About the American History Series

Welcome to The American Civil War, one of the books in the Mark Twain Media, inc., American History series for students in grades four to seven.

The activity books in this series are designed as stand-alone material for classrooms and home-schooers or as supplemental material to enhance your history curriculum. Students can be encouraged to use the books as independent study units to improve their understanding of historical events and people.

Each book provides challenging activities that enable students to explore history, geography, and social studies topics. The activities provide research opportunities and promote critical reading, thinking, and writing skills. As students learn about the people and events that influenced history, they will draw conclusions; write opinions; compare and contrast historical events, people, and places; analyze cause and effect; and improve mapping skills. Students will also have the opportunity to apply what they learn to their own lives through reflection and creative writing.

Students can further increase their knowledge and understanding of historical events by using reference sources at the library and on the internet. Students may need assistance to learn how to use search engines and discover appropriate websites.

Titles of books for additional reading appropriate to the subject matter at this grade level are included in each book.

Although many of the questions are open-ended, answer keys are included at the back of the book for questions with specific answers.

Share a journey through history with your students as you explore the books in the Mark Twain Media, inc., American History series:

discovering and exploring the Americas
Life in the Colonies
The American Revolution
The Lewis and Clark Expedition
The Westward Movement
The California Gold Rush
The Oregon and Santa Fe Trails
Slavery in the United States
The American Civil War
Abraham Lincoln and His Times
The Reconstruction Era
Industrialization in America
The Roaring Twenties and Great Depression
World War II and the Post-War Years
America in the 1960s and 1970s
America in the 1980s and 1990s
1619  The first slaves were brought to Jamestown colony by a Dutch trader.

1688  The first formal protest of slavery in the Americas was signed by Pennsylvania Quakers.

1776  The Declaration of Independence was signed.

1786  Importation of new slaves ended in all states except Georgia and South Carolina.

1787  Slavery was prohibited in the Northwest Territory.

1793  The first federal Fugitive Slave act made it illegal to assist runaway slaves.

1807  British Parliament prohibited British subjects from engaging in the slave trade after March 1, 1808.

1820  The Missouri Compromise was put into effect.

1850  The second Fugitive Slave Law was passed.

1852  *Uncle Tom’s Cabin* was published.

1857  The Supreme Court ruled in the *Dred Scott* case.

1860  **November:** Abraham Lincoln was elected president.
      **December:** South Carolina seceded from the Union.

1861  **January:** Mississippi, Florida, Alabama, Georgia, and Louisiana seceded from the Union.
      **January 29:** Kansas was admitted to the Union.
      **February 1:** Texas seceded from the Union.
      **February 9:** Jefferson Davis was elected President of the Confederate States of America.
      **March 4:** Abraham Lincoln was inaugurated as president.
      **April 12:** The Battle at Fort Sumter began.
      **April 17:** Virginia seceded from the Union.
      **May:** Arkansas, Tennessee, and North Carolina seceded from the Union.
      **July 21:** The First Battle of Bull Run was fought.
      **November:** George McClellan was appointed head of the Union army.
      Richmond, Virginia, was named the Confederate capital.
Time Line of The American Civil War

1862

March 9: The battle between the U.S.S. Monitor and the C.S.S. Virginia (Merrimac) took place.
	April 6–7: The Battle of Shiloh was fought.
	June: Robert E. Lee was appointed commander of the army of northern Virginia.
	June 25–July 1: The Battle of the Seven Days was fought.
	August 29–30: The Second Battle of Bull Run was fought.
	September 17: The Battle of Antietam was fought.
	November 7: Ambrose Burnside replaced McClellan.
	December 13: The Battle of Fredericksburg was fought.

1863

January 1: Lincoln issued the Emancipation Proclamation.
	January 26: Joseph Hooker replaced Burnside.
	March: The first Conscription act was passed.
	May 1–4: The Battle of Chancellorsville was fought.
	May 22: The siege of Vicksburg began.
	June 19: West Virginia joined the Union as a separate state.
	June 28: George Meade replaced Hooker.
	July 1–3: The Battle of Gettysburg was fought.
	July 4: The Confederate fort at Vicksburg was surrendered to Union General Ulysses Grant.
	November 19: Lincoln delivered his Gettysburg address.

1864

March 12: Ulysses S. Grant became supreme commander of the Union army.
	June 1–3: The Battle of Cold Harbor was fought.
	July 22: The Battle of Atlanta was fought.
	September: Union troops occupied Atlanta.
	November 8: President Lincoln was reelected.
	November 15: William T. Sherman began his march to the sea from Atlanta to Savannah.

1865

March 4: Lincoln began his second term as president.
	April 3: The Union army captured Richmond.
	April 9: The Civil War ended when General Lee surrendered.
	April 14: President Lincoln was assassinated.
	April 15: Andrew Johnson became president.
	December 6: The Thirteenth amendment abolished slavery.
What caused the Civil War? The most common answer is slavery. There is no doubt that the disagreement about slavery was a major cause. Although there were many differences between the Southern and Northern states, slavery was the only institution not shared by both areas.

Not only did they disagree about the legality and morality of slavery, but they also disagreed about extending slavery into the West. Northerners wanted to end the expansion of slavery into new territories. Slave owners wanted to extend slavery to all new states.

Another major issue was states’ rights. Southerners believed individual states should have more control over laws than the federal government.

The North and South disagreed on tariffs (taxes on goods brought in from another country). As early as the 1830s, South Carolina threatened to leave the Union over this issue. Farmers and plantation owners of the South wanted to sell their cotton and tobacco to other countries and buy manufactured goods as cheaply as possible because the South had few factories.

Northern factory owners wanted high tariffs on imported goods so they could sell their own products in the United States. They wanted to keep out competition by making foreign goods more expensive.

In 1860, a lawyer in Georgia stated: “...in this country have arisen two races [northerners and Southerners] which ... have been so entirely separated by climate, by morals, by religion, and by estimates so totally opposite to all that constitutes honor, truth, and manliness, that they cannot exist under the same government.”

Use the internet and other reference sources to learn more about an issue other than slavery that contributed to the secession of the Southern states and the outbreak of the Civil War. On your own paper, summarize the views of the North and the South on that issue.
The American Civil War

An Overview of Slavery

Slavery did not begin when the first Dutch ship traded a cargo of African slaves for food at the Jamestown colony in 1619. Nor did it end when slavery was outlawed in the United States in 1865. Slavery has been a part of human history since the earliest times.

People in ancient China, Mesopotamia, India, Egypt, Greece, and Rome owned slaves. In South America, the Aztecs, Incas, and Mayas practiced slavery. Being a slave meant being forced to work without any pay or benefits.

Some people became slaves as a form of punishment because they committed crimes or couldn’t pay their debts. The term of slavery was set for a period of years. After that time, they were again free. Their children usually remained free.

In 1441 a Portuguese trader kidnapped ten Africans and took them to Portugal as slaves. Kidnapping as a way of obtaining slaves continued for a time, but this soon led to conflict with African leaders. Rather than kidnapping, Portuguese traders could exchange horses, silks, and silver for slaves. Slavery was common in Africa at the time. Most slaves were prisoners of war who became slaves for life. Their children automatically became slaves.

The African leaders were willing to trade slaves for goods with Europeans. Spain, Portugal, the Netherlands, and other European countries traded goods for slaves with the rulers of several great empires (Mali, Benin, Dahomey, and Kongo) along the coast of Africa.

By 1448 there were about 1,000 slaves in Portugal, mainly used for agricultural work. The Spanish imported slaves to work in their colonies in the new World. Dutch traders took the first slaves to the British colony of Jamestown in 1619.

Although slavery is illegal in all countries today, people are still forced into conditions very much like slavery in some countries.

1. How would you feel about being a slave? Be specific.

2. On your own paper, explain what you think of slavery as a form of punishment for crimes.
The American Civil War

What rights did Slaves Have?

name: __________________________ date: __________

What Rights Did Slaves Have?

Each colony enacted its own laws regarding slavery, but by the 1680s, the laws in most colonies were similar. Slavery was legal in all colonies. Slaves were not recognized as persons by law; therefore, they had no legal rights.

Slavery was a permanent condition inherited through the mother. Slaves were considered property. They could be bought, sold, punished, or loaned to someone else, the same way a person might loan a neighbor a hoe or a horse. Like other forms of property, slaves could be passed on to others in a will or given away.

Slaves could not own any property, make contracts, serve as witnesses in a court, or serve on juries. Since marriage is a contract, no slave marriage was considered legal.

Even freed slaves were restricted by laws that controlled their travel, employment, and legal status. In many states, a freed slave was required to leave the state.

Slaves charged with crimes in Virginia were tried in a special court. They had no rights to trial by jury. The purpose of the trial was not to seek justice, but to set an example for other slaves by imposing terrible punishments that could include whipping, branding, or a tortured death.

1. What rights do you think your skates or TV have? __________________________
2. What rights do you think pets or other animals have? __________________________
3. How would you feel if you were considered the property of another person?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. Do you think slaves were treated more like objects or animals? Explain your answer.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. On your own paper, write down what you think your most important right is. Why?

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Not All Southerners Were Slaveholders

Most people think of White Southerners in the 1700s and 1800s as slave owners, but only one in four Southern families actually owned slaves. Three-quarters of Southern families did not own slaves.

By the time the Civil War began in 1861, about 25 percent of the Blacks in the South were free. Most free Blacks in the South weren’t much better off than slaves, but in some areas they were allowed to marry, own property, attend schools, and even own slaves of their own.

Not all slaves worked on huge plantations. Only about 30,000 Southerners owned fifty or more slaves. Most Southerners who owned slaves lived and worked on smaller farms and in cities. Slaves also worked in shipyards, in businesses, and as house slaves.

Sometimes slaves were hired out by their masters and all wages were paid to their owners. Southerners needed cheap labor to work the fields of cotton and tobacco. This made slavery very important to the economy.

The invention of the cotton gin by Eli Whitney in 1793 cut the cost of producing cotton. This machine could clean cotton much faster than people could. Since this lowered the cost of producing cotton, the price went down, and the demand for cotton cloth increased. Growing more cotton meant the need for even more workers.

Wealthy families who owned large plantations and many slaves wanted to maintain their status by controlling the source of their wealth—cotton, slaves, and all laws regarding slavery. Unlike other societies, slavery in the South was not based on forcing prisoners of war to be slaves—slavery was based on race. The early European colonists believed that Africans were inferior, suited by their character and circumstances to be slaves forever. This attitude remained most strongly in the South, long after Europe abolished slavery and the slave trade.

1. What percentage of Southerners were not slaveholders? ___________________

2. How would you feel if you were forced to go to work six days a week for ten or more hours a day, but received no pay for your work? ___________________

3. How would you feel if you were a farmer today and the government wanted to pass a law making tractors illegal? ___________________
The attitude towards slavery in the north was very mixed. Not every northerner believed slaves should be free. Even among those who wanted to abolish slavery, many didn’t think Blacks deserved equal rights.

Slavery was common in all the northern American colonies for a time. The Dutch in New Amsterdam imported slaves to work on their farms in the Hudson Valley. According to Dutch law, children of freed slaves were still legally slaves.

Other Europeans who settled in the New World kept slaves to work in their homes, on farms, and in businesses. Most shipowners and sea captains involved in the slave trade were northerners. Several northern coastal cities became centers for slave traffic. Slavery existed in every American colony until the Revolutionary War. Vermont was the first to end slavery in 1777. New York was the last northern state to abolish slavery in 1817.

Even after slavery became illegal in the north, the lives of free Blacks living there were very difficult. Whites, especially recent immigrants, feared Blacks would take over jobs, leaving them unemployed. Mobs rampaged through areas where Blacks lived and worked in Ohio and New York. Many Blacks fled to Canada.

White rioters in Philadelphia in 1834 and 1842 destroyed Black churches, attacked Black men and women on the streets, and burned their homes. In some states, federal troops were needed to stop the violence.

Schools that allowed Black students to attend were destroyed in several northern states. In Canterbury, Connecticut, shop owners refused to sell supplies to a woman who ran a private school that admitted Black girls; her neighbors even tried to poison her well. Finally, she was ordered to close the school and was arrested. The townspeople then destroyed the school building.

On your own paper, answer the following questions.

1. Imagine living in a large northern city. Mobs of White people are rampaging through your city, attacking Blacks, and destroying their homes. What would you do?

2. If you were a White person living in Canterbury, Connecticut, how would you have felt about the woman who ran the school?
after the revolutionary War, the leaders of the new nation met to write a constitution. although slavery was illegal in the northern states, slavery was not abolished in the Constitution. if that had been part of the Constitution, delegates from the Southern states would have refused to sign, and the Southern states would have refused to ratify it.

The writers of the Constitution decided it was more important to put together a strong new nation than to deal with the difficult and controversial issue of slavery.

The Constitution stated that the federal government could not abolish the importation of new slaves for 20 years and gave slave owners the right to capture runaway slaves, even in states where slavery was illegal.

There were other issues besides slavery that needed to be solved. Many compromises were made before the final draft of the Constitution was approved.

Large states wanted more representatives in Congress, based on population. Small states wanted equal representation. in the Constitution, all states received equal representation in the Senate. The number of members of the House of representatives was based on population. although the Southern states refused to consider slaves as people, they wanted them included in their total population. This made another compromise necessary: for representation, each slave was counted as $\frac{3}{5}$ of a person.

States’ rights were a major concern, primarily to Southerners who considered belonging to the United States as a voluntary agreement. They wanted to limit the powers of the federal government. They claimed each state could determine if a federal law was constitutional and could refuse to carry out federal laws if that law infringed on the state’s rights.

1. Use a thesaurus. List five synonyms for *infringe*. __________________________________________

2. What is your opinion of the compromise of making each slave count for $\frac{3}{5}$ of a person?

3. Do you agree or disagree with the decision of the writers of the Constitution in not dealing with the issue of slavery? explain your answer on your own paper.
The Federal Fugitive Slave Laws

People who have been forced into slavery have always sought ways to escape their bondage. In the United States, slaves from Southern states fled to northern states or Canada where slavery was illegal. Southerners objected when slaves escaped because they lost “valuable property.”

The federal fugitive slave laws in the United States made it easier for slave owners to return runaways to their homes, even if they were captured in a state where slavery was illegal. These laws reinforced the commitment of the federal government to the belief that slaves were property.

The Fugitive Slave Law of 1793 allowed slave owners or their agents to capture fugitives in any state or territory. Whites in northern cities often tried to stop “slave-catchers,” professional bounty hunters who hunted for, captured, and returned runaway slaves to their masters.

Northerners objected to the fugitive slave laws, because they felt the laws denied individual liberty. Many northerners believed that once a slave entered a free state, he or she should automatically be free. They also felt the laws offered too little protection for freed slaves who were often kidnapped and sold back into slavery.

Slave owners felt the law wasn’t strong enough. There were no penalties for helping a slave escape or harboring a fugitive. They believed the federal law violated the rights of states to make their own laws regarding property.

In 1850, the federal government passed a stricter fugitive slave law making it mandatory for federal marshals to assist in recapturing runaways. It also penalized anyone helping a slave escape; penalties included fines and imprisonment for up to six months.

1. With which side do you agree? Give reasons for your answers.

2. How do you think northerners felt about the stricter fugitive slave law?

3. How do you think slave owners felt about the 1850 law?