

Chapter Overview

In addition to their social, political, and economic differences, the issue of slavery drove a wedge between the North and South. As new states entered the Union, the question of whether to admit them as free states or slave states arose, and further compromises were reached to avoid conflict.

Still, growing tensions led to differences that could not be solved by compromise. Slavery became central to the presidential politics of the period, and elections were decided along strictly sectional lines. As the disagreements turned more hostile, some states threatened to leave the Union. These tensions would eventually lead to the Civil War.

CHAPTER BENCHMARKS



SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/ Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.

WHAT I NEED TO KNOW

TERMS

- secede
- fugitive
- border ruffian
- civil war
- arsenal
- martyr
- secession
- states' rights

PEOPLE, PLACES, EVENTS

- John Calhoun
- Henry Clay
- Daniel Webster
- Compromise of 1850
- Fugitive Slave Act
- Jefferson Davis
- Kansas-Nebraska Act
- "Bleeding Kansas"
- James Buchanan
- Dred Scott v. Sandford*
- Chief Justice Roger B. Taney
- Abraham Lincoln
- Stephen Douglas
- Lincoln-Douglas Debates
- John Brown
- Harpers Ferry, Virginia
- Confederate States of America
- Fort Sumter

Toward Civil War

CHAPTER BENCHMARKS, *continued*

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.RH.3.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8 Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

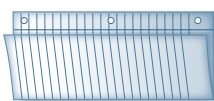
LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research.



Make the foldable below. Across the top, write the title of the chapter—*Toward Civil War*. Label the three tabs—*The Search for Compromise*, *Challenges to Slavery*, and *Secession and War*. As you read the chapter, record terms, names, dates, and events that are important to understanding this time in history. Write notes next to each as a memory aid.

Step 1

Fold a sheet of paper in half, leaving a 1/2-inch tab along one edge.



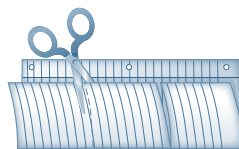
Step 2

Then fold the paper into three equal sections.



Step 3

Cut along the folds on the top sheet of paper to create three tabs.



Step 4

Label the Foldable as shown.



LESSON 1 SUMMARY

The Search for Compromise

SS.8.A.1.2, SS.8.A.1.7, SS.8.A.4.1, SS.8.A.4.2, SS.8.A.4.8, SS.8.A.4.11, SS.8.A.5.1, SS.8.A.5.2, LAFS.68.RH.2.4

Political Conflict Over Slavery

The debate over slavery between the Northern and Southern states was not going away. Leaders had managed to make compromises in the past to settle disputes. For example, in 1820 Congress passed the Missouri Compromise. This balanced the number of free and slave states in the Senate.

As new territories were added, however, the debate erupted again. In 1845 Texas was admitted to the Union. Slavery was legal in Texas. When the United States and Mexico fought over the boundary between Texas and Mexico in the Mexican War, the United States also gained New Mexico and California.

Differing Views

In Congress, Representative David Wilmot proposed the Wilmot Proviso to ban slavery on any lands acquired from Mexico. Southerners protested. They wanted California and New Mexico to be slave states.

Senator John C. Calhoun of South Carolina proposed another idea. He said that neither the federal government nor territorial governments should be allowed to ban or regulate slavery in a territory. Neither of these bills passed in Congress.

In the 1848 election, both presidential candidates ignored the slavery issue. This made voters angry. Many Whigs and Democrats who were against slavery formed the Free-Soil Party. Its slogan was “Free Soil, Free Speech, Free Labor, and Free Men.” The Free-Soil candidate for president was Martin Van Buren. He did not win the election, but the new party did win several seats in Congress.

A New Compromise

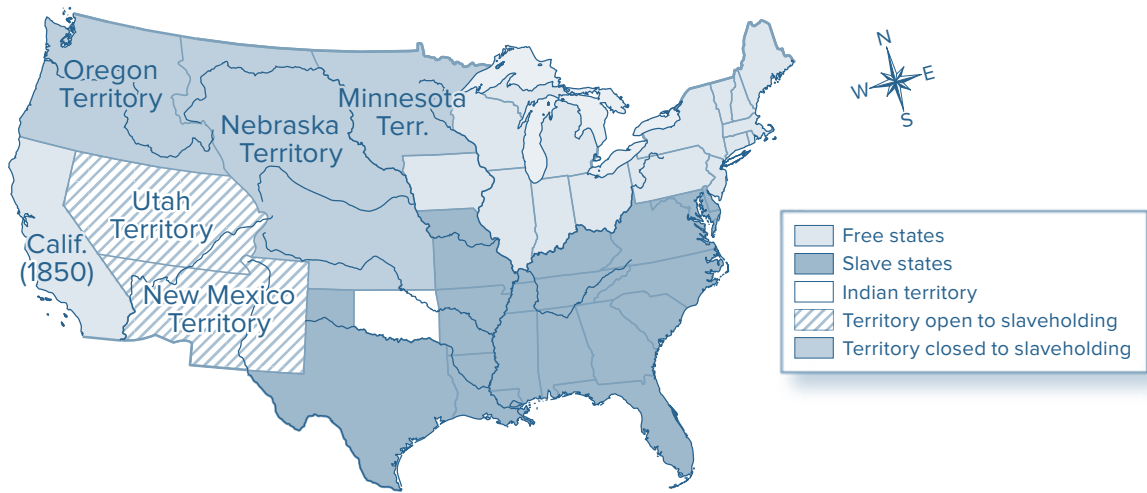
In 1849 the slavery debate came up again when California applied to become a free state. If California entered the Union as a free state, there would be more free states than slave states in Congress. Anti-slavery groups were also asking Congress to ban slavery in Washington, D.C.

1. CONTRASTING How was Calhoun’s proposal on the issue of slavery in new territories different from the Wilmot Proviso?

2. IDENTIFYING Who formed the Free-Soil Party?

LESSON 1 SUMMARY, *continued*

The Compromise of 1850



ANALYZING MAPS

3. Which western state was a free state after the passage of the Compromise?

4. **EXPLAINING** How did some Northern states rebel against the passage of the Fugitive Slave Act?

Southerners were outraged. They talked about **secession**, which meant they were considering seceding from, or leaving, the Union. Many Southerners were also concerned about the growing number of abolitionists in the North. They wanted a strong national **fugitive**, or runaway, slave law. This law would force all states to return runaway slaves.

To find a compromise, Senator Henry Clay of Kentucky suggested that California become a free state. However, he said other new territories would have no limits on slavery. He also proposed that the slave trade, but not slavery itself, should be made illegal in Washington, D.C. In addition, he called for a stronger fugitive slave law.

Members of Congress debated the proposal. Senator Calhoun was against the plan. Senator Daniel Webster was in favor of it. Senator Stephen A. Douglas of Illinois came up with a solution. He divided Clay's plan into parts. Congress passed five separate bills. Together, they were called the Compromise of 1850.

The Fugitive Slave Act

The Fugitive Slave Act was one of the five parts of the Compromise of 1850. It stated that anyone helping a fugitive could be fined or jailed. Many Northerners ignored the new law. Some Northern juries would not convict people who broke the new law. Some people helped buy the freedom of enslaved people. Others were part of the Underground Railroad, which helped runaways escape.

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LESSON 1 SUMMARY, *continued*

The Kansas-Nebraska Act

In 1854 Senator Douglas proposed a bill to settle how slavery would be handled in the territories. It divided the land west of Missouri into two territories. These two territories would be called Kansas and Nebraska. Because they were north of the line that limited slavery in the Missouri Compromise, he said they should be free states.

He suggested that Congress repeal the Missouri Compromise. Instead, he said that people who lived in those areas should vote on whether to allow slavery. He called this “popular sovereignty.” This is when people who live in an area—not the government—are allowed to make a decision. This is a key idea in the American system of government. It means that the people are the source of all government power.

Douglas’s plan was unpopular with Northerners. It meant that slavery would be allowed in areas that had once been free.

Most Southerners were in favor of the plan. They thought Kansas would be settled mainly by slaveholders from Missouri. Because slavery was legal in Missouri, those settlers would vote to make slavery legal in Kansas.

5. CITING TEXT

EVIDENCE Underline the Northern states’ reaction to the Kansas-Nebraska Act. Circle the Southern states’ reaction.

6. DESCRIBING What does the term “Bleeding Kansas” refer to?

Yale University Art Gallery

Conflict in Kansas

After the Kansas-Nebraska Act passed in 1854, both pro-slavery and anti-slavery groups rushed to Kansas. Thousands of pro-slavery supporters crossed the border from Missouri, just to vote in Kansas. Many traveled in armed gangs, and were known as **border ruffians**.

The pro-slavery group won the election and Kansas passed new laws in favor of slavery. People against slavery refused to accept the law and held their own election. They wrote their own constitution and banned slavery. As a result, in 1856 Kansas had two separate governments.

In 1856 slavery supporters attacked Lawrence, Kansas, which was occupied mostly by antislavery groups. The two groups fought. John Brown, an abolitionist, led an attack on a pro-slavery group and killed five people. Newspapers called the fight “Bleeding Kansas” and “the Civil War in Kansas.” A **civil war** is a conflict between people who are citizens of the same country. Federal troops were called in to stop the bloodshed.



Border ruffians crossed the border into Kansas to vote in support of slavery.

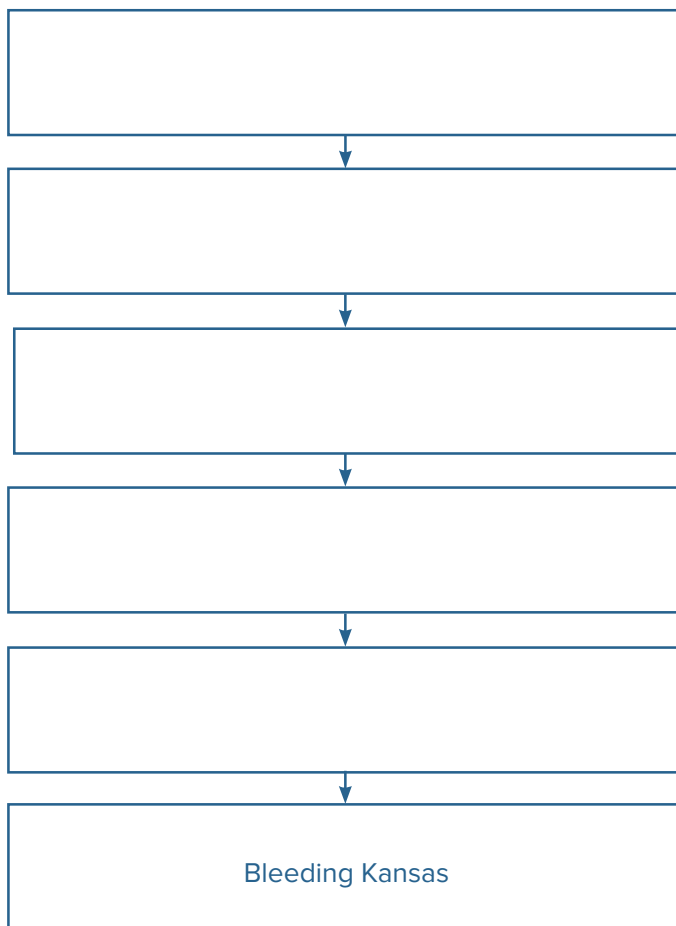
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LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

1. Create a sequence chart like the one below to list the events that led up to “Bleeding Kansas.”



2. **PROBLEM-SOLVING** The Kansas-Nebraska Act was proposed to resolve the dispute over slavery in two territories. Instead, it led to violence and further divided pro- and anti-slavery groups. What would you have changed about the Kansas-Nebraska Act to help prevent the division and violence that occurred as a result of its passage? Explain your suggestions in one or two paragraphs.

LESSON 2 SUMMARY

Challenges to Slavery

SS.8.A.1.2, SS.8.A.4.8, SS.8.A.5.2, LAFS.68.RH.2.4

Birth of the Republican Party

The Kansas-Nebraska Act not only caused a split in the North and South, it also caused divisions in some political parties. Many Northerners left the Democratic Party. The issue of slavery also split up the Whig Party.

Many anti-slavery Whigs and Democrats joined the Free-Soilers. They called themselves the Republican Party. One goal of the new party was to ban slavery in new territories. Many Northerners agreed with the party's goals. As a result, Republicans won control of the House of Representatives and several state governments in the 1854 election.

Many Democratic Party candidates lost in the 1854 election. In turn, Republicans received little support in Southern states. The Democratic Party became mostly a Southern Party.

The Presidential Election of 1856

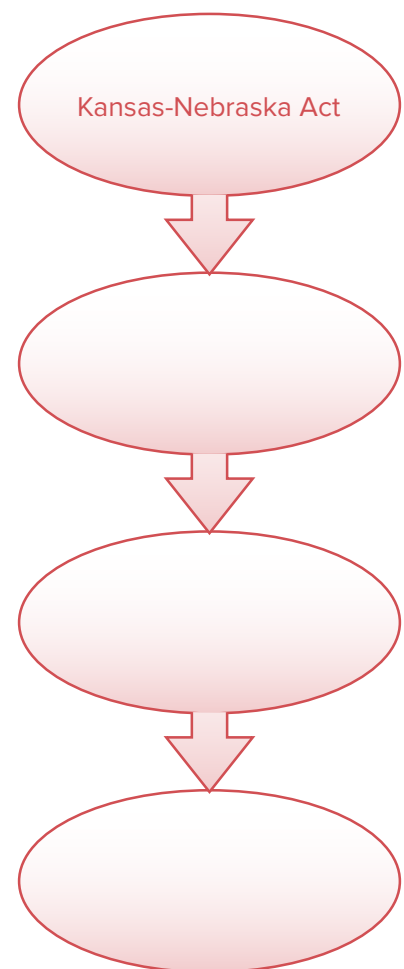
This division of the parties played a large role in the presidential election of 1856. The Republican candidate was John C. Frémont, a military officer and senator from California. Democrats nominated James Buchanan, a senator from Pennsylvania and former Secretary of State. He and the Democratic Party backed the idea of popular sovereignty.

The American, or Know-Nothing Party, nominated former president Millard Fillmore. Because the Whigs were divided over the issue of slavery, they did not offer a candidate.

The vote in 1856 was divided along sectional lines. Buchanan won all the Southern states, except Maryland, and became President. Frémont won 11 of the 16 free states but got no electoral votes from the South.

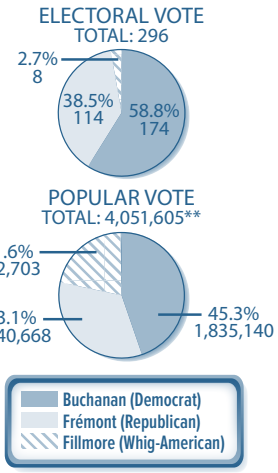
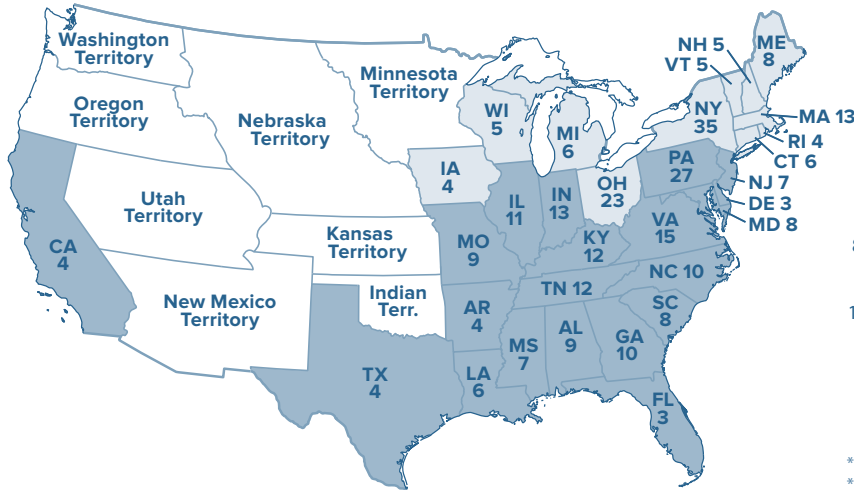
1. IDENTIFYING

EVIDENCE Fill in the diagram to show how disagreements over the issue of slavery led to the formation of the Republican Party.



LESSON 2 SUMMARY, *continued*

The Election of 1856



* Numbers on map show electoral votes per state.
 ** Popular vote includes 3,094 votes for candidates other than Buchanan, Frémont, or Fillmore.

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ANALYZING MAPS

2. In the Election of 1856, the vote was divided along rigid sectional lines. Which candidate captured most of the votes in the Southern states?

3. **EVALUATING** How did the idea of “property” affect the decision made by the Supreme Court in *Dred Scott v. Sandford*?

Dred Scott v. Sandford

Dred Scott was an enslaved African American who had been sold to a doctor in Missouri. At the time, Missouri was a slave state. In the 1830s the doctor and Scott moved to Illinois, which was a free state. They then moved to the Wisconsin Territory. The Northwest Ordinance, which was created in 1787, banned slavery there. Later, the doctor and Scott moved back to Missouri.

After the doctor died, Scott decided to sue for his freedom. With the help of lawyers, he claimed he should be free because he had lived in places where slavery was illegal. It took 11 years for the case to reach the Supreme Court. The court would not only rule on the issue of Scott’s freedom, but also on the practice of slavery itself.



Dred Scott claimed he should be free because he once lived on free soil.

LESSON 2 SUMMARY, *continued*

The Court Rules

The Supreme Court under Chief Justice Roger B. Taney did not rule in Scott’s favor. It said that just because he had lived in areas where slavery was illegal, it did not mean he was free. Because he was not a citizen, the Court said he had no right to file a lawsuit. It said that Scott and all slaves were considered property. The Court referred to the Fifth Amendment, which prohibits the taking of property without “due process.”

The Court also said Congress and voters did not have the power to ban slavery. It claimed that the Missouri Compromise and popular sovereignty were both unconstitutional. In effect, the court was saying that the Constitution protected slavery.

Southerners applauded the Court’s decision, but Northerners were outraged. They called the decision “the greatest crime” ever committed in the nation’s courts.

4. DEFINING Define *popular sovereignty*. How did Douglas apply popular sovereignty to the issue of slavery?

Lincoln and Douglas

Stephen A. Douglas was a Democrat and Illinois Senator. He was very popular, and many people thought he might run for president at some point. Abraham Lincoln was a Republican Party member who was gaining attention but was not well known like Douglas.

In 1858 the two men decided to run against each other in the Illinois Senate race. Lincoln challenged Douglas to a series of debates. Douglas reluctantly agreed.

The Lincoln-Douglas Debates

Douglas and Lincoln faced each other in seven debates. The main topic was slavery. Douglas was in favor of popular sovereignty. He said people could refuse to pass laws if they wanted to limit the rights of slaveholders. Douglas won support of anti-slavery followers with this statement, but he lost support in the South.

Lincoln argued against slavery saying that African Americans should have rights and freedoms, even if they were not considered fully equal to whites. Douglas won the 1858 election by a narrow margin. However, Lincoln’s forceful and persuasive arguments against Douglas won him a national reputation as a man of clear thinking.

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LESSON 2 SUMMARY, *continued*

5. CITING TEXT

EVIDENCE What were the Northern and Southern reactions to John Brown's raid on Harpers Ferry?

John Brown and Harpers Ferry

The election of 1858 made Southerners wary of Republicans. The tension grew even worse after a violent revolt. The revolt was led by John Brown, an abolitionist. His target was an **arsenal**, or storage site for weapons, near Harpers Ferry, Virginia. His plan was to take weapons and arm enslaved African Americans. Then he would encourage them to revolt against slaveholders.

Brown did not succeed. He was stopped by local citizens and federal troops. He was later hanged for treason and murder. His death brought different reactions from Northerners. Some thought that he should not have used violence. Others saw him as a **martyr**, or a person who dies for a cause.

Abolitionists rallied after Brown's death. The South saw this as a growing threat. As a result, the nation sat on the brink of disaster.



REVIEW LESSON 2

- By the late 1850s, the United States was heading down a path toward civil war. Complete the chart below to show how each of these events led to even greater divisions between the North and South.

EVENT	RESULT
Dred Scott Decision	
Lincoln-Douglas Debates	
John Brown's Raid	

- WRITING AN ARGUMENT** Which of the three events in your chart do you think caused the greatest divide between the North and South? Explain your answer.

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LESSON 3 SUMMARY

Secession and War

SS.8.A.1.2, SS.8.A.1.7, SS.8.A.5.1, SS.8.A.5.2, SS.8.A.5.3, SS.8.A.5.4, SS.8.A.5.6, SS.8.A.5.7

The 1860 Election

The presidential election of 1860 made it very clear that regional differences divided the nation. The Democratic Party was split over the issue of slavery. Northern Democrats supported popular sovereignty. They chose Stephen A. Douglas as their candidate. Southern Democrats stood in strong support of slavery and nominated John C. Breckinridge.

One group of people from the North and South did not want to take a stand on slavery. Instead, they created the Constitutional Union Party. They chose John Bell as their candidate.

Republicans nominated Abraham Lincoln. They vowed to let slavery continue in places where it already existed but wanted to ban slavery in new territories. Most Southern states did not even put Lincoln's name on the ballot. Lincoln easily won the election taking every Northern State.

Looking for Compromise

Before Lincoln's election, the Republicans said that they would allow slavery to continue in the South. After the election, Southerners feared Republicans would not keep their word. On December 20, 1860, South Carolina withdrew, or seceded, from the Union. Other Southern states gathered to also consider secession.

Congress worked hard to find a way to keep the Union together. Senator John Crittenden of Kentucky wanted to amend the Constitution. He suggested going back to the boundaries set in the Missouri Compromise. This would allow slavery anywhere south of 36° 30' latitude. Both Republicans and Southerners rejected the plan.

1. DETERMINING CAUSE AND EFFECT How did the election of 1860 make it clear that the Union was in trouble?

2. EXPLAINING What did Congress do to try to keep the Southern states from seceding?

LESSON 3 SUMMARY, *continued*

3. IDENTIFYING

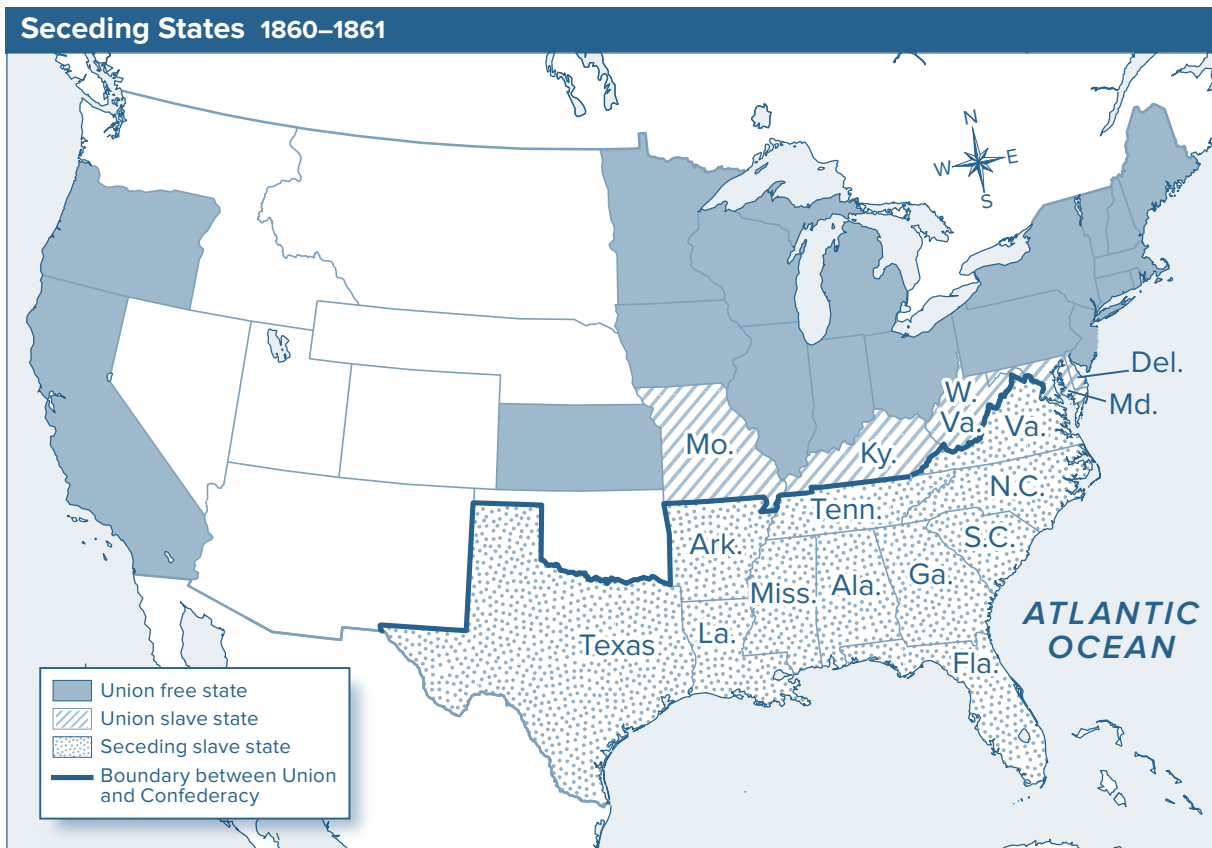
EVIDENCE Why did the South claim that the federal government had broken its contract with the states?

The Confederacy Is Established

By February of 1861, six more states had seceded. They included Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia. Delegates from each of the states met with South Carolina leaders and formed a new alliance. They called themselves the Confederate States of America. They chose Jefferson Davis to serve as their president.

The Confederate states said that they were allowed to secede because of states' rights. **States' rights** refers to the rights and powers that are independent of the federal government and reserved for the states by the Constitution. At this time, many states believed that states' rights were more powerful than those of the federal government.

Confederate states said that each state had joined the Union voluntarily. They believed that the Constitution served as a contract between each state and the national government. They argued that the national government broke the contract when they refused to enforce the Fugitive Slave Act and refused to give Southern states equal rights in the territories. As a result, the states felt justified in leaving the Union.



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LESSON 3 SUMMARY, *continued*

The Public Reacts to Secession

Both Southerners and Northerners were divided over secession. Some Southerners celebrated the decision, while others feared losing their ties to the rest of the states.

Some Northerners approved of secession because of their strong feelings against the practice of slavery. Most however, including President Lincoln, felt that it was important that the Union be preserved at all costs.

Lincoln Takes Over

President Buchanan remained in office until March of 1861, when Lincoln was sworn in as president. Before he stepped down, he told Congress that Southern states had no right to secede from the Union. However, he said he was powerless to stop them.

When Lincoln took office, he asked the states that had seceded to rejoin the Union. He said he would not give up federal property in the South, including forts and military facilities.



Fighting in the Civil War began at Fort Sumter, located off of Charleston, South Carolina, when Union troops there refused to surrender to Confederate forces.

ANALYZING MAPS

4. Based on the map, which slave states remained in the Union as the other Southern states seceded?

5. MAKING INFERENCES

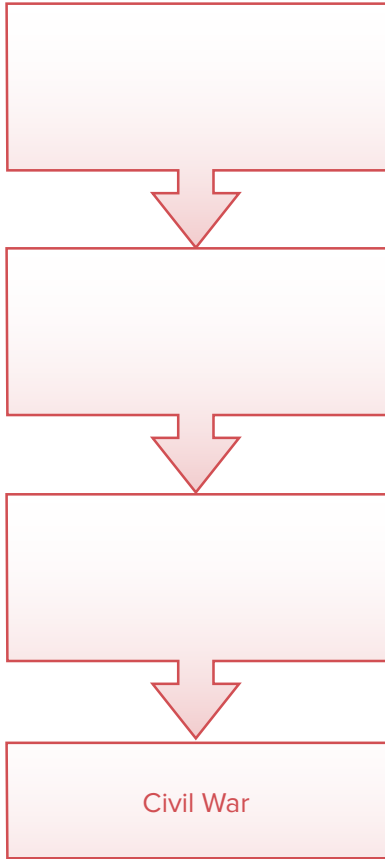
Why do you think some Southerners feared losing ties to the rest of the states?

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LESSON 3 SUMMARY, *continued*

6. SEQUENCING Use the graphic organizer to describe the chain of events that led up to the first shots fired in the Civil War.



Fighting at Fort Sumter

One day after Lincoln took office, he received a message from the commander at Ft. Sumter. Fort Sumter was a U.S. fort on an island in Charleston Harbor, South Carolina. The commander said that he was running low on supplies and that the Confederates were threatening to take over the fort. Lincoln sent an unarmed group with supplies and ordered troops not to fire unless they were fired upon.

On April 12, 1861, Confederate President Jefferson Davis ordered an attack on the fort before Lincoln’s men arrived. Rough seas prevented the Union’s ships from helping. Two days later, Fort Sumter surrendered.

Lincoln quickly called for volunteers to fight against the Confederates. As a result, Virginia, North Carolina, Tennessee, and Arkansas also seceded and joined the Confederacy. The Civil War had begun.


LESSON 3 SUMMARY, *continued*



REVIEW LESSON 3

1. Complete the following chart to describe and explain the significance of the pivotal events of 1860 and early 1861.

EVENT	DETAILS	SIGNIFICANCE/RESULTS
Election of 1860		
Confederate States of America Formed		
Fighting at Fort Sumter		

2.  **WRITING AN ARGUMENT** Imagine you are a Northerner during this period who wishes to see the Union preserved by peaceful means. Write an editorial that might have appeared in a Southern newspaper following one of the events in your chart. Your editorial should argue against further conflict and implore Southerners to preserve the Union. Consider the details of the event, any misunderstandings that led to the action, and suggest compromises that could still be reached to preserve the country.



Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate piece of paper.

SS.8.A.1.2; LAFS.68.RH.3.7

1. CREATING TIME LINES

Use the notes on your **FOLDABLES** to create a heavily annotated time line of the years leading up to the Civil War. Begin with the conflicts over territorial expansion and continue through the fighting at Fort Sumter. Note important individuals and their relationships to the events shown. You may wish to illustrate the entries on your time line with images found online.

SS.8.A.4.2; SS.8.A.5.4; SS.8.A.5.7; LAFS.68.RH.1.2; LAFS.68.WHST.2.6; LAFS.68.WHST.3.8; LAFS.68.WHST.3.9

2. SUMMARIZING

Prepare a written report on the secession of Florida from the Union. Do research on the Internet to find:

- the date it occurred
- where and how the decision was made
- content of debates about the issue
- the number of votes for and against secession
- the changes that were made to the state constitution as a result
- the design of the new flag that was created to represent the state
- other relevant details

Prepare a written summary of the information. Your report should include appropriate source citations.

BENCHMARK SKILLS ACTIVITIES, *continued*

SS.8.A.1.7; SS.8.A.4.1; SS.8.A.4.2; SS.8.A.5.2; LAFS.68.RH.1.1; LAFS.68.RH.1.2

3. ANALYZING VISUALS

The political cartoon below was created in 1856. The white men shown in the cartoon were all Democratic candidates in the 1856 presidential election.



- What message is the artist trying to convey in the cartoon? Who were the Free-Soilers?
- The cartoon was created in response to the violence against anti-slavery supporters in Kansas after the passage of the Kansas-Nebraska Act. What was decided in this act? What happened as a result of this act?
- The Free-Soilers' head is lying on a wooden platform, which represents the Democratic platform. What is a political platform? What do you think the words on the platform represent—*Kansas*, *Cuba*, and *Central America*?
- Do you think the artist who created this cartoon was taking the side of the Democrats or the Free-Soil Party? Why?



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

DECISIONS INVOLVING SLAVERY

Decision	Terms
Compromise of 1850	California became a free state; other new territories would have no limits on slavery; the slave trade would be illegal in Washington, D.C., but not slavery itself
Fugitive Slave Act	One part of the Compromise of 1850; required all citizens to help catch runaway slaves; anyone who helped a fugitive could be fined or imprisoned
Kansas-Nebraska Act	Allowed people in territories of Kansas and Nebraska to decide for themselves whether or not to allow slavery; repealed earlier Missouri Compromise

SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.

JOHN BROWN'S RAID ON HARPERS FERRY

Date: October 16, 1859

Leader: abolitionist John Brown

Purpose: to seize a federal arsenal to arm enslaved African Americans and start a revolt against slaveholders

Result: Brown was defeated by local citizens and federal troops and sentenced to death

Northern reaction: many called Brown a martyr and abolitionist support increased; others rejected his use of violence

Southern reaction: saw it as evidence that the North was a potential threat to the South and its practice of slavery

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BENCHMARK NOTE CARDS, *continued*

SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

DRED SCOTT V. SANDFORD

Issue: Could an enslaved person (Dred Scott) be granted his freedom if he had moved from a slave state to a free state with his owner?

Supreme Court decision: Living on free soil does not make an enslaved person free. Enslaved people are considered property and not citizens. The Fifth Amendment prevents the taking of property without "due process." Therefore, Congress has no power to ban slavery.

ELECTION OF 1860

Party	Candidate	Platform
Northern Democrats	Stephen Douglas	Supported popular sovereignty
Southern Democrats	John C. Breckinridge	In favor of slavery
Constitutional Union Party	John Bell	Took no position on slavery
Republicans	Abraham Lincoln	Wanted to allow slavery where it already existed and ban slavery in territories; Lincoln won the election

SOUTH'S JUSTIFICATION FOR SECESSION

States' rights give each state the right to act independently of the federal government.



The Constitution is a contract between the federal government and the independent states.



The federal government broke the contract by not enforcing the Fugitive Slave Act and by denying equal rights to Southern states in the territories.



Therefore, states have right to leave the Union.

BENCHMARK NOTE CARDS, *continued*

SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.

POLITICAL PARTIES IN THE 1840s AND 1850s

Party	Platform
Free-Soil Party	Opposed slavery; many members left Democratic and Whig parties to join
Democratic Party	Became largely a Southern party after losing anti-slavery members to other parties
Republican Party	Formed when anti-slavery Whigs and Democrats joined the Free-Soilers
Whig Party	Different views over the slavery issue destroyed the party; former members moved to other parties
American Party (Know-Nothings)	Formed to combat immigration; when party refused to call for the repeal of Kansas-Nebraska Act, many Northerners left the party

SS.8.A.5.3 Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

LINCOLN AND THE START OF THE CIVIL WAR

- Lincoln receives message from commander at Fort Sumter in Charleston Harbor requesting supplies
- Lincoln sends unarmed group with supplies to Fort Sumter
- Before group arrives, Jefferson Davis orders Confederate troops to attack
- Fort Sumter surrenders
- Lincoln issues a call for troops and the Civil War begins

SS.8.A.5.4 Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

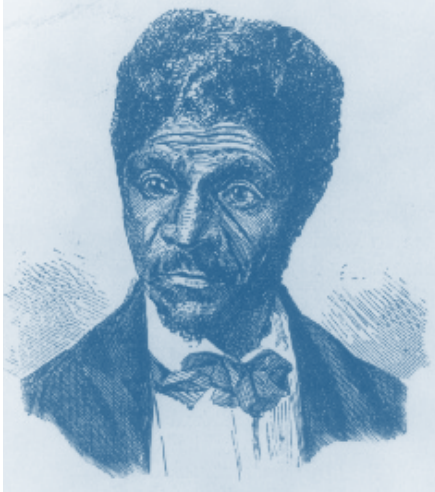
SECESSION AND THE FORMATION OF THE CONFEDERATE STATES

- South Carolina was first state to secede from Union on December 20, 1860
- Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia secede by February 1861
- States that secede form a new nation called the Confederate States of America
- Jefferson Davis is chosen as president of the Confederacy
- Virginia, North Carolina, Tennessee, and Arkansas join the Confederacy after Lincoln calls for troops to put down the rebellion

Chapter 16

VISUAL SUMMARY

DIRECTIONS: Number these events that led to the Civil War in the order in which they occurred.



(t) Library of Congress Prints and Photographs Division [LC-USZ62-5092];
(b) Library of Congress Prints and Photographs Division [LC-DIG-ppmsca-32284]

- _____ *Dred Scott* Decision
- _____ John Brown attacks Harpers Ferry
- _____ Confederate States of America formed
- _____ Free-Soil Party formed
- _____ Kansas-Nebraska Act passed
- _____ Fort Sumter attacked
- _____ Republican Party formed
- _____ Bleeding Kansas
- _____ Lincoln-Douglas Debates
- _____ Lincoln elected president
- _____ Compromise of 1850
- _____ South Carolina becomes first state to secede



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USING PRIMARY SOURCES

DIRECTIONS: The excerpt below is from a speech made by Daniel Webster. Webster was a member of Congress from the state of Massachusetts. He was part of the debate about the Compromise of 1850.

Sir, I may express myself too strongly, perhaps, but there are impossibilities in the natural as well as in the physical world, and I hold the idea of a separation of these States, those that are free to form one government, and those that are slave-holding to form another, as such an impossibility. We could not separate the States by any such line, if we were to draw it. We could not sit down here to-day and draw a line of separation that would satisfy any five men in the country. There are natural causes that would keep and tie us together, and there are social and domestic relations which we could not break if we would, and which we should not if we could...

Sir, I am ashamed to pursue this line of remark. I dislike it, I have an utter disgust for it. I would rather hear of natural blasts and mildews, war, pestilence, and famine, than to hear gentlemen talk of secession. To break up this great government! to dismember this glorious country! to astonish Europe with an act of folly such as Europe for two centuries has never beheld in any government or any people! No, Sir! no, Sir! There will be no secession! Gentlemen are not serious when they talk of secession. . .

—Daniel Webster speech to the U.S. Senate March 7, 1850

1. What topic is Webster addressing in this excerpt?
2. How did Congress resolve this issue?
3. What does Webster mean when he says “We could not sit down here to-day and draw a line of separation that would satisfy any five men in the country”?
4. Provide examples of the words that Webster chose to express his strong opposition to the idea.



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

The excerpt below is from the inaugural address delivered by Jefferson Davis when he became president of the Confederate States of America. Use it to answer the next two questions.

. . . Thus the sovereign States here represented have proceeded to form this Confederacy; . . . They formed a new alliance, but within each State its government has remained; so that the rights of person and property have not been disturbed. . . . Sustained by the consciousness that the transition from the former Union to the present Confederacy has not proceeded from a disregard on our part of just obligations, or any, failure to perform every constitutional duty, moved by no interest or passion to invade the rights of others, anxious to cultivate peace and commerce with all nations, if we may not hope to avoid war, we may at least expect that posterity will acquit us of having needlessly engaged in it. Doubly justified by the absence of wrong on our part, and by wanton aggression on the part of others, there can be no cause to doubt that the courage and patriotism of the people of the Confederate States will be found equal to any measure of defense which their honor and security may require.

1

SS.8.A.1.7, SS.8.A.5.4, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.6 (High)

Who is Davis referring to when he states “by wanton aggression on the part of the others”?

- A** slaveholders
- B** Abraham Lincoln
- C** Democrats
- D** Northern states



Chapter Practice Test, *continued*

2

SS.8.A.1.7, SS.8.A.5.4, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.6 (High)

Which phrase implies that the Confederate States are willing to go to war if necessary?

- A “anxious to cultivate peace and commerce with all nations”
 - B “the people of the Confederate States will be found equal to any measure of defense which their honor and security may require”
 - C “sustained by the consciousness that the transition from the former Union to the present Confederacy has not proceeded from a disregard on our part of just obligations”
 - D “so that the rights of person and property have not been disturbed”
-

3

SS.8.A.4.1, SS.8.A.5.1, LAFS.68.RH.2.4 (Moderate)

Which statement best describes *popular sovereignty*?

- A Government is created by and subject to the will of the people.
 - B A state has the authority to govern itself or another state.
 - C A nation’s power must be divided between state and national governments.
 - D Constitutions are written to determine the powers and duties of governments.
-

4

SS.8.A.4.8, SS.8.A.5.2 (High)

As a result of the *Dred Scott v. Sandford* decision, which of the following would have been considered unconstitutional?

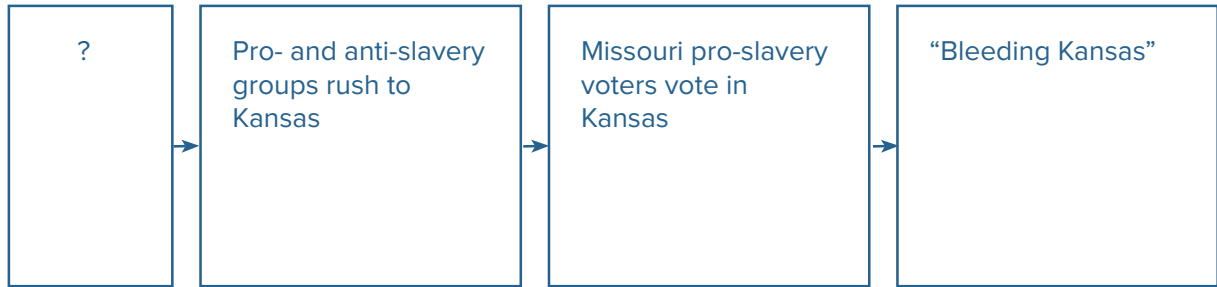
- A the practice of abolitionism
- B a Congressional ban on slavery
- C the Compromise of 1850
- D the Fugitive Slave Act



5

SS.8.A.1.2, SS.8.A.4.1 (Moderate)

Several events led to “Bleeding Kansas.”



Which event completes the diagram?

- A Wilmot Proviso adopted
- B Kansas-Nebraska Act passed
- C presidential election of 1860
- D Missouri Compromise adopted

6

SS.8.A.5.1, SS.8.A.5.2 (Moderate)

Why was the Republican Party created?

- A The American Party and Whig party merged.
- B The Southern Democrats wanted to form their own party.
- C The Free-Soil Party focused only on immigration.
- D Democratic Party members disagreed on the issue of slavery.



Chapter Practice Test, *continued*

7

SS.8.A.5.1, SS.8.A.5.2, SS.8.A.5.3, SS.8.A.5.4 (Moderate)

What was one reason the Confederate States said they were justified in seceding from the Union?

- A popular sovereignty
- B the Missouri Compromise
- C sectionalism
- D states' rights

8

SS.8.A.5.1, SS.8.A.5.2, SS.8.A.5.3, SS.8.A.5.4 (High)

How did the Confederate States refer to the Constitution when they voted to secede?

- A They said it was a contract between the federal and state governments that had been broken.
- B They said that it granted states the right to overthrow the national government if it did not meet their needs.
- C They said that state constitutions overrode the powers outlined in the U.S. Constitutions.
- D They said the Fifth Amendment protected their rights as slaveholders.



9

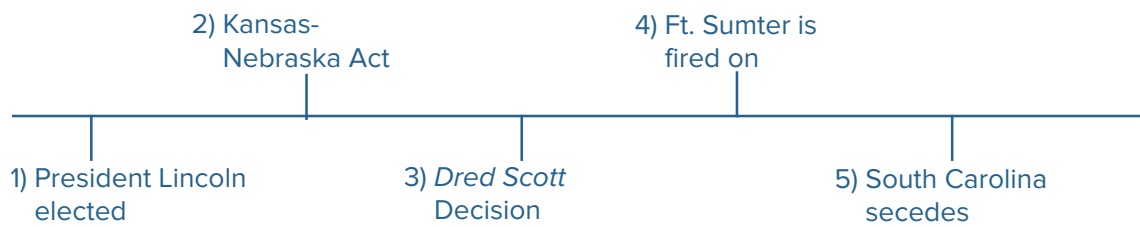
SS.8.A.5.1, SS.8.A.5.3 (Moderate)

How did Douglas and Lincoln disagree over the issue of slavery?

- A Lincoln thought each state should decide if it wanted slavery.
- B Douglas believed in popular sovereignty.
- C Lincoln thought all the people who lived in the United States should be equal.
- D Douglas supported Northern abolitionists.

10

SS.8.A.1.2, SS.8.A.5.1 (High)



Which two events are out of order on the timeline shown here?

- A 1 and 5
- B 2 and 4
- C 3 and 5
- D 3 and 4