

U.S. HISTORY TO 1865 -

USI.9 – CIVIL WAR: CAUSE, MAJOR EVENTS, AND EFFECTS -- 2023 STANDARDS

STANDARD USI.9A – CAUSES OF THE CIVIL WAR

- a. describe how **slavery** and its **expansion** was the primary cause of the cultural, economic, and constitutional issues that **divided the nation** and led to the **secession** of southern states;

Key Idea:

The expansion of slavery and the growing divide between the North and the South were the primary causes of the Civil War.

★ Conflicting view about powers of Federal Government

- The **North** had a diversified economy based on **industry, manufacturing, and trade**.
 - The North therefore favored **high tariffs** and a **strong federal government**.
- The **South** relied on **agriculture** and **enslaved labor** to grow cash crops such as cotton and tobacco.
 - The South therefore favored **low tariffs** and believed in **states' rights**—the idea that states could **reject federal laws** they disliked.
- While many **Southerners** believed that they had the power to **declare any national law illegal**
 - Southerners felt that the **abolition of slavery** would destroy their region's economy.
- **Many** northerners believed that the **national government's power** was **supreme** over that of the states.
 - They believed slavery **should be abolished** for **moral** reasons.

★ Conflicting views about expansion of slavery into new states.

- **Slavery's expansion** into new territories created fierce **conflicts**.

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- Decisions had to be made over whether the new states would **join the Union** as **free or slave states**.



Attempts at Compromise



- **Missouri Compromise (1820)**: Drew a line across the **Louisiana Territory**—north of it, **slavery** was **banned** (except in **Missouri**).
- **Compromise of 1850**: **California** entered as a **free state**; the **Fugitive Slave Law** was strengthened.
- **Kansas-Nebraska Act (1854)**: Allowed settlers to decide the slavery issue by **popular sovereignty** (vote of the people) leading to violent conflict in **“Bleeding Kansas.”**
- **Dred Scott Decision (1857)**: The Supreme Court ruled that enslaved people were **property** and had **no legal rights**, inflaming tensions further.



Secession

- When **Abraham Lincoln** was **elected** president in 1860 on an anti-slavery platform, Southern states began to **secede** from the Union, forming the **Confederate States of America** with **Jefferson Davis** as president.
- **Southern states** that were dependent upon cash crops requiring intensive labor from enslaved African Americans **seceded** from the Union.
- **Northernmost slave states (border states)** and free states stayed in the Union.
- The war **began** when Confederate forces fired on **Fort Sumter**, South Carolina, in **April 1861**.

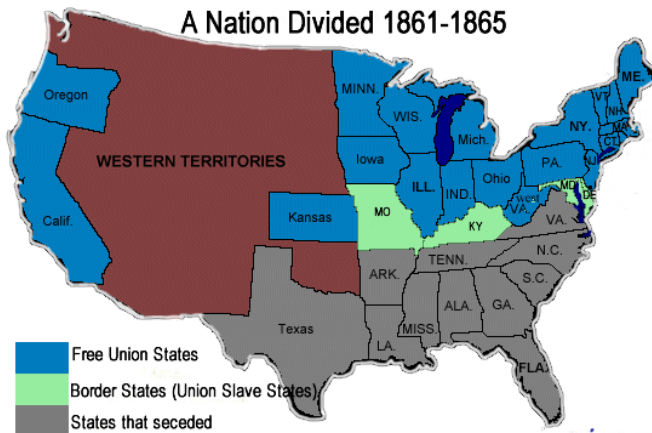


Questions for thought



- What economic and moral **issues** **divided** the North and South?
- How did the admission of **new states** intensify the debate over slavery?

- What is **popular sovereignty**, and how did it affect national unity?
- Why did Southern states choose to **secede**?



STANDARD USI.9B – NORTHERN AND SOUTHERN ECONOMIES AND THE OUTCOME OF THE WAR

- b. describe the differences in the **economies of the North and the South**, growth of agriculture and industry, and how those economies impacted the outcome of the war

Key Idea:

The Civil War was also a clash of two very **different economic systems**.



The North

- Based on **industry**, railroads, and immigrant labor.
- Had **larger cities**, better infrastructure, and more factories to **produce weapons** and supplies.
- Possessed a **stronger navy** and more extensive **transportation networks**.



The South

- Depended on **plantation agriculture** and **enslaved labor**.
- **Exported cotton** to Europe but **lacked factories** to produce war materials.
- Its economy suffered under the **Union blockade**, which cut off **trade and supplies**.



Impact on the Outcome

- The North's **industrial strength** and **larger population** gave it a **decisive advantage**.
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- The **South's early success** could not be sustained against the Union's resources and manpower.



Questions for thought



- How did the **different economies** shape each region's war strategy?
- Why was the **Union blockade** effective?
- How did the war test the Constitution's **balance of state and federal power**?

STANDARD USI.9c – LINCOLN'S LEADERSHIP

- c. evaluate the leadership and impact of **Abraham Lincoln** during the Civil War

Key Idea:

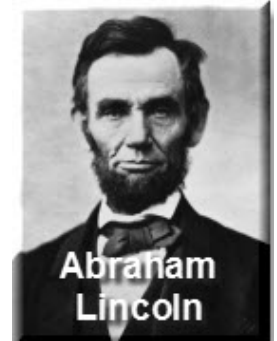
President **Abraham Lincoln** transformed the presidency and redefined the purpose of the war.



Lincoln's Vision and

Actions

- In his **First Inaugural Address (1861)**, Lincoln pleaded for **unity** and promised not to interfere with slavery where it already existed.
- He believed **secession was illegal** and used federal power to preserve the Union.
- Lincoln **expanded presidential authority** by:
 - Calling up troops and expanding the army and navy.
 - Ordering blockades of southern ports.
 - Suspending certain civil liberties during wartime.
- In **1863**, Lincoln issued the **Emancipation Proclamation**, **freeing enslaved people** in areas under Confederate control. It reframed the war as a fight for **freedom as well as union**.



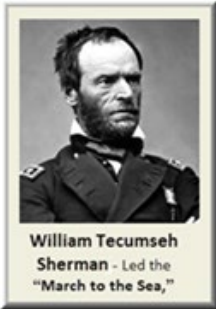
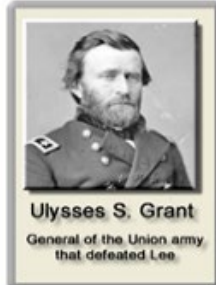
Questions for thought



- How did Lincoln's wartime actions strengthen the **executive branch**?
- Why was the **Emancipation Proclamation** a turning point in the war?
- How did **Lincoln's leadership** preserve the Union and reshape national ideals?

STANDARD USI.9D – KEY INDIVIDUALS AND MILITARY LEADERSHIP

- d. describe how individuals influenced the course of the Civil War including, but not limited to **Jefferson Davis**, **Ulysses S. Grant**, **Robert E. Lee**, **William Tecumseh Sherman**, **Thomas “Stonewall” Jackson**, and **Frederick Douglass**



Key Idea:

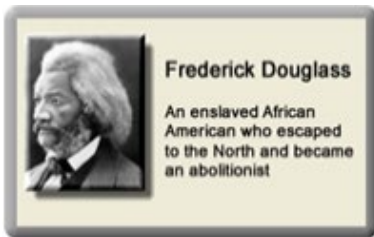
The Civil War produced legendary leaders whose decisions shaped the outcome of the conflict.



Union Leaders

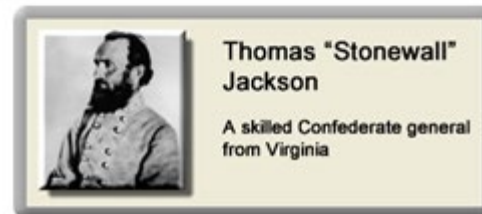
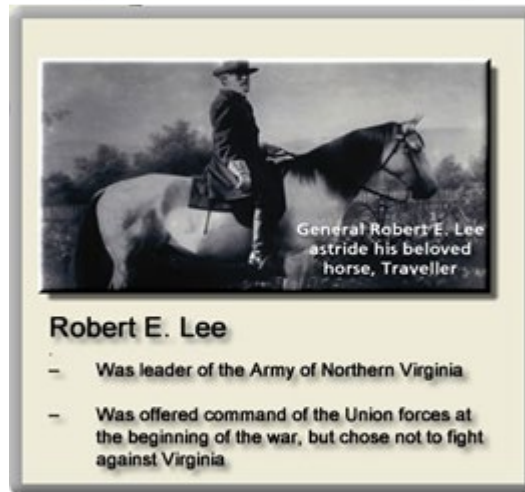
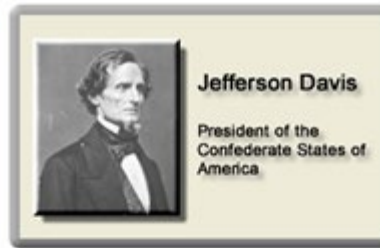
- **Abraham Lincoln** – President and commander-in-chief of Union forces.
- **Ulysses S. Grant** – Union general whose victories at **Vicksburg** and **Appomattox** secured victory.
- **William Tecumseh Sherman** – Led the “**March to the Sea**,” destroying southern infrastructure and weakening Confederate morale.

Leaders for Freedom



- **Frederick Douglass** – Formerly **enslaved abolitionist**; advised Lincoln and recruited Black soldiers for the Union.
- **John Brown** – Abolitionist whose 1859 raid on **Harpers Ferry** foreshadowed the war.
- **Harriet Tubman** – Leader of the **Underground Railroad**, and during the war, spy and nurse.

Confederate Leaders



- **Jefferson Davis** – President of the Confederate States of America.
- **Robert E. Lee** – Confederate general known for skillful strategy; surrendered to Grant at **Appomattox Court House** (1865).
- **Thomas “Stonewall” Jackson** – Lee’s trusted commander; his death in 1863 was a major Confederate loss.



Questions

for thought 

- What leadership qualities did **Lincoln**, **Grant**, and **Lee** demonstrate?
- How did abolitionists like **Frederick Douglass** influence Union policy?
- How did **Sherman’s “total war”** strategy aim to end the conflict?

STANDARD USI.9E – MAJOR POLITICAL TEXTS AND SPEECHES

- e. describe major **political texts** during the war including, but not limited to **Lincoln’s Inaugural Address**, the **Emancipation Proclamation**, the **Gettysburg Address**, and **Lincoln’s Second Inaugural Address**
- Lincoln’s speeches and proclamations captured the moral and political essence of the war.



Lincoln’s addresses

- **First Inaugural Address (1861)**: Urged peace and preservation of the Union.
- **Emancipation Proclamation (1863)**: Declared **enslaved people** in Confederate states **free** and allowed African Americans to serve in the Union Army.
- **Lincoln’s Gettysburg Address (1863)**: Redefined the war as a test of democracy—“a new birth of freedom.”
- **“Second Inaugural Address (1865)**: Called for national healing—“with malice toward none, with charity for all.”



💡 Questions for thought 💡

- What principles of equality and democracy are reflected in **Lincoln's writings**?
- How did his words **inspire** the Union to victory and reconciliation?

STANDARD USI.9F – LIVES DURING THE WAR: DIVERSE PERSPECTIVES

*f. analyze the **effects of the war** from various perspectives of Union and Confederate soldiers, Indigenous people, women, European Americans, and enslaved and free Blacks during the war including, but not limited to **Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.***

Key Idea:

The Civil War touched everyone—soldiers and civilians, enslaved and free, men and women, across all races and regions.

👤 Women's Contributions

- **Clara Barton:** Founded the American Red Cross; cared for soldiers on the battlefield.
- **Elizabeth Van Lew** and **Mary Bowser:** Richmond spies who passed information to the Union.
- **Harriet Tubman:** Served as a nurse, scout, and spy for the Union Army.

African Americans

- **Enslaved people fled** to Union lines seeking freedom.

- **Robert Smalls:**
Enslaved sailor who captured a Confederate ship and delivered it to Union forces, later serving in Congress.



Robert Smalls
Union Naval Captain

- The United States **Colored Troops** (USCT) fought bravely for freedom and equality.

🌿 Soldiers and Civilians

- Union and Confederate **soldiers** faced disease, hunger, and homesickness.
- Southern civilians endured **shortages** and **destruction**; northern families coped with loss and high taxes.
- **Indigenous** communities were drawn into **both sides'** conflicts, sometimes defending their homelands amid shifting alliances.

💡 Questions for thought 💡

- How did the war affect life for **soldiers** and **families** on both sides?
- What roles did **women** and **African Americans** play in supporting the war effort?
- How did **"total war"** strategies like Sherman's march affect civilians and communities?