

SSUSH6: Analyze the impact of territorial expansion and population growth in the early decades of the new nation

In the decades after ratification of the Constitution, the United States increased both in size and in population. This expansion led to increased U.S. interactions with other nations and people. This standard measures your knowledge of this expansion.

Northwest Ordinance

The first U.S. governmental territory outside the original states was the Northwest Territory, which was created by the Northwest Ordinance. This law demonstrated to Americans that their national government intended to encourage westward expansion and that it would do so by organizing new states that would be equal members of the Union. The ordinance banned slavery in the Northwest Territory. This law made the Ohio River the boundary between free and slave regions between the 13 states and the Mississippi River. Additionally, the Northwest Ordinance mandated the establishment of public schools in the Northwest Territory.

Louisiana Purchase

In the early 1800s, President Thomas Jefferson sent James Monroe to France to negotiate the purchase of the important port city of New Orleans. At the time, the French ruler Napoleon controlled New Orleans and much of the land west of the Mississippi River. In 1803, Napoleon agreed to sell to the United States not only New Orleans but also the entire Louisiana Territory for \$15 million. As a result, the United States nearly doubled in geographic area.

Lewis and Clark Expedition

Jefferson sent Meriwether Lewis and William Clark to explore Louisiana and the western lands all the way to the Pacific Ocean. On their 16-month expedition, Lewis and Clark charted the trails west, mapped rivers and mountain ranges, wrote descriptions and collected samples of unfamiliar animals and plants, and recorded facts and figures about the various Native American tribes and customs west of the Mississippi River.

War of 1812: Causes

In 1812, America declared war on Great Britain, which was already at war with France. Among the causes of this war, four stand out. First, Americans objected to restrictions Britain was enforcing to prevent neutral American merchants from trading with the French. Second, Americans were outraged by the British policy of impressment. Under this policy, thousands of American sailors were forced against their will to serve in the British navy after their merchant ships were captured at sea. Third, Americans suspected the British were giving military support to Native Americans so they would fight to keep Americans from settling lands west of the Appalachian Mountains. Fourth, Americans wished to drive the British out of North America altogether by conquering Canada while the British army was fighting the French in Europe.

War of 1812: Results

A major result of the War of 1812 was the end of all U.S. military hostility with Great Britain. Never again would Britain and the United States wage war over diplomacy, trade, territory, or any other kind of dispute. America's army and navy were firmly established as worthy opponents of any European military force. The U.S. military's achievements in the War of 1812 also served to heighten nationalist sentiments.

National Infrastructure

In this period, many families moved west of the Appalachian Mountains to claim land in the new American territories stretching to the Mississippi River. Their travel was difficult, taking a week to cross the distance a car might drive today in a few hours. In response, private companies built the young nation's roads and waterways. These roads were often turnpikes, or toll roads, which travelers paid a fee to use. In turn, these fees were used to pay for upkeep of the new roads. Where roads could not be built, barges were used on rivers to carry people and goods—as long as the rivers flowed in the same direction that the settlers and merchants wanted to travel. Soon

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a new invention, the steamboat, enabled people to buy a ticket from private companies that operated the boats and to travel upstream as easily as downstream. Lastly, in the wilderness where rivers did not run and roads could not be built, government leaders joined businesspeople to build canals—artificial rivers. These shallow waterways were for barges, not steamboats, and had pathways alongside on which horses or mules pulled the barges.

Erie Canal

The most famous canal built in this era was the Erie Canal, which connected the Great Lakes to the Atlantic Ocean. It was opened in 1825 after eight years of digging by thousands of laborers, mostly immigrants. It stretches 363 miles from Lake Erie to the Hudson River, which flows into the Atlantic Ocean at New York City. The Erie Canal served as a turnpike for barges where a road could not easily be built, and greatly lowered transportation costs. This not only opened up western New York and regions further west to increased settlement, but also helped unite new regions with the Atlantic states.

Rise of New York City

Until 1790, New York City was the capital of the United States. In the early 1800s, civic development turned this colonial town into a great economic center established on a grid of city blocks. By 1835, the population had grown so large that New York City outpaced Philadelphia as the largest U.S. city. Trade grew when the Erie Canal made the city's harbors the link between European merchants and the great agricultural markets across the Appalachians from New York City. The city was home to the biggest gathering of artisans and crafts workers in the United States, and its banking and commercial activities would soon make it the leading city in all of North America.

Monroe Doctrine

In 1823, President James Monroe warned the nations of Europe not to meddle in the politics of North and South America. When a group of European countries planned to help one another recapture American colonies that had gained independence, Monroe announced that the United States would prevent European nations from interfering with independent American countries. Further, Monroe said the United States would remain neutral in wars between European nations and their American colonies, but, if battles took place in the New World, the United States would view such battles as hostile actions against the United States. In summary, the Monroe Doctrine defined an aspect of U.S. foreign policy to which America still holds today.

Review Suggestions

To prepare for questions about the period from **1800 to 1835**, you should use review

- Northwest Ordinance
- Louisiana Purchase
- Lewis and Clark
- War of 1812
- Erie Canal
- New York City
- Monroe Doctrine

SSUSH7: Explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it

America’s great economic prosperity in the early 19th century had both national and regional impact. It was a time when Americans reflected on social problems and sought reforms that took hold in some regions more easily than in others. This standard requires you to demonstrate an understanding of these developments.

Eli Whitney and the Industrial Revolution

The industrial revolution is the name given to the period in the 19th century when power-driven machines operated by semiskilled or unskilled workers replaced hand tools operated by skilled laborers, altering the quality of work for many people. American inventor Eli Whitney best illustrates the rise of industrialism with his invention of the **cotton gin** and his development of **interchangeable parts** for muskets. Whitney invented the cotton gin in 1793. It is a machine that rapidly removes cotton plant seeds from the valuable cotton fiber used to make thread and fabric. By producing more cotton in a day than any person could working by hand, the gin reduced the cost of processing cotton and greatly raised the profit from growing it. To further cut costs and raise profits, unskilled slaves were often put to work running the cotton gins in the southern states.

Another industrial improvement Whitney developed was interchangeable parts. Prior to industrialization, a broken mechanism or machine had to be discarded and replaced because all its parts had been handmade by skilled workers to fit only that mechanism. Whitney introduced the practice of manufacturing identical parts so only the broken part would need to be replaced to repair the whole machine. He applied this process to making muskets. If one piece of the musket’s mechanism broke, the owner could continue to use the musket after that piece was replaced with a matching piece. Interchangeable parts made it possible for semiskilled workers to mass-produce mechanical products.

Westward Growth and Manifest Destiny

Between 1800 and 1860, the United States more than doubled in size and the number of states expanded from 16 to 33. There were three primary motivations for America’s westward growth:

1. the desire of most Americans to own their own land;
2. the discovery of gold and other valuable resources; and
3. the belief that the United States was destined to stretch across North America (Manifest Destiny).

Manifest Destiny was the name given to the idea that the United States would naturally occupy the territory between the Atlantic and Pacific oceans. The word *manifest* means “obvious,” and the word *destiny* means “fate.” According to Manifest Destiny, the obvious fate of the United States was to expand “from sea to shining sea.” There were strong economic motivations behind this belief, as well as racism regarding Native Americans and Mexican people. It became a popular political belief in the United States during the early 19th century.

Reform Movements

To prepare for questions within this section of the standard, review the breakdown of each reform movement in the following table.

Movement	Issue	Impact
Temperance	People should drink less alcohol, or alcohol should be outlawed altogether.	This movement increased the size of Protestant religious organizations and their influence in western and rural sections of the country. Women played an important role, which laid the foundation for the women’s movement.
Abolition	Slavery should be abolished and it should not be allowed in new states.	This movement made slavery and its expansion an important political issue. Women played an important role, which laid the foundation for the women’s movement.

Public School	All children should be required to attend free schools supported by taxpayers and staffed by trained teachers.	This movement established education as a right for all children and as a state and local issue it improved the quality of schools by requiring trained teachers.
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Women’s Suffrage

Women’s rights were few in the early 1800s. Women did not have the right to vote (suffrage) and often lacked legal custody of their own children. Most men—and most women, too—believed this was fitting and proper. One exception was **Elizabeth Cady Stanton**. She was an outspoken advocate for women’s full rights of citizenship, including voting rights and parental and custody rights. In 1848, she organized the **Seneca Falls Conference**—America’s first women’s rights convention—in New York. Delegates adopted a declaration of women’s independence, including women’s suffrage. Historians often cite the Seneca Falls Conference as the event that marked the beginning of organized efforts by women in the United States to gain civil rights equal to those of men.

Popular Political Culture

Jackson’s presidential campaigns caused an increase in public participation in politics, and things got rough. Jackson’s side accused his opponent of flattering European royalty and of misusing public funds. The opponent accused Jackson of unfaithfulness in his marriage, of massacring Native Americans, of illegally executing convicted soldiers, and of dueling. These accusations were publicized in songs, pamphlets, posters, and lapel buttons. A voter could find all these at the first-ever campaign rallies and barbecues.

Jacksonian Democracy

President Andrew Jackson and his supporters shared a political philosophy later referred to as “Jacksonian Democracy.” It sought a stronger presidency and executive branch, and a weaker Congress. Out of respect for the common man, it also sought to broaden public participation in government, so it expanded voting rights to include all adult white males, not just landowners.

Another principle of Jacksonian democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups. Jacksonians also favored Manifest Destiny and greater westward expansion of the United States.

American Nationalism

As a people, Americans in Jackson’s day believed in Manifest Destiny. They believed their nation was different from, and superior to, other nations because most Americans of that time shared the Protestant religion and English language, ancestry, and culture. They believed it was their duty to expand the hold of their religion, language, ancestry, and culture all the way to the Pacific Ocean to remake all of North America as the Founding Fathers had remade its Atlantic coast. Altogether, these beliefs comprise American nationalism

Review Suggestions

To prepare for questions about the period from **1800 to 1860**, you should use your textbook to review

- Industrial Revolution
- Eli Whitney
- Cotton Gin
- Interchangeable Parts
- Manifest Destiny
- Temperance Movement
- Abolitionism
- Public School Reform
- Women’s Suffrage
- Elizabeth Cady Stanton
- Seneca Falls Conference
- Jacksonian Democracy
- American Nationalism

Standard 8: Explain the relationship between growing north–south divisions and westward expansion.

In the decades before the Civil War, three distinct regions emerged in the United States: the North, the South, and the West. Sharp divisions emerged between the economies and cultures of the North and South. In the West, settlers from both the North and South merged to create a distinct way of life. This standard will measure your knowledge of these regions and the differences among them.

Abolition

By 1820, although racial discrimination against African Americans remained, slavery had largely ended in the North. Many Northerners and some Southerners took up the cause of abolition, a campaign to abolish slavery immediately and to grant no financial compensation to slave owners. As most slaves were held in southern states, abolition was a significant issue that led to growing hostility between Northerners and Southerners. Prominent abolitionists included African Americans, whites, men, and women. Among the most notable were the following:

- **William Lloyd Garrison**, a writer and editor, was an important white abolitionist. He founded regional and national abolitionist societies and published an antislavery newspaper that printed graphic stories of the bad treatment received by slaves.
- **Frederick Douglass**, a former slave, worked for Garrison and traveled widely, giving eloquent speeches on behalf of equality for African Americans, women, Native Americans, and immigrants. He later published autobiographies and his own antislavery newspaper.
- **The Grimke sisters**, Sarah and Angelina, were southern women who lectured publicly throughout the northern states about the evils of slavery they had seen growing up on a plantation. Their public careers began when Garrison published a letter from Angelina in his newspaper.

Slavery as a Major Political Issue

Most white Southerners opposed abolition. White writers and public speakers argued slavery was a necessary part of life in the South. The southern economy, they said, was based on large-scale agriculture that would be impossible to maintain without slave labor. They also boasted that southern white culture was highly sophisticated and said it was made possible by the

plantation economy. Another proslavery argument claimed slaves were treated well and lived better lives than factory workers in the North. In fact, some whites said they provided better lives for slaves than free blacks were able to provide themselves. When settlers in the slaveholding Missouri Territory sought statehood, proslavery and antislavery politicians made slavery a central issue in national politics.

Missouri Compromise of 1820

The state constitution proposed by Missouri allowed slavery. Because half the states in the union allowed slavery while the other half did not, statehood for Missouri would upset the U.S. Senate's equal balance between proslavery and antislavery senators. This issue was resolved when Congress passed the Missouri Compromise. Under the compromise, Maine would be admitted to the Union as a free state, Missouri would be admitted as a slave state, and slavery would be prohibited in the northern part of the Louisiana territory, except for Missouri. Once again, half the states would allow slavery while the other half would not, and the Senate would retain its equal balance between proslavery and antislavery senators—until the next state asked to enter the Union.

Nat Turner

African American preacher Nat Turner believed his mission on Earth was to free his people from slavery. Seeing an 1831 solar eclipse as a message from above, he led a slave rebellion on four Virginia plantations. About 60 whites were killed, and Turner was captured, tried, and executed. To stop such uprisings, white leaders passed new laws to limit the activities of slaves and to strengthen the institution of slavery.

Nullification Crisis

Vice President **John C. Calhoun** argued with President Andrew Jackson about the rights of states to nullify (cancel) federal laws they opposed. Trouble, known as the Nullification Crisis, resulted when southern states sought to nullify a high tariff (tax) Congress had passed on manufactured goods imported from Europe. This

tariff helped northern manufacturers but hurt southern plantation owners, so legislators nullified the tariff in South Carolina. Calhoun, a South Carolinian, resigned from the vice presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, contributed to the rise of **sectionalism**.

Calhoun and the advocates of sectionalism argued in favor of **states' rights**—the idea that states have certain rights and political powers separate from those held by the federal government and that the federal government may not violate these rights. The supporters of sectionalism were mostly Southerners. Their opponents were afraid that if each state could decide for itself which federal laws to obey, the United States would dissolve into sectional discord or even warfare.

Mexican-American War

In 1845, the United States took Texas into the Union and set its sights on the Mexican territories of New Mexico and California. U.S. annexation of Texas and other factors led to war in 1846. During the conflict, the United States occupied much of northern Mexico. When the United States eventually won the war, this region was ceded to the United States as a part of the Treaty of Guadalupe Hidalgo.

Wilmot Proviso

During the Mexican-American War, Congress debated whether slavery would be allowed in New Mexico and California if these territories were acquired from Mexico. The antislavery position was outlined in a proposal called the Wilmot Proviso, but the House of Representatives failed to approve it, and the issue of

whether to allow or prohibit slavery in new states remained unresolved.

Compromise of 1850

The expansion of U.S. territory and population growth in the West continued to fuel political tensions between free states and slave states over the extension of slavery. Many members of Congress became increasingly concerned that the issue of slavery threatened the survival of the nation. Those who favored slavery and those who opposed slavery therefore agreed to five laws that addressed these concerns. Collectively, the five laws are known as the Compromise of 1850. This compromise stated:

- The state of New Mexico would be established by carving its borders from the state of Texas.
- New Mexico voters would determine whether the state would permit or prohibit the practice of slavery.
- California would be admitted to the Union as a free state.
- All citizens would be required to apprehend runaway slaves and return them to their owners. Those who failed to do so would be fined or imprisoned.
- The slave trade would be abolished in the District of Columbia, but the practice of slavery would be allowed to continue there.

The Compromise of 1850 eased sectional tensions over slavery for a short time. In the next few years, however, aspirations for a more permanent solution to the issue of slavery faded.

Review Suggestions

To prepare for questions about the period from **1800 to 1860**, you should use your textbook to review

- Abolitionism
- William Lloyd Garrison
- Frederick Douglass
- The Grimke Sisters
- Missouri Compromise of 1820
- Nat Turner's Rebellion
- Nullification Crisis
- John C. Calhoun
- Sectionalism
- States' Rights
- Mexican-American War
- Wilmot Proviso
- Compromise of 1850

Standard SSUSH9: Identify key events, issues, and individuals relating to the cause, course, and consequences of the Civil War.

This standard will measure your understanding of the cause of the Civil War, its course from start to finish, and its consequences. The Civil War was one of the defining events in U.S. history, so your knowledge of it is an essential part of your understanding of American history.

Kansas-Nebraska Act

In 1854, Congress again took up the issue of slavery in new U.S. states and territories. This time, the territories were Kansas and Nebraska, and Congress approved the Kansas-Nebraska Act, which repealed the Missouri Compromise of 1820 and gave the settlers in all new territories the right to decide for themselves whether theirs would be a free or a slave state. This made a proslavery doctrine, **popular sovereignty** (rule by the people), the law of the United States.

Pro- and antislavery groups hurried into Kansas in attempts to create voting majorities there. Antislavery abolitionists came from eastern states; proslavery settlers came mainly from neighboring Missouri. Some of these Missourians settled in Kansas, but many more stayed there only long enough to vote for slavery and then returned to Missouri. Proslavery voters elected a legislature ready to make Kansas a slave state. Abolitionists then elected a rival Kansas government with an antislavery constitution, established a different capital city, and raised an army. Proslavery Kansans reacted by raising their own army.

The U.S. House of Representatives supported the abolitionist Kansans; the U.S. Senate and President Franklin Pierce supported the proslavery Kansans. Violence between the two sides created warlike conditions. Popular sovereignty had failed.

Dred Scott

In 1857, the U.S. Supreme Court issued the *Dred Scott decision*, settling a lawsuit in which an African American slave named Dred Scott claimed he should be a free man because he had lived with his master in slave states and in free states. The Court rejected Scott's claim, ruling that no African American—even if free—could ever be a U.S. citizen. Further, the Court said Congress could not prohibit slavery in federal territories. Thus, the Court found that popular sovereignty and the Missouri Compromise of 1820 were unconstitutional.

The *Dred Scott* decision gave slavery the protection of the U.S. Constitution. Proslavery Americans welcomed the Court's ruling as proof they had been right during the previous few decades' struggles against abolitionists. In contrast, abolitionists convinced many state legislatures to declare the *Dred Scott* decision not binding within their state borders. The new Republican Party said that if its candidate were elected president in 1860, he would appoint a new Supreme Court that would reverse *Dred Scott*.

John Brown

One famous abolitionist, John Brown, decided to fight slavery with violence and killing. In 1856, believing he was chosen by God to end slavery, Brown commanded family members and other abolitionists to attack proslavery settlers in Kansas, killing five men. In 1859, he led a group of white and black men in a raid on the federal armory at Harpers Ferry, Virginia (in modern-day West Virginia). They seized federal weapons and ammunition, killing seven people. Brown's plan was to deliver the weapons and ammunition to slaves, who would then use them in an uprising against slaveholders and proslavery government officials. But the raid failed, and Brown was captured by U.S. Marines led by U.S. Army Colonel Robert E. Lee. Eventually, Brown was convicted of treason against the state of Virginia and executed by hanging. Many Americans thought Brown was a terrorist killer. Others thought he was an abolitionist martyr.

Preserving the Union

Republican **Abraham Lincoln** was elected president in 1860. South Carolina voted to secede (separate from) the United States, followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and then Texas. They formed a new country called the Confederate States of America (the "Confederacy"). When they attacked the U.S. Army base at Fort Sumter, South Carolina, in April 1861, the long-feared Civil War began.

President Lincoln believed preservation of the United States (the "Union") was the most important task for any

U.S. president (see **Gettysburg Address** and **Lincoln’s Second Inaugural Address**, page 48). He did not believe the southern states had the right to secede from the Union and thought they were merely rebelling against the government.

preserve the Union, more states—Virginia, Arkansas, North Carolina, and Tennessee—seceded to join the Confederacy. Although Lincoln had often stated he wished only to restrict the spread of slavery, not to abolish it, over time he did embrace the idea of ending slavery in the United States.

He never considered the Confederacy a separate country. When Lincoln called for a large volunteer army to

STRATEGY BOX—The War Started for a Reason

The Civil War started because Northerners and Southerners had serious differences of opinion about states’ rights, slavery, and economics. Northern leaders were more likely to believe in the supremacy of the national government and to be against the expansion of slavery. Southern leaders were more likely to believe in states’ rights and often thought of themselves as citizens of their state first and their country second. Most southern leaders supported the continuation of slavery. Also, differences in how each section of the nation had developed created opposing viewpoints about economic policies such as tariffs. When trying to remember the values and beliefs of the important leaders of the Civil War era, you should think about which side each was on and the basic beliefs that separated the two sides.

North versus South

When southern forces opened fire on Union forces at Fort Sumter, they began a war that would last four years and take the lives of 821,000 soldiers. From the start, the Confederacy was at a serious disadvantage. The southern economy differed greatly from the economy of the northern states, and, in the end, the numerical and industrial superiority of the northern economy proved too much for the South to overcome. Review the following breakdown of economic issues that separated Northerners and Southerners to understand each position and how it influenced people’s opinions and actions.

	Northern Economy	Southern Economy
Foundation	Industry and trade	Agriculture
Population	71% of U.S. population; 99% free, 1% slave; large enough to assemble an army capable of defending the Union	29% of U.S. population; 67% free, 33% slave; too few free men to assemble an army capable of defending the Confederacy
Manufacturing Resources	92% of U.S. industrial output; generous resources to produce weapons and other military supplies and equipment	8% of U.S. industrial output; minimal resources to produce many weapons and other military supplies and equipment
Employment & Property Ownership	Many citizens worked for someone else and owned no property. Even in large-scale farming regions, machines reduced the need for agricultural workers.	Though most Southerners owned slaves, the economy of the South as a whole depended on the production of cash crops such as cotton, corn, rice, and tobacco, which required human labor and depended on slavery.
Exports & Views on Tariffs	34% of U.S. exports; favored high tariffs on imported foreign goods to protect northern industries and workers’ jobs	66% of U.S. exports; favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable
Food Production	More than twice as much as the South produced	Less than half as much as the North produced
Railroads	71% of U.S. railroad network; efficient railway transport system. Ready capacity to transport troops and their supplies, food, etc.	29% of U.S. railroad network; inefficient railway transport system. Poor capacity to transport troops and their supplies, food, etc.

Habeas Corpus

Not all Northerners supported President Lincoln’s efforts to preserve the Union. Some were Confederate sympathizers (just as some Southerners were Union sympathizers). Throughout the war, in some states Lincoln suspended the constitutional right of *habeas corpus*—the legal rule that anyone imprisoned must be taken before a judge to determine if the prisoner is being legally held in custody. The Constitution allows a president to suspend habeas corpus during a national emergency. Lincoln used his emergency powers to legalize the holding of Confederate sympathizers without trial and without a judge to agree they were legally imprisoned. Over 13,000 Confederate sympathizers were arrested in the North.

Emancipation Proclamation

Lincoln used his emergency powers again to issue the Emancipation Proclamation. It emancipated (freed) all slaves held in the Confederate states. Lincoln did not expect Confederate slaveholders to free their slaves, but he thought news of the proclamation would reach southern slaves and encourage them to flee to the North. Lincoln believed one reason southern whites were free to join the Confederate Army was because slaves were doing war work that, otherwise, the whites would have to do. Encouraging slaves to flee north would hurt the southern war effort.

Although the Emancipation Proclamation did not free slaves held in the North, it was warmly welcomed by African Americans living in Union states. They understood the proclamation announced a new goal for the Union troops—besides preserving the Union, the troops were fighting for the belief that the United States would abolish slavery throughout the nation.

STRATEGY BOX—Emancipation Proclamation: A Matter of Manpower

The announcement of Abraham Lincoln’s Emancipation Proclamation was one of the main actions of the Civil War.

The Emancipation Proclamation freed all slaves residing in territory that was in rebellion against the federal government. This encouraged slaves in the South to attempt to escape. As the number of runaway slaves climbed, the South’s ability to produce cotton and food declined. To counter this, the South devoted some of its manpower to keeping slaves from running away. In addition, following the proclamation, the North began to allow African Americans to join the Union army. While few served in combat, more than 150,000 African Americans took the place of white soldiers by garrisoning forts and working behind the front lines. This was the equivalent of giving the North a new army larger than the South’s. Some historians believe this was enough to guarantee a northern victory.

The Emancipation Proclamation had a very practical effect on the outcome of the war. When you think about it, do not forget its impact on manpower and the outcome of the Civil War.

Key Leaders of Civil War

The political and military leaders of the Union and the Confederacy represented the different beliefs and values that separated the North from the South. The northern leaders thought it was illegal for the southern states to secede from the Union. They considered the Confederates outlaws, not citizens of a separate country. On the other hand, the southern leaders put loyalty to their home states above everything else. They fought for the Confederacy to protect their homes, even though they may have had misgivings about secession.

	North	South
President	Abraham Lincoln <ul style="list-style-type: none"> • U.S. representative from Illinois • President of United States of America, 1861–1865 	Jefferson Davis <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • U.S. senator from Mississippi

	<ul style="list-style-type: none"> • Appointed Gen. Ulysses S. Grant commanding general of Union armies • Issued Emancipation Proclamation • Promoted Thirteenth Amendment to Constitution 	<ul style="list-style-type: none"> • U.S. secretary of war • President of Confederate States of America, 1861–1865 • Appointed Robert E. Lee as general in chief of Confederate armies
Generals	Ulysses S. Grant <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Won first Union victories • Captured control of Mississippi River in Siege of Vicksburg • Appointed commanding general of Union armies by Lincoln • Accepted surrender of Confederate Gen. Lee to end Civil War 	Robert E. Lee <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Fought larger Union armies to standoff at Battle of Antietam • Defeated at Battle of Gettysburg • Appointed general in chief of Confederate armies by Davis • Surrendered to U.S. Gen. Grant to end Civil War
	William Tecumseh Sherman <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Served under Gen. Grant during Siege of Vicksburg • Destroyed Atlanta; ended Confederate’s ability to fight • Accepted surrender of all Confederate armies in Carolinas, Georgia, and Florida 	Thomas “Stonewall” Jackson <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Won First Battle of Bull Run • Fought under Confederate Gen. Lee at Antietam and Second Bull Run • Died in battle

Key Battles of the Civil War

Union and Confederate forces fought many battles in the Civil War’s four years. Land battles were fought mostly in states west of the Mississippi River; sea battles were fought along the Atlantic coast and in the Gulf of Mexico; and river battles were fought on the Mississippi. Review the following details of five major Civil War battles.

- **Fort Sumter**—April 1861—Fort Sumter was a federal fort in the harbor of Charleston, South Carolina. Confederate forces staged a 24-hour bombardment against it and, by attacking federal property, had committed an act of open rebellion. To uphold the Constitution, President Lincoln believed he had no choice but to call for troops to respond against the Confederacy. As a direct result, the Civil War began.
- **Antietam**—September 1862—Confederate Gen. Robert E. Lee marched his forces to Antietam Creek, Maryland, where he fought the war’s first major battle on northern soil. It was the deadliest one-day battle in American history, with over 26,000 casualties. Neither side won a victory. As Lee withdrew to the South, Union forces might have been able to end the war by going after the Confederates—Union soldiers outnumbered them two-to-one—but they did not follow Lee. The significance of the Battle of Antietam was that Lee’s failure to win it encouraged Lincoln to issue the Emancipation Proclamation.
- **Gettysburg**—July 1863—Confederate Gen. Robert E. Lee hoped that an invasion of Union territory would significantly weaken Northern support for the war effort. A major Southern victory on northern soil might also convince Great Britain and France to aid Confederate forces. Lee’s army was met by Union troops at Gettysburg, Pennsylvania. In the course of a three-day battle, as many as 51,000 were killed. It was the deadliest battle of the American Civil War. Lee gave up attempts to invade the Union or to show Northerners that the Union troops

could not win the war. Four months later, Lincoln delivered his **Gettysburg Address** at the dedication of the Gettysburg National Cemetery.

- **Vicksburg**—May–July 1863—Union Maj. Gen. Ulysses S. Grant laid siege to Vicksburg, Mississippi, because the army that controlled its high ground over a bend in the Mississippi River would control traffic on the whole river. After a seven-week siege, Grant achieved one of the Union’s major strategic goals: He gained control of the Mississippi River. Confederate troops and supplies in Arkansas, Louisiana, and Texas were cut off from the Confederacy. This Union victory, coupled with the Union victory at Gettysburg, was the turning point of the war.

- **Atlanta**—July–September 1864—Union Gen. William Tecumseh Sherman besieged Atlanta, Georgia, for six weeks before capturing this vitally important center of Confederate manufacturing and railway traffic. Sherman’s goal was to disrupt the Confederacy’s capacity to resupply its troops throughout the South. Union troops burned Atlanta to the ground and then marched to the Atlantic Ocean, destroying the railways, roads, and bridges along the path, as well as the crops and livestock his troops did not harvest and butcher to feed themselves. Now the South knew it would lose the war, and the North knew it would win. Lincoln easily won reelection against a candidate who wanted a truce with the Confederacy.

Gettysburg Address

In November 1863, Lincoln’s Gettysburg Address was another event by which he shaped popular opinion in favor of preserving the Union. The occasion was the dedication of a military cemetery at the Gettysburg battlefield four months after 51,000 people were killed in the battle there. Most of the ceremony was performed by famous orator Edward Everett, who spoke for two hours, as was the manner at that time for an important event. Then Lincoln rose to speak, starting with his famous words “Four score and seven years ago.” He spoke for just two minutes in what is now considered one of the greatest speeches in the English language. His address helped raise the spirits of Northerners who had grown weary of the war and dismayed by southern victories over the larger Union armies. He convinced the people that the United States was one indivisible nation.

Lincoln’s Second Inaugural Address

Abraham Lincoln was reelected president in 1864. When he delivered his **second inaugural address**, Union victory over the Confederacy was certain, and Americans foresaw an end to slavery. Instead of boasting about that victory, Lincoln expressed sorrow that the states had not been able to resolve their differences peacefully. However, he clearly stated that slavery was such an evil that the North was right to have gone to war over the issue. Nevertheless, he urged Americans not to seek revenge on slaveholders and their supporters and military. Instead, he urged reconstruction of the South “with malice toward none; with charity for all.” Now at the end of the Civil War, Lincoln formed what would become the popular memory of why the war was necessary. He said it had been fought to preserve the Union as an indivisible nation of citizens who would no longer profit from “wringing their bread from the sweat of other men’s faces”—from taking their earnings from the labor of unpaid slaves

Review Suggestions

To prepare for questions about the causes, course, and consequences of the Civil War, you should use your textbook to review

- Kansas-Nebraska Act
- Popular Sovereignty
- *Dred Scott* Decision
- John Brown
- Abraham Lincoln
- Habeas Corpus
- Emancipation Proclamation
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- William Tecumseh Sherman
- Thomas “Stonewall” Jackson
- Fort Sumter
- Battle of Antietam
- Battle of Gettysburg
- Siege of Vicksburg
- Battle for Atlanta
- Gettysburg Address
- Lincoln’s Second Inaugural Address

Standard 10: Identify legal, political, and social dimensions of Reconstruction

This standard will measure your understanding of how, after the Civil War, the United States worked to resolve the issues that had caused the war. The legal status of the freed African Americans, the defeated southern states, and the Confederate leaders had to be settled to truly reconstruct the United States. Your understanding of Reconstruction is crucial to your knowledge of U.S. history.

Presidential Reconstruction

The Reconstruction plans begun by President Abraham Lincoln and carried out by President Andrew Johnson echoed the words of Lincoln's second inaugural address, which urged no revenge on former Confederate supporters. The purpose of Presidential Reconstruction was to readmit the southern states to the Union as quickly as possible. Republicans in Congress, however, were outraged by the fact that the new southern state governments were passing laws that deprived the newly freed slaves of their rights.

Radical Republican Reconstruction

To remedy the Radical Republicans' outrage, Congress forced the southern states to reapply for admission to the Union and to take steps to secure the rights of the newly freed slaves. This resulted in the creation of southern state governments that included African Americans. The key feature of the effort to protect the rights of the newly freed slaves was the passage of three constitutional amendments during and after the Civil War. Southern states were required to ratify all these amendments before they could rejoin the Union.

Thirteenth Amendment: abolished slavery and involuntary servitude in the United States

Fourteenth Amendment: defined U.S. citizenship as including all persons born in the United States, including African Americans; guaranteed that no citizen could be deprived of his or her rights without due process

Fifteenth Amendment: removed restrictions on voting based on race, color, or ever having been a slave; granted the right to vote to all male U.S. citizens over the age of 21

During the Reconstruction period, African Americans made progress in many areas. Some of these gains lasted, but others did not. Many African American children were able to attend free schools for the first time. African Americans started newspapers, served in public office, and attended new colleges and universities established for them. One of these institutions, **Morehouse College**, was founded in Atlanta in 1867 as the Augusta Institute. A former slave and two ministers founded it for the education of African American men in the fields of ministry and education.

Congress also created the **Freedmen's Bureau** to help African Americans make the transition to freedom. The Freedmen's Bureau helped former slaves solve everyday problems by providing food, clothing, jobs, medicine, and medical-care facilities. While the Freedman's Bureau did help some former slaves acquire land unclaimed by its pre-war owners, Congress did not grant land or the absolute right to own land to all freed slaves. Such land grants would have provided African Americans with some level of economic independence. Without it, and with few skills outside of farming, the newly freed slaves had few options other than entering the sharecropping, crop lien, or tenant farming system, where they often ended up working for former slaveholders in conditions little different from slavery.

Northerners who traveled to the South to help the former slaves and to make money were called **carpetbaggers**. Southerners who cooperated with the African Americans and carpetbaggers were called **scalawags**. These two groups also played a role in Reconstruction.

Impeachment of Andrew Johnson

During the Reconstruction period, the biggest issue in northern and southern states alike was the **impeachment of President Andrew Johnson**. The U.S. Constitution allows Congress to remove the president from office by impeaching (accusing) him of committing “high crimes and misdemeanors,” so Radical Republicans impeached Johnson when he ignored laws they had passed to limit presidential powers. They passed these laws to stop Johnson from curbing the Radical Republicans’ hostile treatment of former Confederate states and their leaders. After a three-month trial in the Senate, Johnson missed being convicted by one vote, so he was not removed from office merely because he held political opinions unpopular among politicians who had the power to impeach him.

Resistance to Racial Equality

Not all white Southerners accepted the equal status of former slaves. After the Thirteenth Amendment abolished slavery, all former slave states enacted **Black Codes**, which were laws written to control the lives of freed slaves in ways slaveholders had formerly controlled the lives of their slaves. Black Codes deprived voting rights to freed slaves and allowed plantation owners to take advantage of black workers in ways that made it seem that slavery had not been abolished.

Other white Southerners formed secret societies that used murder, arson, and other threatening actions as a means of controlling freed African Americans and of pressuring them not to vote. The **Ku Klux Klan** was the worst of these societies. The Klan, or KKK, was founded by veterans of the Confederate Army to fight against Reconstruction. Some southern leaders urged the Klan to step down because federal troops would stay in the South as long as African Americans needed protection from the society.

All in all, the readmission of states proved difficult and led white Southerners to resist Reconstruction and to regard their Reconstruction state governments as corrupt. Reconstruction came to an end when Union troops were withdrawn from the South as part of the **Compromise of 1877**, which resulted from the contested **1876 presidential election** between Rutherford B. Hayes and Samuel Tilden. When the soldiers left and white Southerners regained control of their state governments, African Americans were left unprotected. The new southern governments quickly passed laws that deprived blacks of their rights and worked to strengthen the segregation of southern society.

Review Suggestions

To prepare for questions about Reconstruction, you should use your textbook to review

- Presidential Reconstruction
- Radical Republican Reconstruction
- Thirteenth Amendment
- Fourteenth Amendment
- Fifteenth Amendment
- Morehouse College
- Freedmen’s Bureau
- Andrew Johnson’s Impeachment
- Black Codes
- Ku Klux Klan (KKK)
- 1876 Presidential Election
- • Compromise of 1877