

Activating Strategy: Tagmania and Gagoola



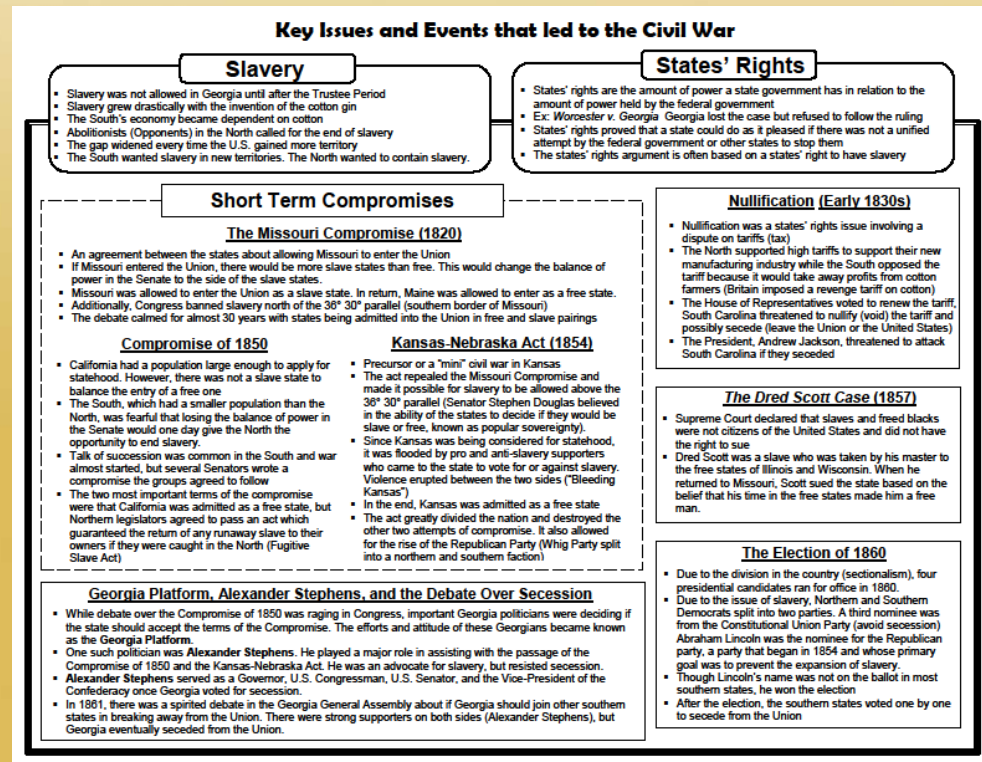
**How did
government
policies and key
issues lead to the
civil war?**



Standard: SS8H6a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.



For this lesson, you will receive a completed graphic organizer with the important information from the lesson. Class time will be spent examining each of the causes of the Civil War.



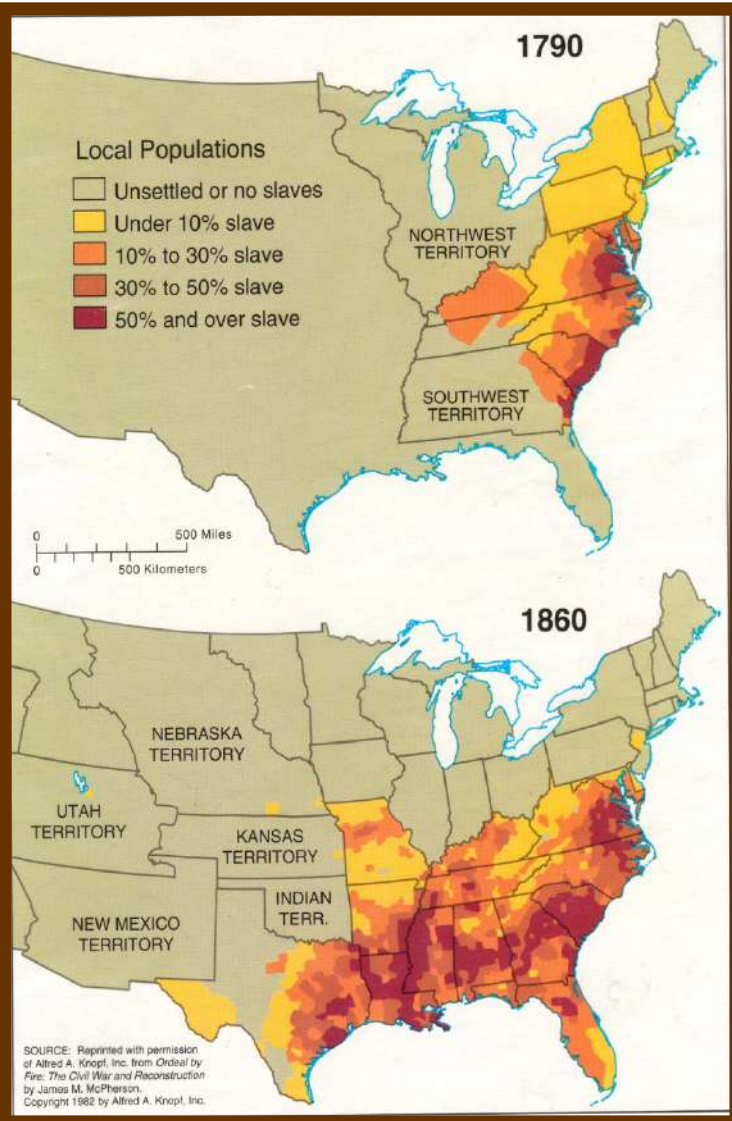
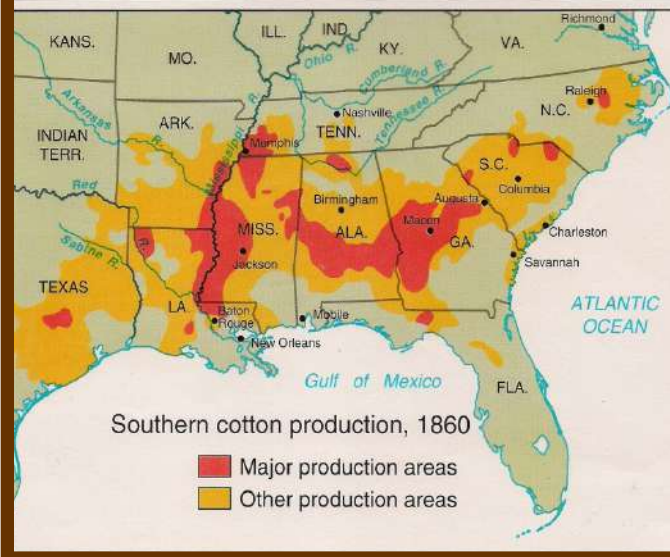
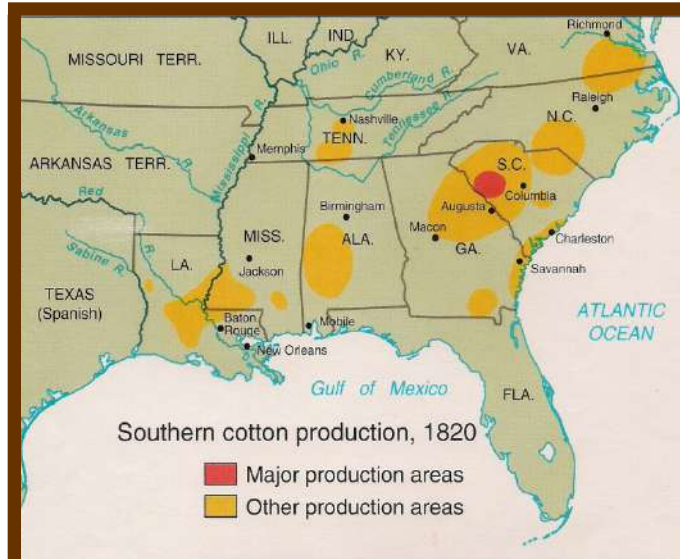
Think, Pair, Share

Based on your previous knowledge, what was the main cause(s) of the Civil War?

Most people answer slavery, which is correct. However, you will learn in this lesson that there were other factors (tied to slavery) that also played a significant role in the start of the Civil War.



Examine the maps below. What happened to slavery? Why?

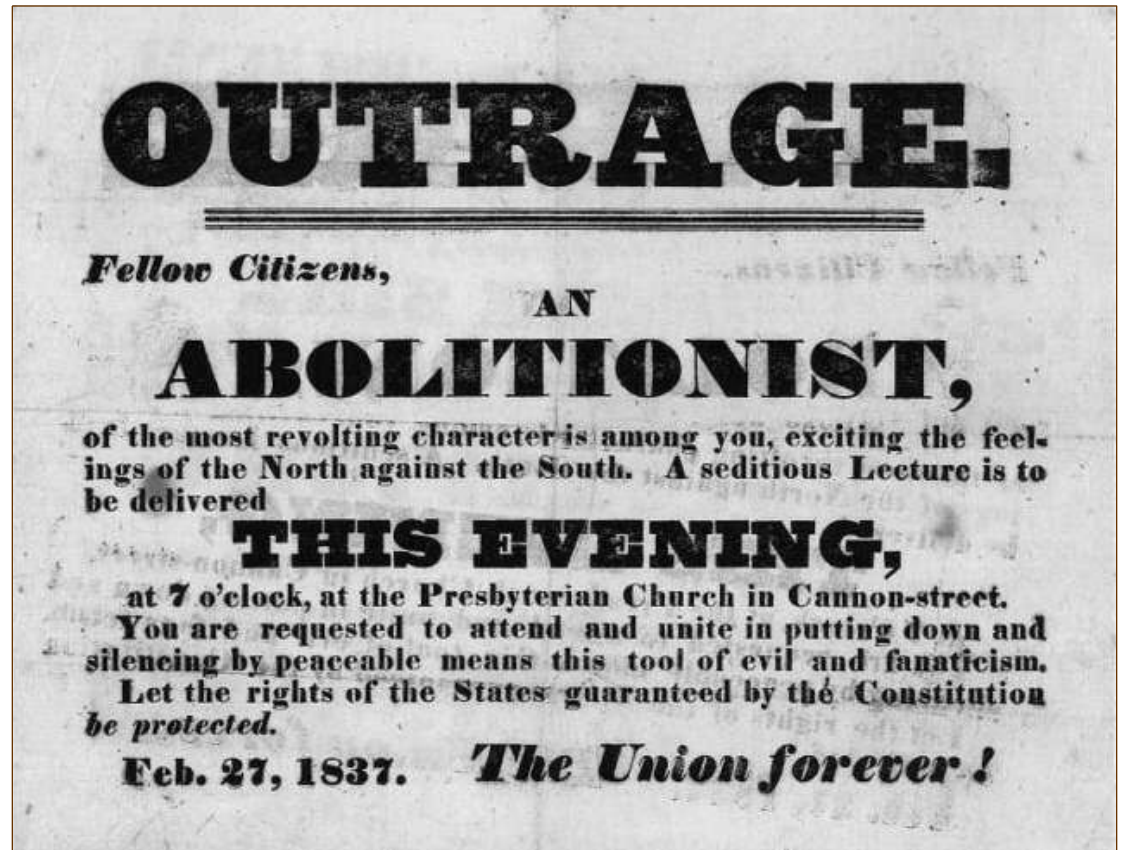


- Once slavery was legalized (after the Trustee Period), it grew quickly due to Georgia's agriculture based economy.
- However, slavery grew exponentially with the invention of the cotton gin.
- The South's dependence on cotton led to a change of attitude about the evils of slavery.

Slavery



Examine
the flyer to
the right.



To what Northern feelings against the South
is it referring? What is meant by “rights of
the states”? What do you think are the
beliefs of an abolitionist?

Abolitionists were against slavery.

Read the quotes on the
following slides. Determine
whether the person would
be considered an abolitionist.



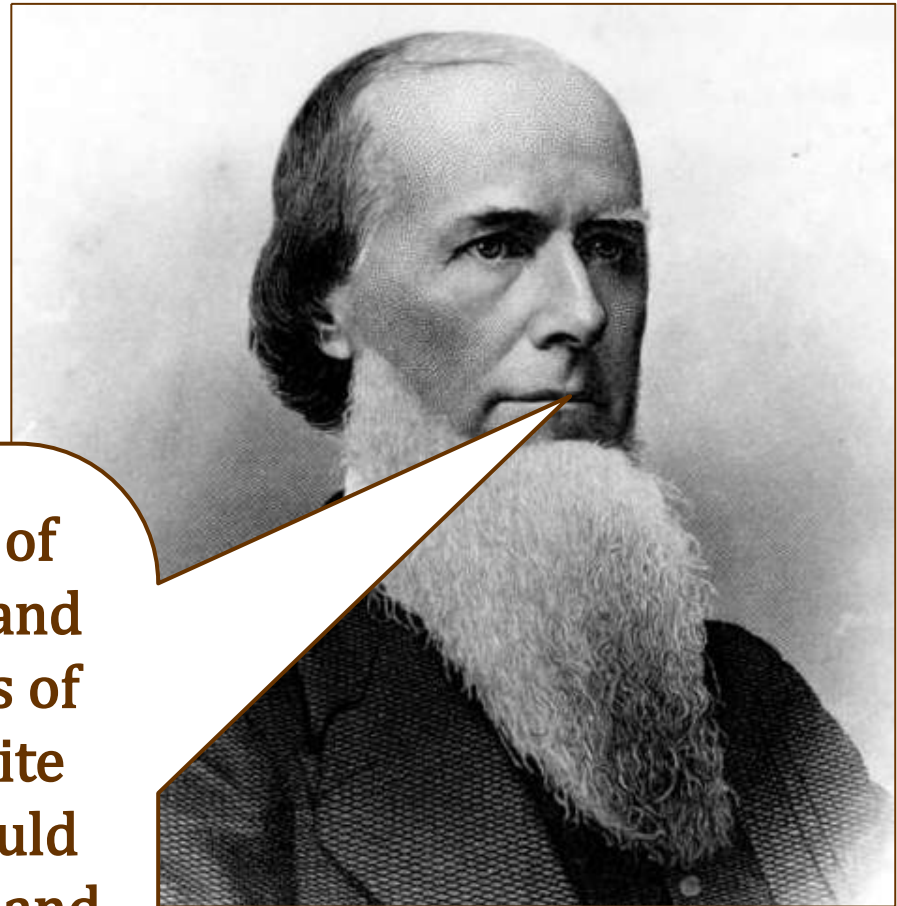
William Lloyd Garrison

“Wherever there is a human being, I see God-given rights inherent in that being, whatever may be the sex or complexion.”

A black and white engraving of William Lloyd Garrison, an older man with glasses, wearing a dark suit and a white clerical collar. He is looking slightly to the left.

Abolitionist

Joseph E. Brown

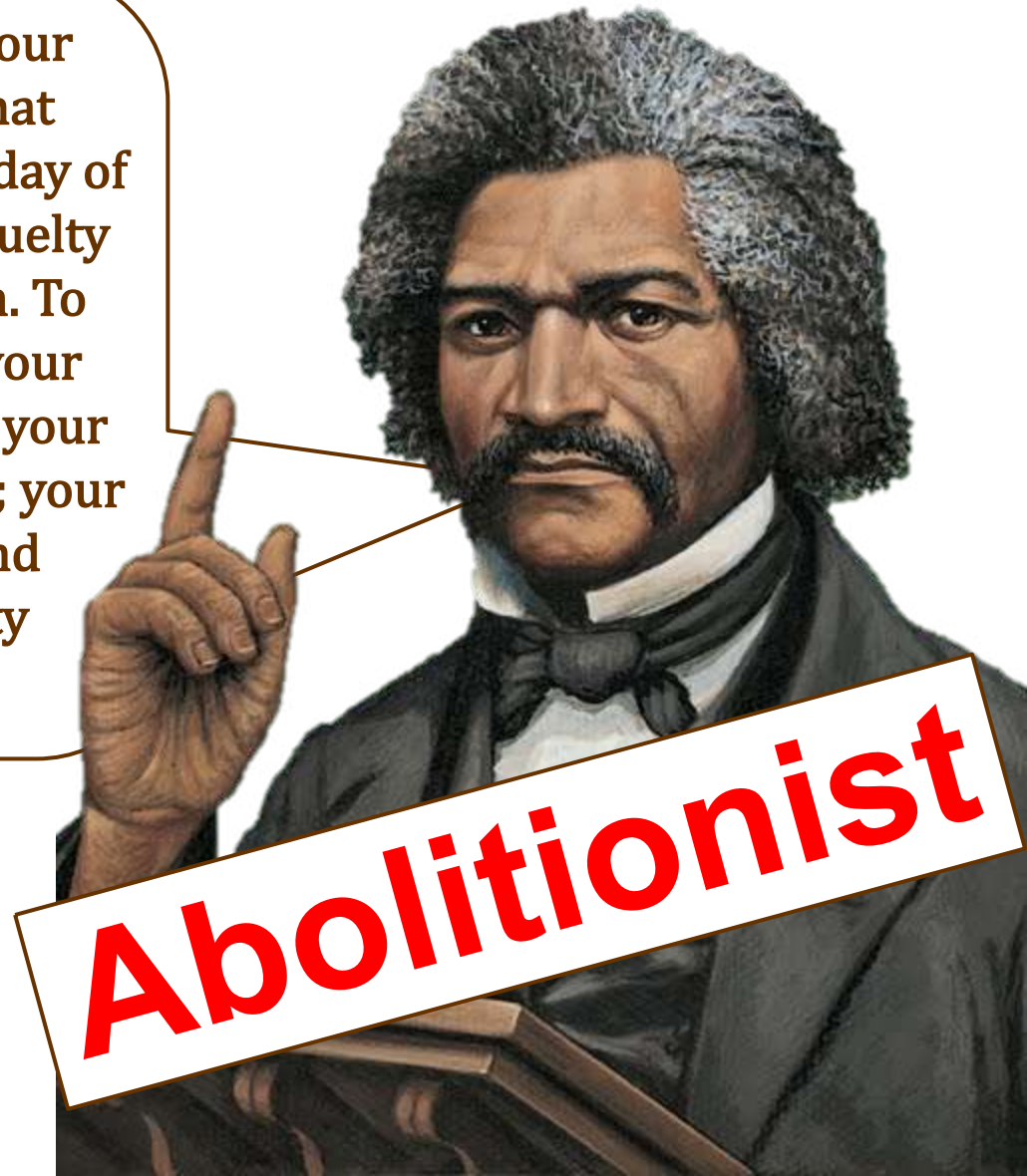


“What effect will the abolition of slavery have upon the interest and social position of the large class of non-slaveholders and poor white laborers in the South? Here would be the scene of the most misery and ruin. Probably no one is so unjust as to say that it would be right to take from the slaveholder his property without paying for it.”

Frederick Douglass

“What to the American slave is your Fourth of July? I answer a day that reveals to him more than all other day of the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham; your boasted liberty an unholy license; your national greatness, swelling vanity; your sound of rejoicing are empty and heartless; your shouts of liberty and equality, hollow mock...”

<https://www.youtube.com/watch?v=wkH2Ck-gH0I>



Abolitionist

Harriet Beecher Stowe

“It’s a matter of taking the side of the weak against the strong, something the best people have always done.”



Abolitionist

Robert Toombs

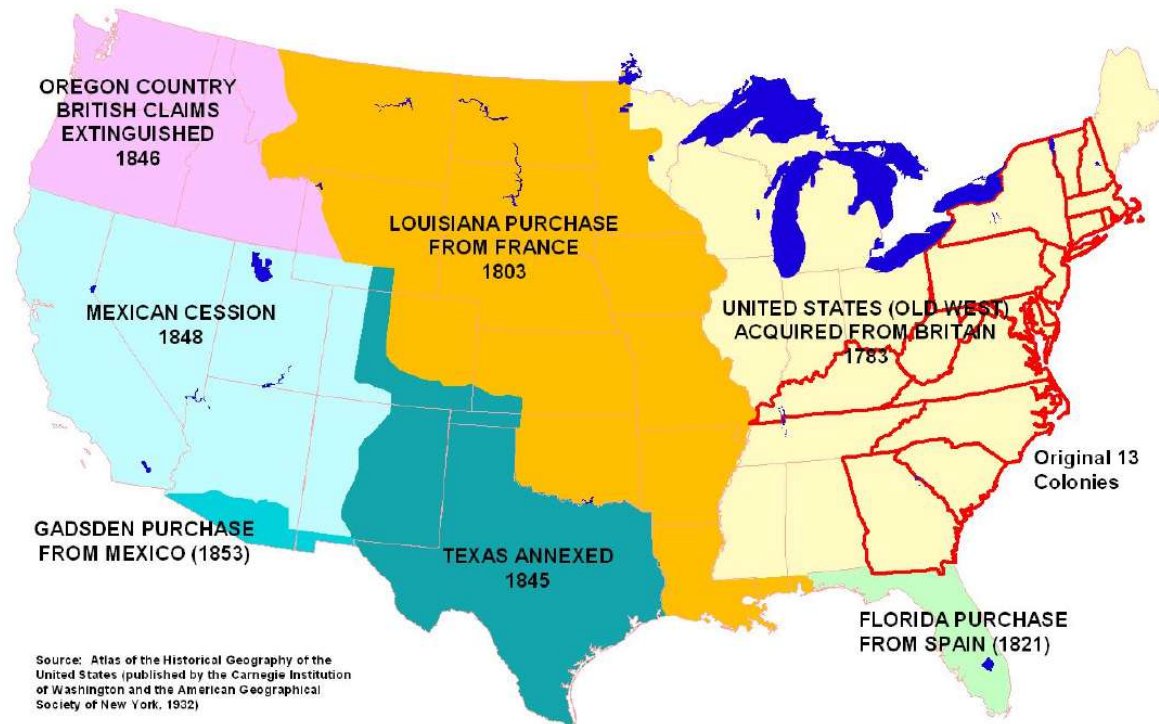
“The basis, the cornerstone of this government, was the perfect equality of the free, sovereign, and independent states which made it.”



After the American Revolution, Georgia and the U.S. quickly expanded its territory. How did the issue of slavery affect new territory acquisition?

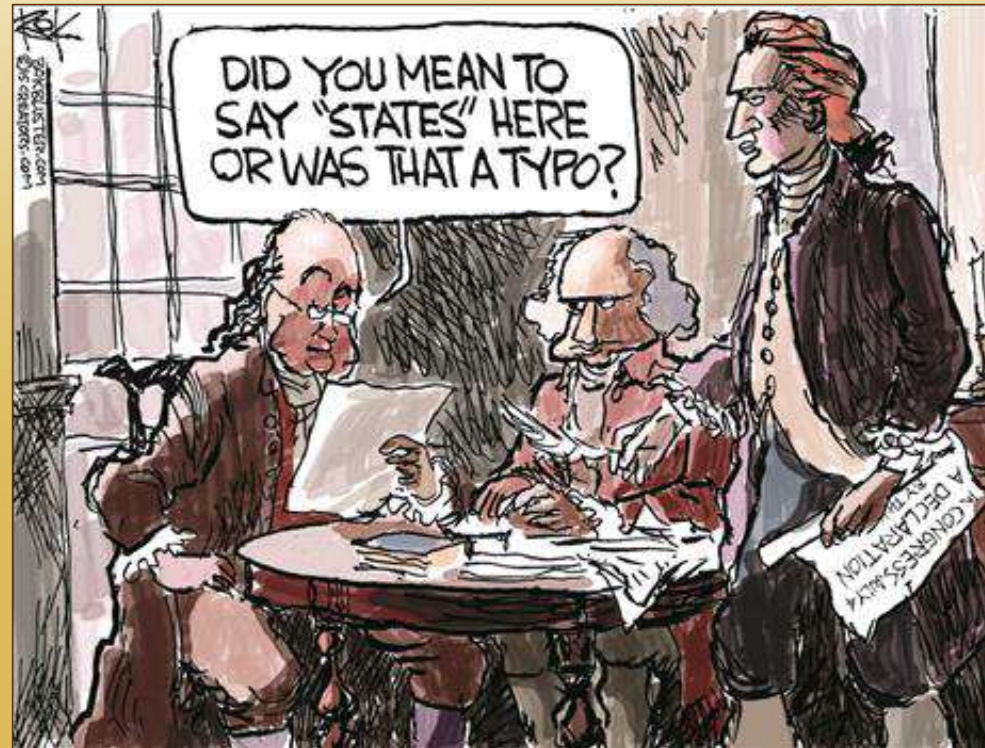


Every time the U.S. gained more territory,
the gap widened between proponents and
opponents of slavery.



The South wanted slavery in new
territories. The North wanted to contain
slavery.

Another major issue that led to the Civil War was States' Rights.



Defining Ideas in Context: States' Rights Activity

The issue of Nullification was based on the concept of States' Rights

Nullification meant that states could nullify, or void, any federal law thought to be unconstitutional.

[The Tariff of Abominations](#) [1:40]

Nullification Activity [see curriculum map]



Think, Pair, Share

Describe a “states’ rights” issue in your own life over which you would be willing to “secede” from a “union” (family, friend, activity).

Describe a rule in your own life that you would “nullify” if you had the chance. Why? Would it impact others? How?



The issues of slavery tied with the concept of states' rights left a huge rift on the country.

Controversy after controversy widened the gap, and for almost 40 years members of the U.S. Congress tried to close the wounds with compromises and acts that amounted to band-aids.



Short Term Compromises

- The Missouri Compromise
- The Compromise of 1850
- The Kansas-Nebraska Act



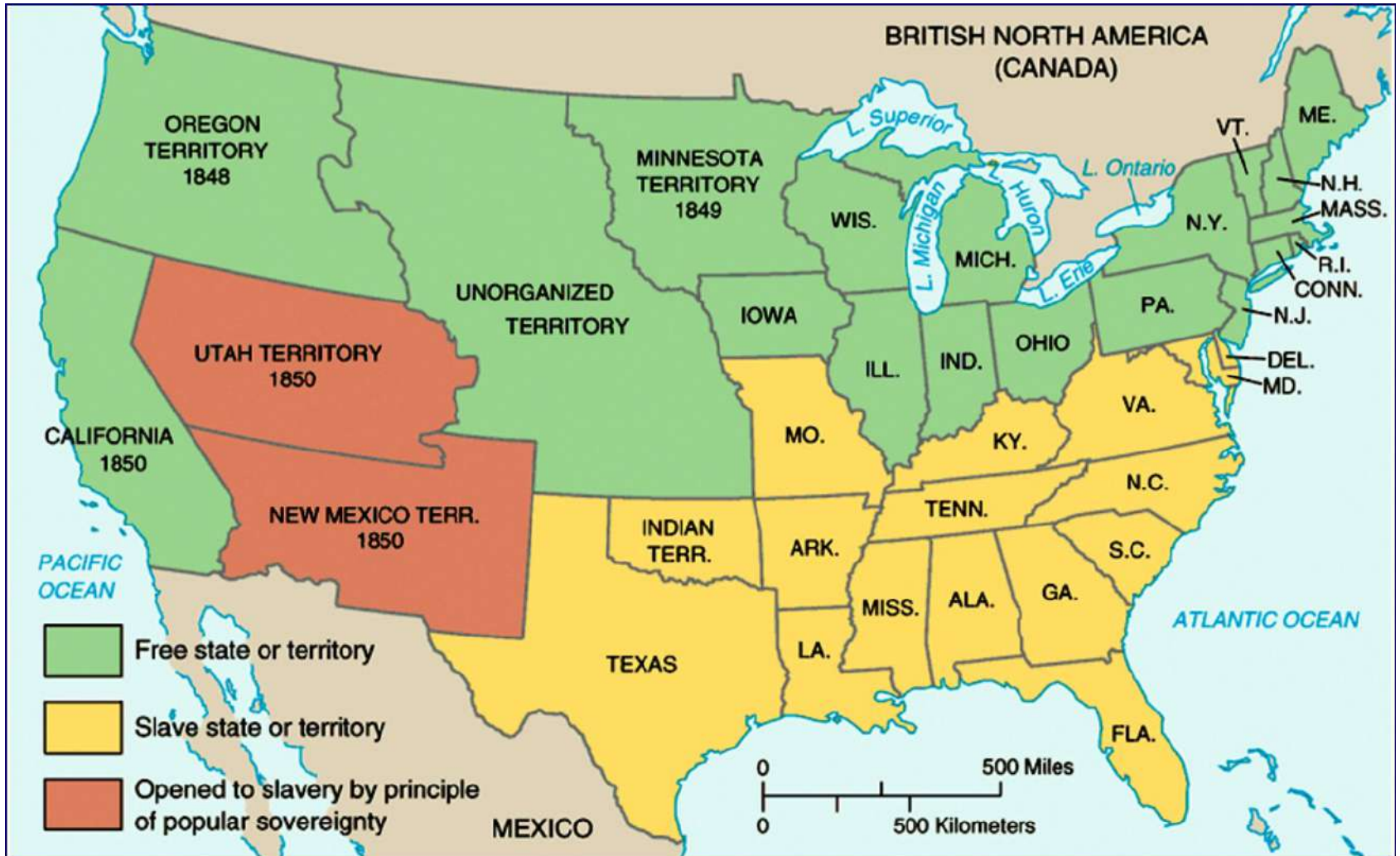
The Missouri Compromise



Map 9-3
America: A Concise History, Third Edition
© 2006 Bedford/St. Martin's

<https://www.youtube.com/watch?v=JTSbn5cE4LA>

The Compromise of 1850



Compromise of 1850: Shake It Off Parody

Short Term Compromises Before the Civil War

Name _____ Date _____ Period ____

Slavery had come to America in 1619. It existed through the American Revolution, even after Thomas Jefferson penned his famous lines in the Declaration of Independence, "All men are created equal. They are endowed by their creator with certain unalienable rights. That among these are life, liberty, and the pursuit of happiness." Obviously, slaves were not part of this equation. When it came time to write the Constitution, the word "slavery" was never used. Instead, the framers chose to use the term "other people." These other people were counted as 3/5 of a person for the purposes of representation in Congress according to the 3/5 Compromise. This compromise kept slavery in the United States intact. The founders also decided not to do anything about the issue of slavery for twenty years. Someone else would have to deal with it.

The Missouri Compromise

In 1820 with the admission of Missouri to the Union, the issue of slavery came up again. There was already a great deal of tension between the North and the South. The South was highly agricultural. It wanted to keep slavery as a way of life on their plantations. The North, which was far more industrial, saw this "peculiar institution" as unnecessary and increasingly morally wrong. One way the government tried to limit the tension was by keeping the number of slave and free states equal. So, in 1820, when Missouri met the requirements for statehood and applied for admission to the Union as a slave state, there was a problem. The balance of free and slave states would be destroyed.

The Missouri Compromise seemed to solve the problem by admitting Missouri as a slave state and Maine as a free state, keeping the number of free and slave states equal. It also divided the rest of the Louisiana Purchase into slave and free territory.

Excerpt from the Missouri Compromise, 1820

SEC. 8. And be it further enacted, That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited...

Use the map provided by the teacher to label the map to the right illustrating the conditions of the Missouri Compromise. Be sure to identify the 36° 30' line.



1. How did the Missouri Compromise solve the "slave state" and "free state" problem?

Short Term Compromises Before the Civil War

Name _____ Date _____ Period ____

The Compromise of 1850

Divisions over slavery in territory gained in the Mexican-American War (1846-48) were resolved in the Compromise of 1850. It consisted of laws admitting California as a free state, creating Utah and New Mexico territories with the question of slavery in each to be determined by popular sovereignty (voters decided), settling a Texas-New Mexico boundary dispute in the former's favor, ending the slave trade in Washington, D.C., and making it easier for southerners to recover fugitive slaves.

Shade the map below illustrating the conditions of the Compromise of 1850 to match your "free" and "slave" state map above for the Missouri Compromise. Use the map to answer the questions below.



2. What is meant by "popular sovereignty"?

3. Compare the number of "slave" states to the number of "free" states.

4. A compromise is an agreement or a settlement of a dispute that is reached by each side making concessions (giving up something). Identify whether the statements below were concessions from the South or concessions from the North in the Compromise of 1850. Write the concessions in the correct column of the table below.

- Fugitive Slave Law
- Texas gets \$10 million
- California admitted as a free state
- Slave trade prohibited in Washington D.C.
- Slaveholding permitted in Washington D.C.
- Texas loses boundary dispute with New Mexico
- No slavery restrictions in Utah or New Mexico territories

South Conceded to the North	North Conceded to the South

The Georgia Platform



The Georgia Platform

Name(s) _____ Date _____

While debates were raging in Congress over the Compromise of 1850, Georgia politicians were deciding if the state would accept the terms of the compromise. On December 10, 1850, the Georgia state convention adopted the Georgia Platform which resolved that:

if the thirteen original parties to the contract, ...scarcely developed, their revolutionary trials and triumphs, still green in memory, found Union impossible without Compromise, the thirty-one of this day, may well yield somewhat, in the conflict of opinion and policy, to preserve that Union... the rejection of propositions to exclude slavery from the Mexican territories and to abolish it in the District of Columbia, and whilst she does not wholly approve, will abide by it as a permanent adjustment of this sectional controversy.

1. What ultimate decision is the Georgia Platform stating? _____

Georgia maintained its attachment to the principle that the Congress had no power to regulate slavery in the territories, but it would trade principle for a fair deal. Georgia could have slavery with Union, provided the finality of the agreement. Georgia could give a little to get a little. Read the excerpt below describing Georgia's position on the Compromise of 1850:

the State of Georgia in the judgment of this Convention, will and ought to resist even (as a last resort,) to a disruption of every tie which binds her to the Union, any action of Congress upon the subject of slavery in the District of Columbia, or in any places subject to the jurisdiction of Congress incompatible with the safety, domestic tranquility, the rights and honor of the slaveholding States, or any refusal to admit as a State any territory hereafter, applying, because of the existence of slavery therein, or any act prohibiting the introduction of slaves into the territories of New Mexico and Utah, or any act repealing or materially modifying the laws now in force for the recovery of fugitive slaves.

That it is the deliberate opinion of this Convention, that upon the faithful execution of the Fugitive Slave Bill by the proper authorities depends the preservation of our much loved Union.

2. The Georgia Platform supported the preservation of the Union, but with conditions. List some of Georgia's conditions from the excerpt for preserving the Union.

3. Based on the excerpt above, what condition to the Compromise of 1850 does Georgia consider the most important?

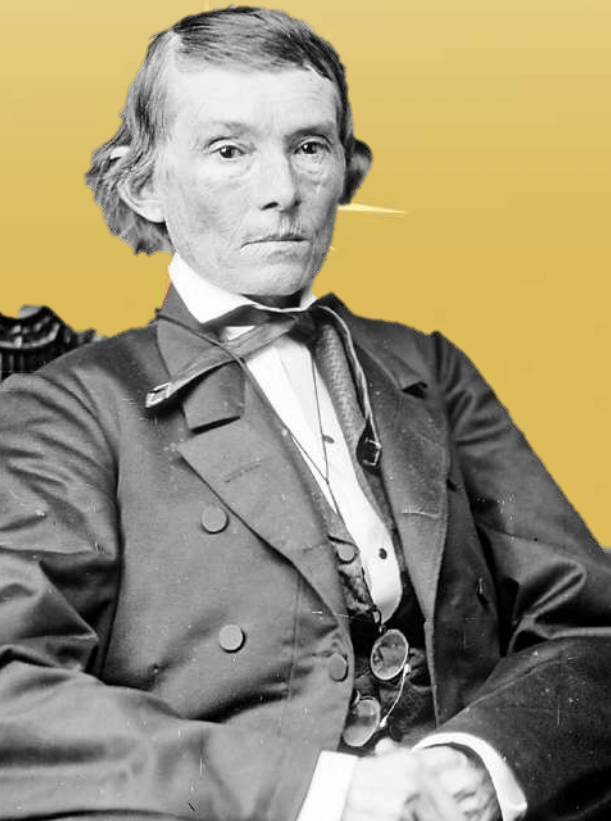
4. Based on both excerpts from the Georgia state convention which became known as the Georgia Platform, what does Georgia threaten to do if their conditions are not met?

Georgia Platform

- While debate over the Compromise of 1850 was raging in Congress, Georgia politicians were deciding if the state should accept its terms
- The efforts and attitude of these Georgians became known as the Georgia Platform



- He played a major role in assisting with the passage of the Compromise of 1850 and the Kansas-Nebraska Act.
- He supported slavery, but resisted secession (breaking away from the Union)



Alexander Stephens

Think, Pair, Share

What was the main purpose of the Missouri Compromise and the Compromise of 1850?

To maintain the balance of power between “slave states” and “free states”



**The word sovereignty means
supreme power or authority.**

**What do you think popular
sovereignty means? How
does this relate to the issue
of slavery and states' rights?**



Kansas-Nebraska Act



<http://teachingamericanhistory.org/static/neh/interactives/sectionalism/lesson3/>

<https://www.youtube.com/watch?v=YIXmvr4kTEM>

The Constitution states “We the people of the United States”. Who do you think the founding fathers meant as “people”?

Listen to the audio file below of Frederick Douglass [1:28]. How does he interpret the phrase “We the people of the United States”?

<http://www.teachushistory.org/files/dredscott/15.mp3>

The interpretation of this part of the Constitution is significant in our next cause of the Civil War...the Dred Scott Decision.



Dred Scott Decision

Use some of resources below:

- [African American Voices Lesson: Dred Scott Decision](#)
- [Dred Scott Mock Trial](#)
- [An Unpopular Decision – The Dred Scott Decision](#) Video [2:00] or [The Dred Scott Decision](#) [5:46]



Think, Pair, Share

How did the Dred Scott
Decision intensify
tensions between the
North and the South?



The Election of 1860

Due to the division in
the country, four
presidential candidates
ran for office in 1860.



The Election of 1860

Examine the four party platforms. Identify the position of each in terms of proslavery, anti-slavery, or pro-union.



See Curriculum Map for Platforms

The Election of 1860

- Democratic Platform (Northern) – Stephen Douglas wanted people to decide about slavery in their own state/territory (popular sovereignty)
- Democratic Platform (Southern) – John Breckinridge wanted to ensure slaveholders could own slaves in new territories
- Republican Platform – Abraham Lincoln opposed the spread of slavery in new territories
- Constitutional Union Platform – John Bell wanted to keep the union intact

Election of 1860 Prediction Activity (see curriculum map)

Election of 1860 Prediction

1. On the map below predict (color or shade) which candidate will win each state
2. Form a hypothesis of the geographic trends you anticipate seeing in the election.

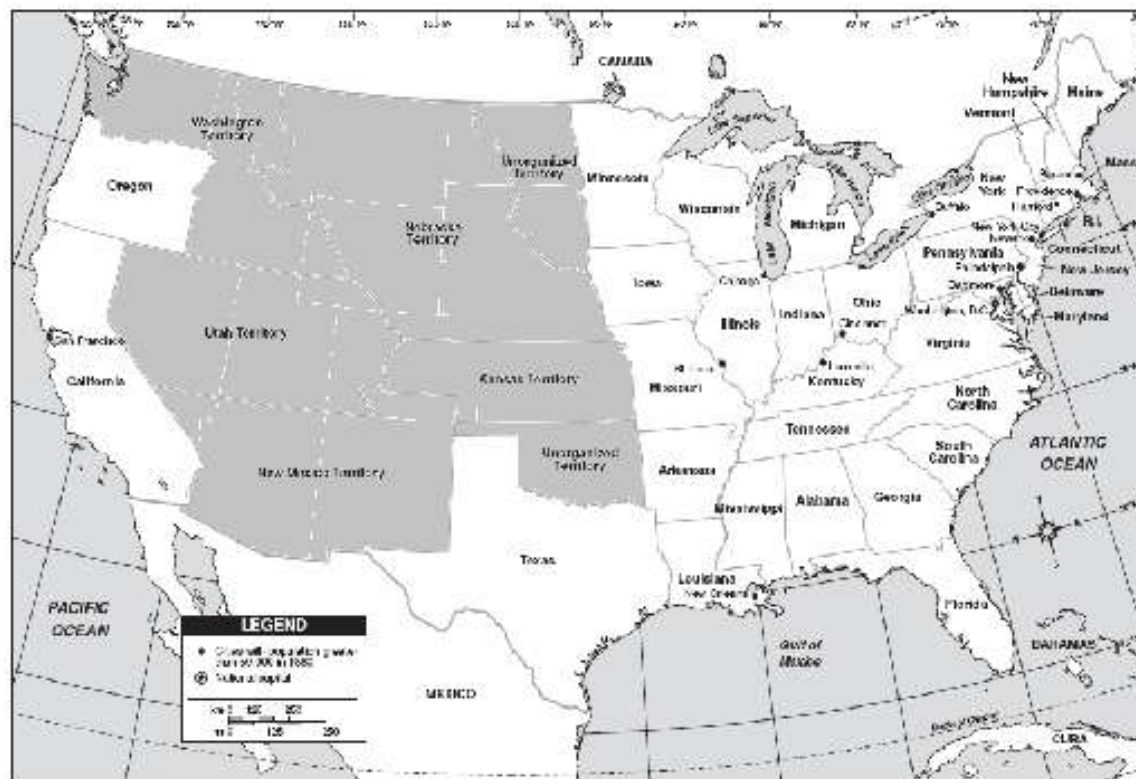
United States of America: 1860

Democratic Platform (Northern) –
Stephen Douglas wanted people to decide about slavery in their own state/territory (popular sovereignty)

Democratic Platform (Southern)
– John Breckinridge wanted to ensure slaveholders could own slaves in new territories





Republican Platform – Abraham Lincoln opposed the spread of slavery in new territories

Constitutional Union Platform – John Bell wanted to keep the union intact





The Outcome of the Election of 1860

Electoral Vote by State		Popular Vote	
REPUBLICAN Abraham Lincoln	180		1,865,593
DEMOCRATIC, SOUTHERN John C. Breckinridge	72		848,356
DEMOCRATIC, NORTHERN Stephen A. Douglas	12		1,382,713
CONSTITUTIONAL UNION John Bell	39		592,906
	<hr/> 303		<hr/> 4,689,568

The Election of 1860

Believing that Lincoln's ultimate goal was to end slavery, the southern states voted one by one to secede from the Union. South Carolina was the first state to secede.



Optional Secession Activator [See Curriculum Map]



Debate Over Secession

In 1861, there was a spirited debate in the Georgia General Assembly about if the state should join its southern brethren in breaking away from the Union.

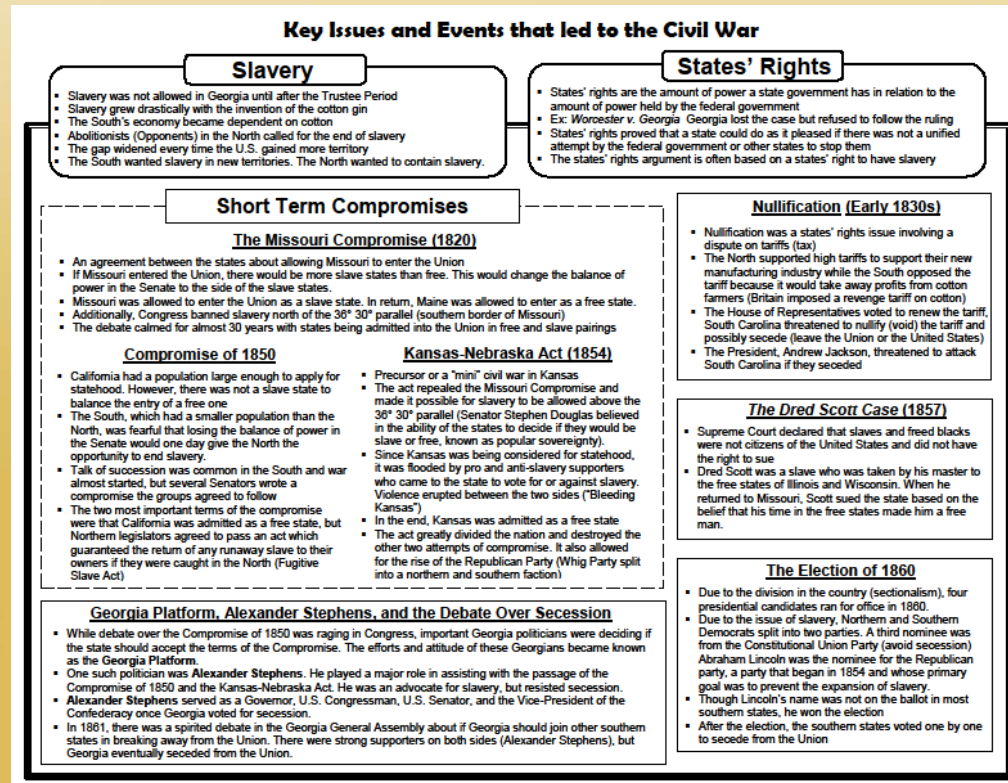
Though there were strong supporters for both sides of the issue, Georgia eventually seceded from the Union after several other southern states.

[Georgia Secedes from the Union: Today in Georgia History](#)

Excerpts from debates on the Curriculum Map



Using your graphic organizer and information learned during the lesson, explain why slavery and states' rights are the overarching issues that led to the Civil War.



Classifying Events Leading to Civil War Activity

[See Curriculum Map]



Causes of the Civil War

**Two
Main Causes:**

**Describe Examples of
the Two Main Causes:**

