

Causes of the Civil War

Document-Based Question

Directions: The following task is based on the following documents (1-8). The documents may have been edited for the purposes of this exercise. The task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view.

Historical Context: The Civil War (1861-1865) between the North and South of the United States began with the bombardment of Fort Sumter on the 12th of April 1861. It was the bloodiest and, arguably, most tragic war in American history. The United States had experienced a growth of nationalism and harmony in the early 19th century. Unfortunately, by the mid-1800s harmony was followed by sectionalism, leading to an intense disagreement between the North and South.

Task: Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Identify and discuss TWO reasons the South seceded from the Union. **(Make sure one is a political reason and the other is an economical reason)**

Part A

Document 1: Painting of a Southern Plantation



Southern Cotton Plantation 1850s

1. How did people make a living in the South? What did Southerners need for this type of economy?

2. Why were abolitionists opposed to how cotton was produced in the South?

Document 2: Protective Tariff


As industry in the North expanded it looked towards southern markets, rich with cash from the profitable cotton business, to buy the North's manufactured goods. However, it was often cheaper for the South to purchase the goods from Europe. In order to "protect" the northern industries the government slapped a protective tariff on many of the imported European goods that could be manufactured in the North. It angered the Southern people to have to pay more for the goods they wanted from Europe. The Southern people were forced to pay more because of the efforts of Northern businessmen. Though most of tariff laws had been changed by the time of the Civil War, the Southern people still remembered how badly the North had treated them.

1. How did the Northern and Southern economies differ?

2. Why was the South opposed to a protective tariff?

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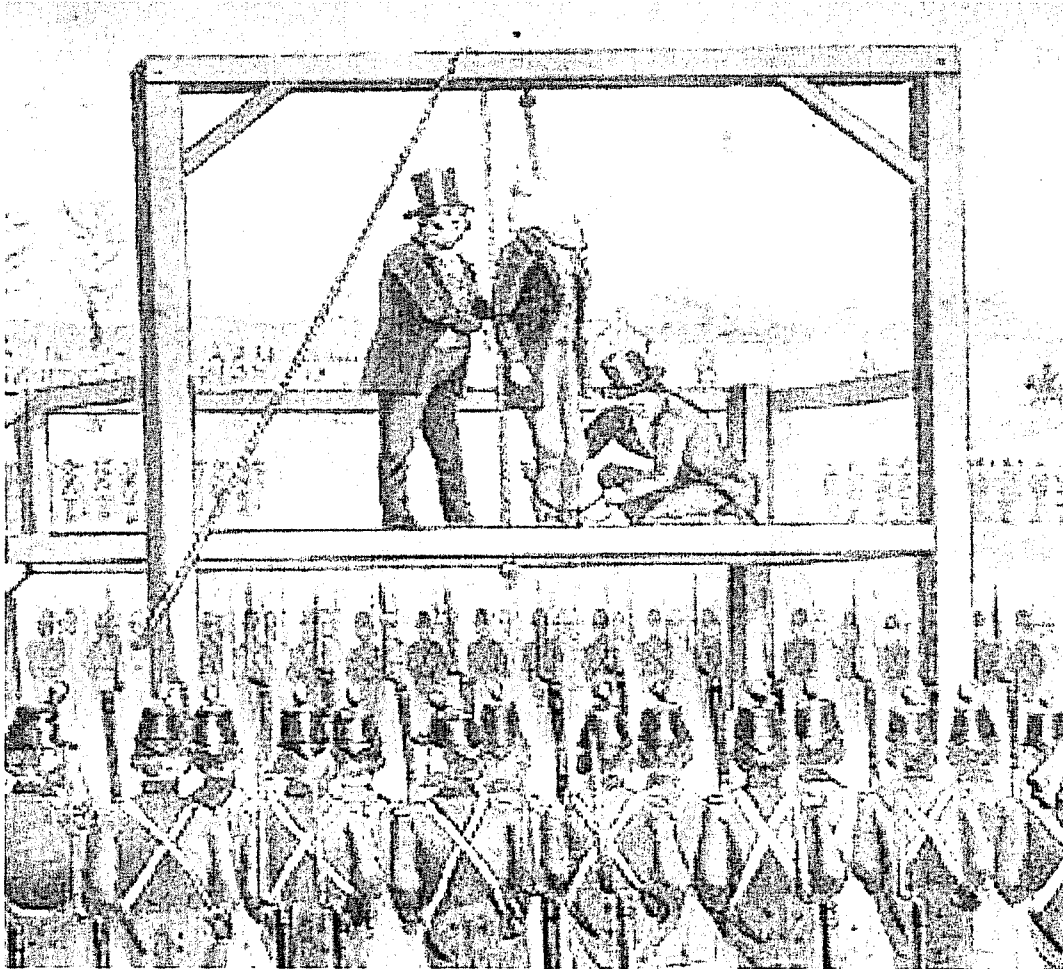
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1. Who wrote Uncle Tom's Cabin? Why?

2. How did she make many Northerners feel about slavery?

Document 4: John Brown's Execution



1. Why was John Brown executed?

2. Why did John Brown's Raid frighten many Southerners?

Document 5: "A Warning" Speech

[The Northerners] hate us now, and they teach their children in their schools and churches to hate our children.... The John Brown raid, the burning of Texas, the *stealthy* tread of abolitionist among us, tell the tale.... The North is *accumulating* power and its means to use that power to *emancipate* your slaves. When that is done, no pen can describe...the...horrors that will overspread this country....Seceding is a fearful thing, but emancipation is much worse. Better to leave the Union now, than be burned from it at midnight by the [*arsonist's*] torch.

Albert Gallatin Brown – US Senator from Mississippi- September 26, 1860

Definitions

Stealthy – Quiet, Sneak, Hidden

Emancipate – Free

Accumulating – Gathering

Arsonist- Criminal who starts fires

1. Why does this Southern politician support seceding from the Union?

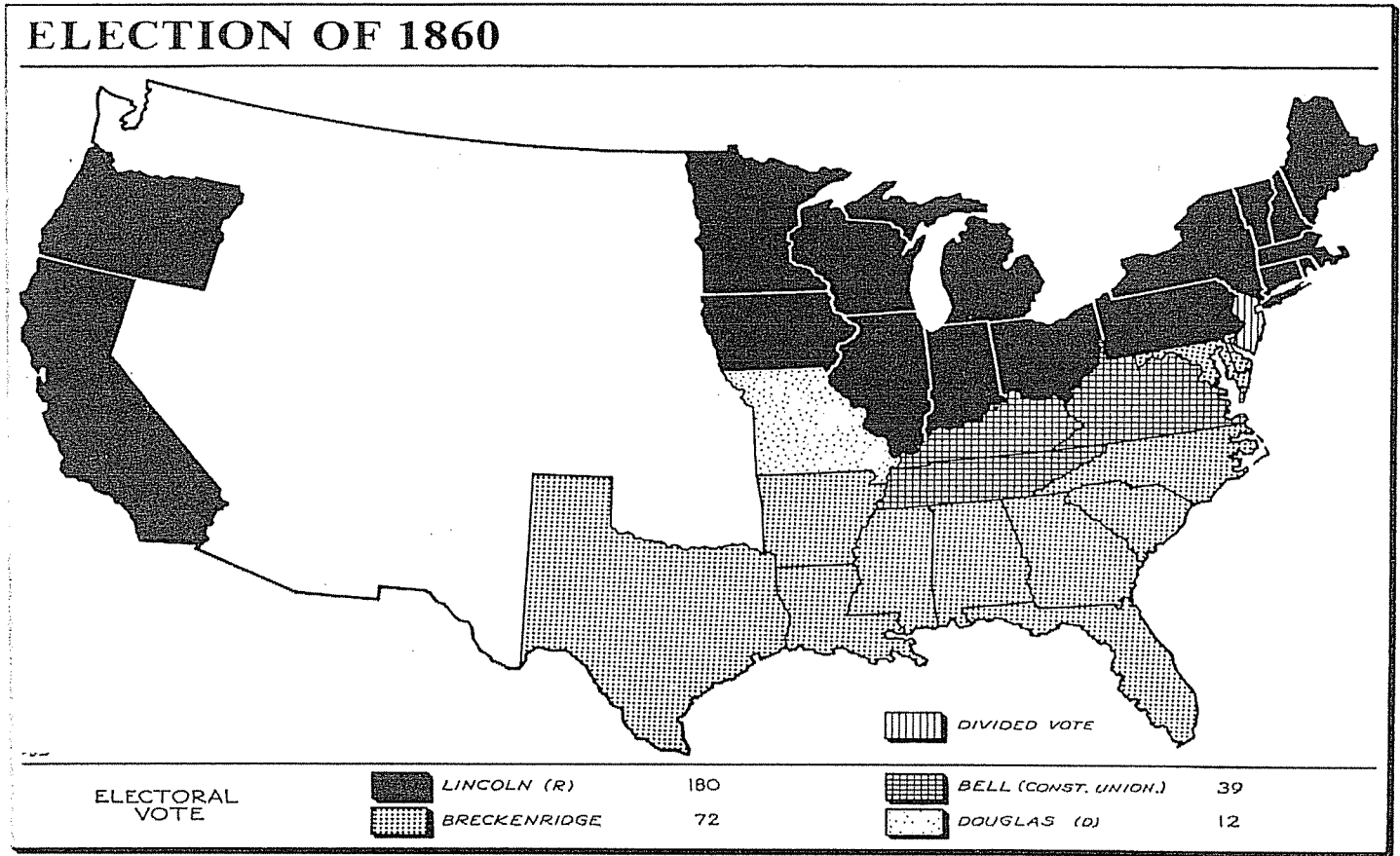


Document 6: Republican Presidential Campaign Poster 1860

1. What ideas did the Republican Party support?

2. What part of the country voted for Lincoln? Why?

3. Why would the election of Lincoln cause Southern states to leave the Union?



1. From which region did most of Lincoln's support come?

2. Which region of the country had more representatives in Congress as of 1860? Remember electoral votes = 2 Senators + Number of Congressmen.

Source: Courtesy of the Library of Congress.

CAUTION!!

COLORED PEOPLE

OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers
of Boston,**

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

KIDNAPPERS

AND

Slave Catchers,

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many *HOWLS* on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.**

APRIL 24, 1851.

1. To what Act does this sign refer?

2. Is the sign written from the point of view of a Northerner or a Southerner?

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from FOUR DOCUMENTS in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context: The Civil War (1861-1865) between the North and South of the United States began with the bombardment of Fort Sumter on the 12th of April 1861. It was arguably the bloodiest and saddest war in American history. The United States had experienced a growth of nationalism and unity in the early 19th century. Unfortunately, by the mid-1800s unity was replaced by sectionalism, causing extreme tension between the North and South.

Task: Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Identify and discuss TWO reasons the South seceded from the Union. **(Make sure one is a political reason and the other is an economical reason)**

Guidelines

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting ALL the documents.
- Incorporate information from documents in the body of essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is BEYOND a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme.