

### **Pre-reading | The Coming of the Civil War Tour**

In preparation for *The Coming of the Civil War Tour*, we recommend including one or more of the following resources in your instruction. We also recommend teaching the provided vocabulary.

#### **Sectional conflict: Regional difference | Khan Academy Video:**

<https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/sectional-conflict-regional-differences>

*This video (8 min. 27 sec.) addresses the questions: Regarding attitudes about slavery, what were regional differences between the North and South? How did this lead to conflict?*

*The video provides notes and lecture comparing the economic and ideological differences that drove the North and Souths apart.*

#### **Conflict and Compromise: The Extension of Slavery in the U.S.**

*Students should analyze the following maps and explanations of The Missouri Compromise, The Compromise of 1850, and The Kansas Nebraska Act. Students should use these resources to generate questions and answer the following: 1. How significant was the issue of slavery in the 1800s? 2. How did the U.S. government use compromise to prevent conflict in the 1800s? Was it effective? and 3. How did Westward Expansion impact the U.S. politically and geographically in the 1800s? We encourage students to bring unanswered questions to the Freedom Center and seek answers during their visit. The maps can be found at:*

- <https://www.britannica.com/event/Missouri-Compromise/images-videos>
- <https://www.statista.com/chart/19038/dates-of-statehood-us/>
- [https://www.printableworldmap.net/preview/Civil War States](https://www.printableworldmap.net/preview/Civil_War_States)

## The Extension of Slavery in the United States

### MISSOURI COMPROMISE, 1820

The Missouri Compromise declared that Maine was a free state and Missouri was a slave state. The compromise did not allow any new slave states north of Missouri's southern border.



Slavery prohibited  
Slavery permitted  
Decision left to territories

### COMPROMISE OF 1850

The Compromise of 1850 allowed California to be a free state in exchange for a much stricter Fugitive Slave Act. The slavery issue was not mentioned in the organization of the Utah and New Mexico territories.



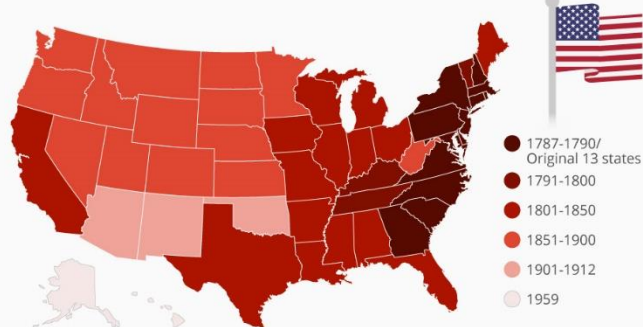
### KANSAS-NEBRASKA ACT, 1854

The Kansas-Nebraska Act ignored the Missouri Compromise. The act allowed slavery north of Missouri's southern border.

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## When the States Became States

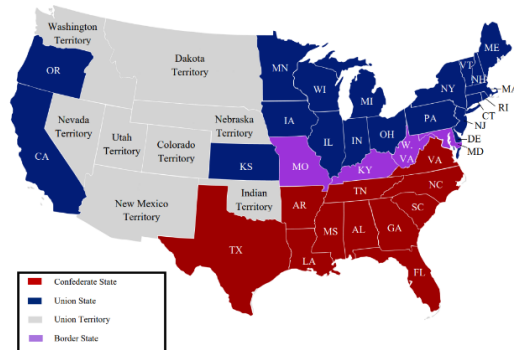
U.S. states by date of admission to the Union



Ratification dates/The 13 original U.S. states of the 1787 Constitutional Convention ratified the Constitution between 1787 and 1790.  
© StatistaCharts Source: Encyclopædia Britannica

statista archive

## Civil War States



www.PrintableWorldMap.net

**37 maps that explain the American Civil War | Lee, T. B, & Yglesias, M. (2015, April 14). Vox.**

*Students should have a basic understanding of supply and demand before their field trip. The following activity provides an opportunity to discuss economic principles as they apply to cotton and the slave trade.*

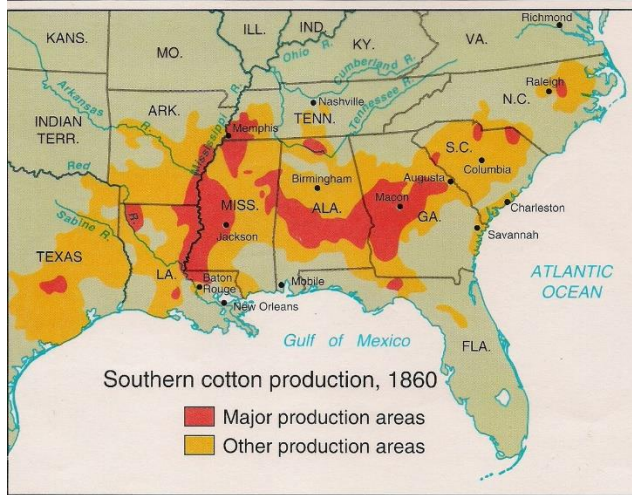
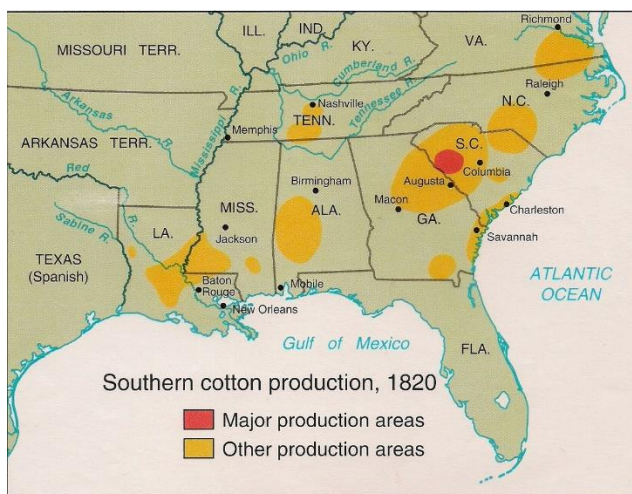
*Excerpts from this article (Appendix A) explain how selected maps demonstrate the following: 1. The Industrial Revolution sparked a cotton boom in the South, 2. The cotton boom stimulated demand for slaves, and 3. escaped slaves found freedom thanks to the Underground Railroad. Students could analyze the maps and generate questions and draw conclusions before reading the provided text (Appendix A) to verify their thinking. We encourage students to bring unanswered questions to the Freedom Center and seek answers during their visit.*

## Appendix A

Modified from original source: Lee, T. B. & Ygleseis, M. (2015, April 14). *37 maps that explain the American Civil War*. Vox. <https://www.vox.com/2015/4/14/8396477/maps-explain-civil-war>

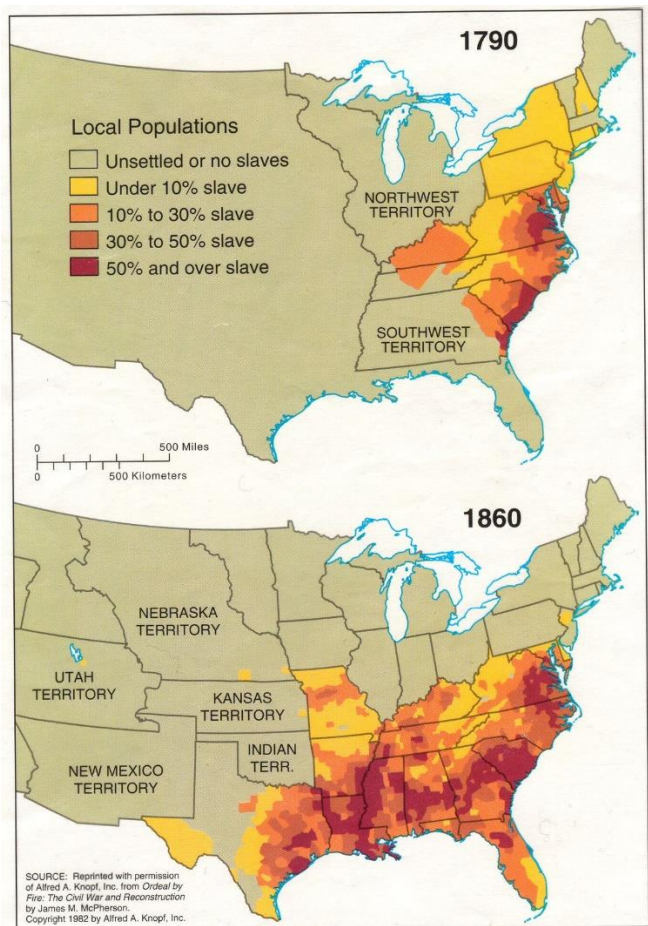
### The Industrial Revolution sparked a cotton boom in the South

The early 1800s were a time of rapid progress in weaving technology. And as the textile industries in Britain and New England boomed, demand for cotton surged. That boosted the economy of the American South, whose warm, moist climate and fertile soils were well-suited to producing cotton. This map shows how the South responded in the four decades prior to the Civil War. Cotton production expanded and intensified from Texas to North Carolina, and from Tennessee to Florida. By 1860, cotton comprised 60 percent of American exports, and almost all of it came from the South.



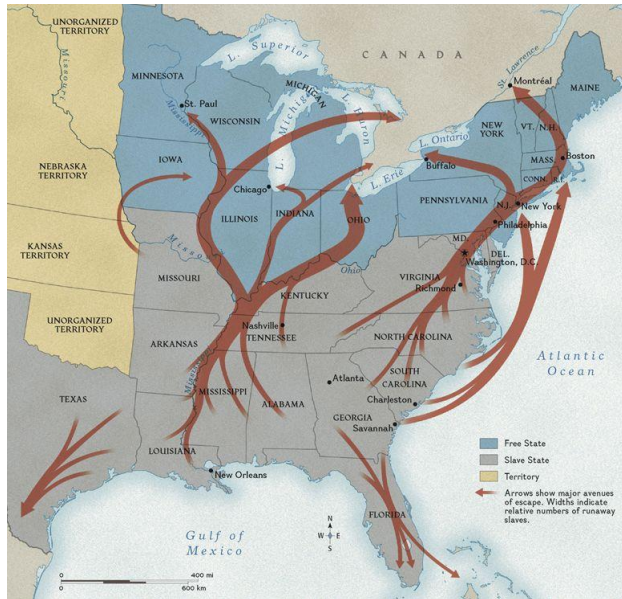
### The cotton boom increased demand for slave labor

It's not a coincidence that this pair of maps looks so similar to the cotton maps above. Vast Southern cotton plantations relied heavily on slave labor for the work of planting and harvesting cotton — so growing demand for cotton meant growing demand for slaves. Meanwhile, things were trending in the opposite direction in the North, where small-scale farms and industrialization limited the value of slave labor. So, the United States became increasingly divided between an enslaved South and a free North.



### Escaped slaves find freedom thanks to the underground railroad





It's impossible to draw a precise map of "the" underground railroad, since it wasn't a literal railroad. Rather, it was a network of slavery opponents who helped escaped slaves reach safety and freedom, either in northern states or in Canada. But this map illustrates some of the most popular ways slaves escaped to freedom: either traveling up the Mississippi River or along the Northeast Corridor through Washington, DC, Philadelphia, and New York. One part of the Compromise of 1850 was a tough new fugitive slave law requiring government officials in northern states to assist with capturing escaped slaves and returning them to their masters. White Northerners in abolitionist strongholds like Boston sometimes organized mobs to defy the law, raising tensions between North and South.

### Vocabulary | The Coming of the Civil War Tour

**Abolitionists** – Historically: a person who favored the abolition, or end, of the institution of slavery. Today: a person who favors the abolition of any law or practice deemed harmful to society. Abolitionists are **anti-slavery**.

**Allies** – people or nations united by a common cause that support one another

**American Indian/ Native American** - a member of any of the indigenous peoples of North, Central, and South America, especially those indigenous to what is now the continental US.

**Atlantic Slave Trade** – or **transatlantic slave trade**, involved the transportation by slave traders of various enslaved African people, mainly to the Americas. The slave trade regularly used the triangular trade route and its Middle Passage and existed from the 16th to the 19th centuries.

**Chattel**- portable personal property. **Chattel slavery** equated human beings with livestock, furniture, and any other portable personal property. Chattel could be inherited, sold, or transferred without permission, in the case of the enslaved person.

**Conductors** - Underground Railroad conductors were free individuals who helped freedom seekers traveling along the Underground Railroad. Conductors helped freedom seekers by providing them with safe passage to and from stations. If a conductor was caught helping free the enslaved, they would be fined, imprisoned, branded, or even hanged.

**Cooperation** - working or acting together for a common purpose or benefit

**Courage** - ability to do something that you know is difficult or dangerous.

**Demand** - willingness and ability to purchase a good or service

**Economics** - the study of how society uses its limited resources. Economics is a social science that deals with the production, distribution, and consumption of goods and services

**Emancipation** - to free from restraint, control, or the power of another; to free from slavery.

**Enslaved Person** - This term is used in place of *slave*. It more accurately describes someone who was forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

*Enslaved person* emphasizes the person. *Slave* emphasizes the condition forced upon them. The term *enslaved person* focuses attention on the person while also recognizing that the person was forcibly placed into the condition of slavery by another person or group.

**Forced migration** – the movement of people made to leave a place due to forces outside of their control.

**Foundation** - the underlying basis or principles upon which a system or institution is built. A foundation influences what is built upon it.

**Freedom seeker** – an enslaved person who takes action to obtain freedom from slavery.

The term *freedom seeker* is favored over the *fugitive*, *runaway*, and *escapee*. These labels were created by slave-holding society and some white abolitionists and portrayed freedom seekers as illegal and law breakers. Such labels also belittled African American efforts toward freedom, making African Americans appear incapable of strategic planning and heroics.

**Indigenous** – original or native to a place

**Internal Slave Trade** – after the Atlantic slave trade was abolished in the U.S. in 1808, slave owners in the upper south found it profitable to sell slaves to new plantations in the lower south. This **domestic slave trade** relocated slaves across the south using land and water routes.

**Middle Passage** - the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas

**Perseverance** - continued effort to do or achieve something, even when this is difficult or takes a long time

**Plantations** - The difference between Farm and Plantation is that a farm is a relatively smaller piece of land that is used to grow either commercial crops or food for the farmer's family, and livestock is typically kept. A plantation is a large farm used only for producing commercial crops. Unlike farms, on which a variety of crops can be grown, a plantation generally grows only one crop. This crop is then sold in the market for monetary gains. A plantation may also include housing for the owner and labor working there.

**Slavery** – a condition in which a person is owned by another person.

**Supply** - the amount of a good or service that is available

**Systems and institutions** – Institution: an established custom or practice, or a group of people that was socially constructed for a specific reason. System: where humans interact in society using their culture.

**Underground** – secret, not operating in the open