIEW

## USING WORDS

Choose the correct word from the list below to complete the sentences that follow.

**abolish**                      **secession**  
**abolitionists**            **tariff**  
**fugitives**

1. Frederick Douglass wanted to \_\_\_\_\_ slavery.
2. The \_\_\_\_\_ wanted to end slavery.
3. A tax on imported goods is a \_\_\_\_\_.
4. People escaping from slavery were \_\_\_\_\_.
5. The act of withdrawing from the Union was called \_\_\_\_\_.

## REVIEWING FACTS

1. Explain why the North favored a tariff and the South opposed a tariff.
2. Compare how Frederick Douglass and Harriet Tubman worked against slavery.
3. Compare how the North and South differed about the extension of slavery.
4. What were the beliefs of the Republican party when it was formed?
5. What event caused Southern states to secede from the Union?

## THINKING CRITICALLY

1. How did North and South try to compromise on the extension of slavery? Why did compromise finally fail to work?

2. Compare how Frederick Douglass and Harriet Beecher Stowe each fought against slavery. Who do you think had the greater effect? Why?
3. What problems did fugitive slaves face? Why were people like Harriet Tubman and John Fairfield important to the fugitives?
4. What kind of person was Abraham Lincoln? What were some of his beliefs? How might his early life have had an effect on those beliefs?
5. Imagine two people, one a planter in South Carolina and one a small farmer in Illinois. How might they disagree with each other over these subjects:
  - a. The extension of slavery
  - b. *Uncle Tom's Cabin*
  - c. The election of Abraham Lincoln

## ● PRACTICING SKILLS

**Using Population Maps** Answer these questions.

1. What is a population density map?
2. If a map shows a population density of more than 45 people per square mile (2.6 sq km), what kind of place is that likely to be?
3. If a map shows a population density of less than 2 per square mile (2.6 sq km), what kind of place is that?
4. If a special population map shows that 30 percent of the people were slaves, what does that mean?