Sectionalism
Content Module

This content module has been curated using existing Law-Related Education materials. This resource has been provided to assist educators with delivering the Texas Essential Knowledge and Skills for middle school U.S. History. This content module may be utilized as a tool to help supplement instruction. It is not intended to be a complete unit of study.

Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.
This module covers a period called sectionalism. Following the War of 1812 the United States had unified political and economically. We experienced a time period called the “Era of Good Feelings.” A sense of nationalism or love and devotion to our nation swept the country as many people for the first time began to identify themselves as American. Our unique culture thrived through art, literature, and music. This period was short lived as sections of our country began to turn toward self interest legislation. Our country moved from nationalism to sectionalism. Sectionalism means love and devotion to your section of the country (North, West, and South). Each section favored legislation that benefited their sectional interests such as slavery, tariffs, or internal improvements. In this module you will analyze sectional conflicts, compromises, and people that contributed to this divide in our country and eventually led us to a civil war.

Using the two definitions above, in your opinion, do people living in the U.S. today believe in nationalism or sectionalism? Explain.
As you look at the images in the collage, write two questions that you have about what you are seeing.

1. 

2. 

Read the paragraph below about the Sectionalism era. If you could describe the era in one word, what would it be?

Sectionalism is a time period in American history prior to the Civil War when the country became increasingly divided between the agricultural pro-slavery South and the industrial North. Tariffs, acquisition of territory in the West, and growing moral objections to slavery contributed to the growing divide in the country. But several compromises were made in the decades before the Civil War to manage to keep the country unified for a time. Eventually these differences became overwhelming and the Civil War broke out between the North and the South.

My Word ________________________________
Vocabulary Word Sort

*Use the vocabulary words and definitions to do the word sort on the page six.*

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Crops</td>
<td>Crops that are sold for profit or to make money</td>
</tr>
<tr>
<td>Compromise</td>
<td>When two sides disagree, but give up a little to come to an agreement</td>
</tr>
<tr>
<td>Plantations</td>
<td>Large farms with a high demand for labor (workers)</td>
</tr>
<tr>
<td>Popular Sovereignty</td>
<td>Power given to the people to vote</td>
</tr>
<tr>
<td>Protective Tariff</td>
<td>A tariff whose purpose is to protect and encourage the sale of American made goods by making foreign made goods more expensive</td>
</tr>
<tr>
<td>Revenue</td>
<td>Income or money made (money earned)</td>
</tr>
<tr>
<td>Secession</td>
<td>To withdraw or leave from a group</td>
</tr>
<tr>
<td>Sectionalism</td>
<td>Love and devotion to your section of the country: North, West, South</td>
</tr>
<tr>
<td>Self -Sufficient</td>
<td>Needing no outside help in satisfying one’s basic needs, especially with regard to the production of food</td>
</tr>
<tr>
<td>Slavery</td>
<td>A system where people were bought and sold as property and forced to work</td>
</tr>
<tr>
<td>States’ Rights</td>
<td>Power given to the states</td>
</tr>
<tr>
<td>Tariff</td>
<td>A tax on imports in order to raise revenue</td>
</tr>
</tbody>
</table>
Insert P, E, S chart here
Vocabulary Word Sort

Which category do you think each word fits best in? Sort the vocabulary words into one of the three categories below. Use the definitions from page 4 and hints from page 5 for help.

Cash Crops  Protective Tariff  Self-Sufficient
Compromise  Revenue  Slavery
Plantations  Secession  States’ Rights
Popular Sovereignty  Sectionalism  Tariff

Political

Social

Economic
Slavery and the Effects

The institution of slavery and the South’s desire to maintain and spread it into the western territories had a huge effect on our country. Slavery was the main cause of the country’s division into sectional interests and leading to Civil War. The following paragraphs will address the questions: why was slavery needed and what was it like? And how did it come to influence sectional differences in our country so much? The following section “Slavery and the Effects” helps us to gain an understanding of how slavery effected this country and the enslaved people themselves.

Read the lyrics to an enslave person’s work song aloud and describe what you hear. Pay close attention to the words. Answer the questions below and check your answers.

Steal Away.
Steal Away.
Steal Away.
Steal Away. to Jesus.
Steal Away.
Steal Away home.
I ain’t got long to stay here.

My lord, my lord, he calls me.
He calls me by the thunder.
The trumpet sounds way down in my soul.
I ain't got long to stay here.

Steal Away.
Steal Away.
Steal Away.
Steal Away. to Jesus.
Steal Away.
Steal Away home.
I ain’t got long to stay here.


Why do you think the enslaved people were singing?

What were they singing about?
Slavery and the Effects

Read the following paragraphs and use the following coding system to mark the text:

* Use as star for any sentence or phrase you already knew (prior knowledge)
? Use a question mark for any sentence or phrase you have a question about
+ Use a plus sign for any sentence or phrase that is new or surprising information

Finally, answer the questions that follow each paragraph.

The first enslaved people in North America were kidnapped Africans that arrived in Jamestown, Virginia in 1619. They were treated similar to indentured servants (people working as servants to pay for passage to the colonies) with longer terms. Later, millions of enslaved people were transported across the Atlantic Ocean on the “middle passage” part of the triangular trade. Conditions on the passage were horrible and inhuman leaving millions to die along the way. By the late 1770s, 500,000 enslaved people lived in the Southern colonies.

How did enslaved people come to North America?

The Founding Fathers failed to end the institution of slavery when writing the Constitution in 1787. The words “slave” or “slavery” never appears in the Constitution until the addition of the 13th Amendment (1865); freeing the enslaved people. Even though the words are not used, the institution is referenced three times in the Constitution. Article 1, Section 2, the 3/5th Compromise states “Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Number of free Persons…” In other words, three out of every five enslaved people would be counted for the population and for taxes owed. Article I, Section 9 gave Congress the ability to end the slave trade in 1807. Finally, Article IV, Section 2 establishes the Fugitive Slave Clause stating “No person held to Service or Labour in one State...escaping into another, shall...be delivered up on Claim of the Party.” Enslaved people could not gain freedom by running away to other states.

Why do you think that Founding Father’s left the actual words “slave” or “slavery” out of the Constitution?

Life as an enslaved person was very difficult. Enslaved people worked on small farms and plantations usually as field hands, or house servants from dawn until dusk. Most worked in a “gang system” with rigorous supervision picking cotton, a cash crop. They lived in self built 16X18 log cabins with dirt floors and often housing 2 families living together. These conditions often led to high death rates due to sickness and disease spreading in such close quarters. Food was 2,000 calories a day from rations they had to prepare themselves (consisted of corn, wheat, rice, pork, and veggies). Those forced over from Africa, brought their culture with them: songs, music, and religion.

How did enslaved people work and live?
Many enslaved people resisted their predicament (situation). Resistance to slavery came in both passive and aggressive forms. Passive resistance consisted of refusing to work, working slowly or sabotaging (breaking) equipment. Running away to the North or to Canada was more of an aggressive way to resist. The Underground Railroad was a network of people both white and black aiding runaway enslaved people by providing safe houses, food, and supplies for their journey. Another aggressive resistance was slave rebellions. Masters feared slave rebellions and being killed in their sleep. Even though slave rebellions were not usually successful, there were a few that really scared white society, Nat Turner’s Rebellion (1831) brutally massacred up to 60 whites including women and children. Whites were also stunned when the Northern white abolitionist John Brown raided a federal arsenal (guns warehouse) in Harpers Ferry, Virginia in 1859 with the sole purpose of supplying weapons to slaves to kill their masters.

What were some passive and aggressive ways that enslaved people resisted?

As the country grew and moved westward to fulfill its Manifest Destiny (God given right to expand across the country), the slavery question grew more and more difficult as many slave owners wanted to take their slaves to the West for expanding their plantations and cash crops. This expansion of slavery into new western territory was troublesome for those who wanted to keep the West free from slavery. Many believed that free labor (men who worked for wages) could not compete with slave labor and would prefer to keep the new western territories free from slave labor. The Missouri Compromise of 1820 had established a zone of no slavery North of the 36° 30” degrees latitude longitude line. Many slave owners wanted to take their slaves into western territories claiming states’ rights and the right to own property, which led to sectional conflict and eventually the Civil War.

Why did the expansion of slavery to the West cause sectionalism and disagreement over states’ rights?
Enslaved people and free blacks living in the United States differed in many ways. Enslaved people were seen as an **economic** investment by plantation owners. They were bought and sold for their labor. They were given a place to live (quarters), meals, two sets of clothes a year, and if they were hurt or injured medical attention was given. Free blacks on the other hand had to take care of themselves finding work, homes, and food. Free blacks struggled economically due to the many obstacles they faced such as the lack of job opportunities, limits on housing, and discrimination.

By 1860 there were 488,000 free blacks living in the United States, which was only 10% of the total black population. **Socially**, free blacks were more skilled and literate (could read and write) than enslaved people. In most Southern states, it was against the law to educate the enslaved people. Even though free blacks were not seen as equal to the white population, they still had their freedom, while enslaved people did not. With the passage of the Fugitive Slave Act in 1850, free blacks continued to suffer as many were kidnapped and pressed (forced) into slavery by corrupt judges. According to the law, judges were paid $10 to rule the so-called captured person as a runaway slave and send them back to the south and only $5 if they ruled they were freemen.

Enslaved people were governed by laws called slave codes. Slave codes included laws that forbade enslaved people from being educated, owning a gun, or gathering in groups without permission. They were also required to carry a pass that gave them permission to travel. Enslaved people were given no **political** freedom. They could not vote, testify in court against whites or participate in the government. Free blacks were given limited political freedom depending on the state. Southern states had laws that governed free blacks similar to slave codes, such as not serving on juries, not testifying against whites, limiting travel and assembly or having denying interracial marriages. In some northern states “free blacks owned land, homes, businesses and paid taxes.” For a brief period of time, some northern free blacks who owned property could vote and a few owned enslaved people, often purchasing relatives. Some free blacks founded churches and owned newspaper companies to help organize their opposition to slavery and form anti-slavery organizations.

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**How were free blacks treated differently economically, socially, and politically, than enslaved people?**
For many years the United States government raised money and paid for services needed by the country, such as building roads, bridges or canals by issuing tariffs. Tariffs are taxes on imported goods (goods brought into the country from another country). Today, our government raises the money we need through income taxes. Income taxes are taxes on money you make from your job. We did not have an income tax until the Sixteenth Amendment was ratified and added to the U.S. Constitution in 1913.

Additionally, there is a provision (part) in the Constitution which forbids an export tariff of any kind because this would hurt American manufacturers and our economy by charging them a tariff to send their goods out of the country or from one state to another.

Vocabulary Terms To Consider:

**Revenue**—income of a government in form of customs, duties, taxes, and tariffs used to operate and provide services to the citizens. Examples of some services include providing internal improvements such as roads canals, bridges, and railroads.

**Tariff**—a tax or duty to be paid on imports or exports designed to raise revenue. Article I Section 9 Clause 5 of the U.S. The Constitution states “No tax or duty shall be laid on Articles exported from any state.” Therefore the only tariffs allowed in the U.S. are those on imported goods.

**Protective Tariff**—a tariff whose purpose is to protect and encourage the sale of American made goods by making foreign made goods more expensive. Customers would buy the cheaper product.

Consider this scenario and examine the chart on the next page:

John Wescott from New Hampshire wanted to open a furniture factory that would specialize in making tables. He had tough competition because the British had established factories making tables which had been sold to the colonists for many years. He figured he could make a profit in his new factory by charging $28 for each table. However, the British tables only cost $25. He hoped that he could get some help from the U.S. government in the form of a tariff on British tables.
Tariff Issues

Use this chart to answer the questions that follow:

1. **Tariff Charge** = Cost of import x percentage of Tariff.
2. **Total Cost** = Cost of Import + tariff charge.

<table>
<thead>
<tr>
<th>Tariff of 1789 — 5% Tariff</th>
<th>John’s American Table — $28.00</th>
<th>British Table $25.00 plus the Tariff</th>
</tr>
</thead>
<tbody>
<tr>
<td>$28.00</td>
<td>$26.25</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tariff of 1816 — 20% Tariff</th>
<th>$28.00</th>
<th>$30.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tariff of 1828 — 45% Tariff</td>
<td>$28.00</td>
<td>$36.25</td>
</tr>
<tr>
<td>Tariff of 1833 — 25% Tariff</td>
<td>$28.00</td>
<td>$31.25</td>
</tr>
<tr>
<td>Tariff of 1846 — 10% Tariff</td>
<td>$28.00</td>
<td>$27.50</td>
</tr>
</tbody>
</table>

Which tariffs would be considered “protective?” (Hint: three tariffs from the chart are protective tariffs).

Which tariff would the American business support the most? Why?

Read the following paragraphs about how each region felt about the tariffs in the chart above. Answer the question below.

**North** — most favorable would be the Tariff of 1828 because it was the highest; least favorable the Tariff of 1789 because it was the lowest. The North was less dependent on imported goods as they began to manufacture more and wanted their new industries protected.

**South** — most favorable would be the Tariff of 1789 and least favorable the Tariff of 1828 because they imported so much. Southerners were involved in cash crop farming and therefore had to purchase all of their other goods with the profit from their sale of the cash crop. They wanted the best price for these goods.

**West** — most favorable would be the Tariff of 1828 provided that the money was designated for internal improvements to get their raw materials to the market; least favorable would be the lower tariffs because there wouldn’t be as much money available. The West was also not as dependent on imported goods because they had more self-sufficient farms.

How does the tariff issue show the growing divisions between the North, South, and the West?
Economic Differences Among Different Regions of the United States

*Read through the chart below. Highlight or underline the key characteristics that describe people of the different regions: Western Farmer, Southern Planter, and Northern Industrialists. Draw a visual or picture of what the person might look like in the first column.*

<table>
<thead>
<tr>
<th>Region</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Farmer</td>
<td>Settled out West on small self-sufficient farms.</td>
</tr>
<tr>
<td></td>
<td>Desired cheap land and free labor (no slaves). They wanted to avoid job competition with slave labor.</td>
</tr>
<tr>
<td></td>
<td>Preferred high tariffs in order to raise revenue to build roads, bridges, and canals for shipping products.</td>
</tr>
<tr>
<td>Southern Planter</td>
<td>Settled in the South on small to medium farms and large plantations.</td>
</tr>
<tr>
<td></td>
<td>Desired cheap land to encourage westward expansion of slavery and to extend cash crop farming.</td>
</tr>
<tr>
<td></td>
<td>Relied on slave labor to do the hard non-wage work of producing cash crops, such as cotton.</td>
</tr>
<tr>
<td></td>
<td>Preferred low tariffs due to exporting farm products to other countries in exchange for manufacturing goods.</td>
</tr>
<tr>
<td>Northern Industrialists</td>
<td>Settled in the North and established factories to produce manufacturing goods.</td>
</tr>
<tr>
<td></td>
<td>Supported high prices for western land in order to discourage westward migration of labor force.</td>
</tr>
<tr>
<td></td>
<td>Relied on free labor and skilled labor for businesses.</td>
</tr>
<tr>
<td></td>
<td>Supported high protective tariffs in order to protect manufactured goods from foreign competitors.</td>
</tr>
</tbody>
</table>
Economic Differences Among Different Regions of the United States

Read the following hypothetical (made-up) descriptions. Circle the label below that best identifies the description. You may use the box on page 14 and the vocabulary on page 12 to help you answer.

1. Alexander Adams is a businessman and takes pride in his textile mill in Massachusetts. He employs young ladies to help spin thread while providing them logging and the ability to send money home to their families.

   Western Farmer Southern Planter Northern Industrialist

2. Bubba Joe is a small farmer that supports his family by sending his lettuce and corn to eastern markets.

   Western Farmer Southern Planter Northern Industrialist

3. Emma Jean Jones is a mistress on a plantation in Louisiana. She relies on her slaves to run the house and to do the labor in the fields picking cotton.

   Western Farmer Southern Planter Northern Industrialist

4. Sally Mae Evans and her husband Josiah Evans have moved to Kentucky in search of cheap land in order to raise their new family.

   Western Farmer Southern Planter Northern Industrialist

5. Benjamin Harris, a businessman, has written a letter to his congressman to urge him to support a new protective tariff and vote “yes” to the bill.

   Western Farmer Southern Planter Northern Industrialist

6. James R. Jefferson has purchased 100 acres of land in order to expand his plantation. He is in favor of keeping land cheap and tariffs low. He does not want to pay high tariffs on foreign imports.

   Western Farmer Southern Planter Northern Industrialist

See page 26 to check your answers.
Economic Differences Among Different Regions of the United States

Summary Time: Review the section from above “Economic Differences Among Different Regions of the United States” to answer the following statement in a paragraph (4-5 sentences).

You must use the following terms in your paragraph:

North | South
West  | Tariffs
Land  | Labor

What were the economic differences among different regions of the United States?
Important People

During the period before the Civil War many people held strong beliefs on whether the federal or the state government should maintain most of the power in our country.

Read the following paragraphs of important leaders in our country. From the description of each person determine whether they believed that the power should remain with the federal government or with the state government. The word sovereignty means power. Decide if each person supported federal sovereignty or state sovereignty.

Daniel Webster (1782-1852) was born in New Hampshire in 1782. He was Governor, U.S. House of Representative, and U.S. Senator from Massachusetts. He was a leader of the Federalist Party and opposed the War of 1812. He left the U.S. House of Representatives to practice law. He argued major constitutional cases before the Supreme Court including Dartmouth College v. Woodward, Gibbons v. Ogden, and McCulloch v. Maryland. He believed in federal sovereignty (power) over state sovereignty and was well known for the Webster-Hayne Debate (1830) in Congress, where he said “Liberty and Union now and forever, one and inseparable.”

John C. Calhoun (1782-1850) was born in South Carolina in 1782. He was a U.S. Representative and U.S. Senator from South Carolina. He was Secretary of War under President James Monroe, Secretary of State under John Tyler, and Vice President of the United States under John Quincy Adams and Andrew Jackson. After resigning the Vice Presidency, he continued to advocate states’ rights and the doctrine of nullification. Nullification was the practice of individual states overriding federal legislation they deemed unconstitutional. He published his opinions against the Tariff of Abominations in the South Carolina Exposition in 1832. Calhoun died on March 31, 1850, convinced that his beloved South might have to one day withdraw from the Union he had served so long.

Henry Clay (1777-1852) was born in Virginia in 1777. Known as a War Hawk, he was a U.S. Senator and U.S. Representative from Kentucky. He also served as Speaker of the U.S. House of Representatives and Secretary of State under John Quincy Adams. Some historians believe he was involved in the “Corrupt Bargain” that allowed John Quincy Adams to become President. Clay advocated for the American System (a high protective tariff to fund internal improvements). He is known as the “Great Compromiser.” He was involved in the passage of the Missouri Compromise of 1820 which maintained the balance between free and slave states in the Union; and the Compromise of 1850 which allowed California to become a free state, restricted the slave trade in D.C. and created a stricter Fugitive Slave Clause. Clay ran for the Presidency of the United States three times, but was never elected.

See page 26 to check your answers.
The Road to the Civil War

As you read each original issue below, identify the Northern and Southern point of view of each event. Then answer the question, “As a Southerner, would this event cause you to vote for secession (to leave the union)? Yes or No Why or why not?”

**Should Missouri be allowed to enter the Union as a slave state? What happens to the balance of power in Congress?**

**Northern Point of View:** In 1819 Missouri requested admission to the union of the United States as a slaveholding state. Missouri’s admission as a slave state would have upset the balance in Congress between the slaveholding states and the free states. Henry Clay introduced a compromise called the Missouri Compromise in 1820. The compromise allowed Missouri to enter the union as a slave state, but also allowed Maine to enter the union as a free state, thus keeping the balance in Congress and avoiding war between the sections. The compromise also forbade slavery in all the territory north of the 36°30’ parallel with the exception of Missouri.

**Southern Point of View:**

**As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?**

**Is it fair to add California as a free state? What happens to the balance of power in Congress?**

**Northern Point of View:** The Compromise of 1850 attempted to settle conflict in Congress over the issue of slavery in the western territories. It admitted California to the Union as a free state and split the remaining Mexican Cession territory into Utah and New Mexico (settling a border dispute with Texas). It allowed Utah and New Mexico territories to decide the issue of slavery by popular sovereignty (voting by the people). It also banned the slave trade in Washington, D.C., and enacted a stronger Fugitive Slave Act which required all citizens to help catch and return runaway slaves. It bought some peace and time, but not all of its provisions were achieved.

**Southern Point of View:**

**As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?**
The Road to the Civil War

As you read each original issue below, identify the Northern and Southern point of view of each event. Then answer the question, “As a Southerner, would this event cause you to vote for secession (to leave the union)? Yes or No  Why or why not?”

How influential was this book written by Harriet Beecher Stowe?

Northern Point of View: 
Harriet Beecher Stowe published *Uncle Tom’s Cabin* in 1852 in which she described the horrors of slavery. Although her novel was fictional, it furthered the abolitionist movement in the North and gained international attention. It highlighted slavery as a moral issue (not just an economic or states’ rights issue) and opened many people’s eyes to the harsh reality of slave-life in the South. The South was shocked and argued that Uncle Tom’s Cabin was anti-slavery propaganda. This novel is considered one of the most influential books in American history.

Southern Point of View: 

As a Southerner, would this event cause you to vote for secession? Yes or No  Why or why not?

Should slavery extend into the territories of Kansas-Nebraska?

Authored by Senator Stephen Douglas of Illinois, the *Kansas-Nebraska Act of 1854* divided the land west of Missouri into two territories: Kansas and Nebraska. It allowed the residents of the two territories to decide the issue of slavery by popular sovereignty (voting by the people). Pro-slavery and anti-slavery supporters from neighboring territories (including radical abolitionist John Brown) flooded into Kansas to sway the vote, resulting in violent clashes between the two groups. This violence was known as “Bleeding Kansas.”

Northern Point of View: 

As a Southerner, would this event cause you to vote for secession? Yes or No  Why or why not?

Southern Point of View: 

As you read each original issue below, identify the Northern and Southern point of view of each event. Then answer the question, “As a Southerner, would this event cause you to vote for secession (to leave the union)? Yes or No Why or why not?”

Is Dred Scott a free man because his owner took him to live in a free territory? Do you agree or disagree with the Supreme Court’s decision?

**Northern Point of View:**
Dred Scott was an enslaved person who sued for his freedom after his owner took him into a territory where slavery was forbidden by the Missouri Compromise of 1820. Anti-slavery lawyers argued that he should be freed because he had lived in a free territory. When his case reached the Supreme Court in 1857, the Court, presided over by Chief Justice Roger Taney, ruled that Mr. Scott could not file a lawsuit because, as a slave, he was not considered a U.S. citizen. The Court further reasoned that people of African descent could never be citizens. According to the Court, enslaved people were “property,” and thus could not be taken from their owners without violating the due process of law clause of the Fifth Amendment. The Court also struck down part of Congress’ Missouri Compromise of 1820 as unconstitutional, stating that Congress could not ban slavery in the western territories. The Court’s decision in *Dred Scott v. Sandford* was later overruled by Section One of the Fourteenth Amendment added to the U.S. Constitution in 1868.

**Southern Point of View:**

As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?

Can popular sovereignty solve our issue over slavery in the western territories?

**Northern Point of View:**
Abraham Lincoln and Stephen Douglas competed against each other in 1858 in an election for an Illinois seat in the U.S. Senate. The two men debated each other seven times, and the debates often focused on the issue of slavery. These debates brought Lincoln and the issue of slavery further into the national spotlight. Douglas argued for popular sovereignty (voting by the people) to decide the issue of slavery in the western territories, while Lincoln argued to stop the spread of slavery in the West. Although Lincoln lost to Douglas, the debates brought him national attention and helped him win the presidency in 1860.

**Southern Point of View:**

As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?
The Road to the Civil War

As you read each original issue below, identify the Northern and Southern point of view of each event. Then answer the question, “As a Southerner, would this event cause you to vote for secession (to leave the union)? Yes or No Why or why not?”

Is John Brown a hero for trying to start a slave rebellion?

**Northern Point of View:**

John Brown was a radical abolitionist who resorted to violence in his attempts to defeat slavery. In 1859, he led a raid on a federal arsenal at Harpers Ferry, Virginia. His hope was to arm enslaved people and lead an uprising, but he was captured, tried for treason, and hanged for his crime. When northern newspapers described him as a “crucified hero,” southerners were upset and discouraged.

**Southern Point of View:**

As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?

Will Lincoln emancipate the slaves? (may need to make an inference)

**Northern Point of View:**

In the presidential election of 1860, there were four candidates: Abraham Lincoln of Illinois, Republican Party; Stephen Douglas of Illinois, Northern Democrats; John C. Breckinridge of Kentucky, Southern Democrats; and John Bell of Tennessee, Constitutional Union Party. Lincoln, believed in stopping the spread of slavery, won a majority of the electoral vote, and thus became President even though he won only about 40 percent of the popular vote. His election prompted South Carolina immediately to secede from the Union on December 20, 1860. By the time Lincoln was inaugurated on March 4, 1861, seven states had seceded from the Union and formed the Confederate States of America.

**Southern Point of View:**

As a Southerner, would this event cause you to vote for secession? Yes or No Why or why not?
The Republican Party formed in 1854.

Read the paragraph below and answer the questions that follow.

In reaction to the Kansas-Nebraska Act, which allowed the settlers in the new territories to decide if slavery should be allowed, a new political party was formed in 1854. Formerly members of the Whig party, these men created a party platform (message) that included the desire to stop the expansion of slavery to the West. They rejected the idea that states’ rights and popular sovereignty could overrule the Missouri Compromise of 1820. They wanted to maintain the idea that any new states coming into the Union would be free states (no slavery) north of the line. Slavery south of the line would be permitted. The new Republican party members were not abolitionists and had no desire to remove slavery where it already existed in the South. They simply did not want it to expand to the western territories.

When Abraham Lincoln ran as a Republican candidate for President of the United States in the Election of 1860, Southern states refused to place his name on ballots in the South. However, Lincoln won the Election of 1860. Lincoln’s election led to Southern states seceding (withdrawing) from the union.

Why did the Republican party form?

What were their beliefs?
Cartooning a Supreme Court case: Dred Scott v. Sandford 1856

A case study helps identify the key issues in a court case.

As you read through the case of Dred Scott v. Sandford, consider the following questions. You will use the answers to complete a comic strip to show your understanding of the case.

What are the facts of the case? Who, What, Why?
What are the constitutional issues involved in the case?
What was the decision of the court?
How does this case impact life in the United States?

Dred Scott v. Sandford (1856)

Facts of the case:

In 1820 the U. S. Congress passed the Missouri Compromise which admitted Maine to the Union as a free state, Missouri as a slave state, and made Missouri’s southern border, the 36 degrees 30 minutes parallel, the boundary north of which slavery would not be allowed within the Louisiana Purchase. Dred Scott was born an enslaved person in Virginia sometime in the late 18th or early 19th century. In 1830, his owner moved to Missouri (a slave state) and brought Dred Scott with him. In 1833 Scott was sold to an army surgeon, Dr. John Emerson, who later moved first to Illinois (a free state) and then to Wisconsin Territory, and both times he took Dred Scott with him. Emerson returned with Scott to Missouri in 1838. Scott thus had been held as an enslaved person in a free state and then in an area where slavery was outlawed by the Missouri Compromise. Emerson died in 1843 and in his will left Scott to his widow, the former Irene Sanford whose brother was the executor (keeper) of Emerson’s will. In 1846, Dred Scott and his wife Harriet filed a petition in a Missouri court requesting permission to file suit in order to establish their right to be freed since they had resided (lived) on free soil. After two trials and the Scotts temporarily winning their freedom, the Missouri Supreme Court in 1852 reversed (overturned) the lower court’s verdict (decision) and held that it would not enforce the antislavery laws of other states and that the Scotts’ residence on free soil had not changed their status as enslaved people. The Scotts then brought suit in a U.S. Circuit Court where the verdict once more was that they were still enslaved people. The case was now appealed to the U.S. Supreme Court where it was argued in early 1856 and then reargued in late 1856.

Constitutional Issues: The Court considered the following questions:
1. Is an enslaved person a citizen and thus able to bring their case to a federal court?
2. Is an enslaved person who had lived on free soil therefore freed?
3. Did the U. S. Congress have the power to outlaw slavery in new states or in a territory? (Hint: Missouri Compromise Line)
Dred Scott v. Sanford Decision

Seven Justices of the U.S. Supreme Court concluded that Dred Scott and his wife would remain enslaved, while two felt that husband and wife were legally entitled to their freedom. Except for one Justice in the majority who was simply content with a brief note that he concurred with the thinking of the majority, each of the other six Justices in the majority felt compelled to write separate opinions.

Chief Justice Roger Taney, however, wrote the most important opinion for the majority. Taney initially addressed the question of whether Dred Scott was a citizen and therefore entitled to bring suit in a federal court: “The question is simply this: can a [Person of Color], whose ancestors were imported into this country and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen. One of these rights is the privilege of suing in a court of the United States … The words ‘people of the United States’ and ‘citizens’ are synonymous (same) terms, and mean the same thing.” Taney then writes that the question the Court must answer is whether the Scotts are a part of “the people.” The answer, he states, is: “We think they are not, and that they are not included, and were not intended to be included, under the word ‘citizens’ in the Constitution, and can, therefore, claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate (lesser people) and inferior class of beings, who had been subjugated (conquered) by the dominant race, and whether emancipated (set free) or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the government might choose to grant them.”

Taney next turned to the question of whether Dred Scott would remain an enslaved person after residing on free soil. Relative to this question, Taney wrote: “… it is the opinion of the court that the Act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned, is not warranted by the Constitution, and is therefore void; and that neither Dred Scott himself, nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, with the intention of becoming a permanent resident …” Furthermore, Taney asserted, because “Scott was a slave when taken into the state of Illinois by his owner, and was there held as such, and brought back in that character, his status, as free or slave depended on the laws of Missouri, and not of Illinois.”

Impact on life in the United States

Southern planters and slave owners were thrilled with this Supreme Court decision. Since the Court had now declared the Missouri Compromise line invalid or unconstitutional. It had originally prevented them from taking their slaves into the western territory. Slave owners would now be able to spread slavery into the west without violating the Constitution.

Abolitionists, free blacks, and enslaved people, along with the newly formed Republican party, were angered at the decision by the Court. The Constitution does not define who a citizen is. For the first time the Supreme Court in their decision in Dred Scott v. Sanford had clearly stated that no persons of African descent were citizens or could ever be a citizen of the United States. They would not have the rights and privileges of a citizen. They were property and it would be harder to gain their freedom.

It would take a Civil War and the 14th Amendment to the Constitution to overturn the Dred Scott Decision.
Cartooning a Supreme Court case: Dred Scott v. Sandford Case 1856

To help you with real issues that face our courts you are going to do a case study on the famous case of *Dred Scott v. Sandford*. Using the space provided you will illustrate the following parts of the case into cartoon form. Cartoons must have captions or bubble talk.

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Answer to the questions on page 7.

Slaves often sang songs while they worked in the fields. Even though they were encouraged to sing by their masters. Many masters did not know that the songs were ways that slaves communicated information to each other, especially if they were planning an escape.

Answers to questions on page 15:

1. Northern Industrialists
2. Western Farmer
3. Southern Planter
4. Western Farmer
5. Northern Industrialists
6. Southern Planter

Answers to questions on page 17:
Daniel Webster—Federal Sovereignty
John C. Calhoun—State Sovereignty
Henry Clay—Federal Sovereignty