



# HISTORY & GEOGRAPHY

STUDENT BOOK

► **11th Grade | Unit 4**

.....

# HISTORY & GEOGRAPHY 1104

## A NATION DIVIDED

INTRODUCTION | 3

### 1. **THE EMERGENCE OF SECTIONALISM** **5**

---

THE EMERGENCE OF SECTIONALISM | 6

THE DIVISION OF LAND | 10

THE ESTABLISHMENT OF NEW TERRITORY | 14

THE DIVISION OF THE PEOPLE | 21

SELF TEST 1 | 25

### 2. **SLAVERY** **28**

---

THE EMERGENCE OF SLAVERY | 29

THE SOCIAL CONDITIONS OF SLAVERY | 33

POLITICS OF SLAVERY | 37

SELF TEST 2 | 42



**LIFE PAC Test is located in the center of the booklet.** Please remove before starting the unit.

**Author:**

Alpha Omega Staff

**Editor:**

Alan Christopherson, M.S.

**Media Credits:**

**Page 9:** © Denis Kozlenko, iStock, Thinkstock; **17, 22, 38, 39:** © Photos.com, Thinkstock; **18:** © denisk0, iStock, Thinkstock; **33:** © Jupiterimages, Stockbyte, Thinkstock.



**804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759**

© MM by Alpha Omega Publications, Inc. All rights reserved.  
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

# A Nation Divided

## Introduction

James 4:1 states that war is the result of “lust,” a word for evil desires or desires not compatible with God’s will. Throughout history people and nations have reached out for wealth, power, and authority. Their quest—independent of God’s will—has led to war again and again.

This unit will help you see evidence of the quest for wealth, power, and authority in the United States prior to the Civil War and become aware of the circumstances in nature and society that led to the development of different lifestyles and sectional discord between the North and the South.

As you explore the role of individuals before the war, your study will help you to understand why God expects each person to turn to him in love and obedience regardless of the man-made circumstances that lead to pestilence, famine, war, and death. You will learn that the individual’s response to God’s will is the way that the will of the society is changed.

The Civil War has been called the War of the Rebellion, The Lost Cause, The War Between the States, and Our Greatest National Disaster. At the conclusion of the war, the number of men killed totaled only slightly less than all the American casualties in World War I and II, the Korean Conflict, and Vietnam.

The magnitude of human suffering, the economic and social devastation in the South, Reconstruction, and the legacy of slavery have all had a lasting effect on the development of our nation. Social issues preceding a war are never simple. Debate still continues among historians and social scientists about the causes of the Civil War and the reasons the democratic process deteriorated to the point where disagreements could not be solved by **compromise** and majority rule.

In this section of the unit, you will study the issues that increased sectional differences, resulting in the division of both lands and peoples. These divisions were great enough to bring about civil war within the United States.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAK®. When you have finished this LIFEPAK, you should be able to:

1. Demonstrate understanding of the issues which caused the polarization of the nation prior to the Civil War.
2. Demonstrate understanding of these issues both from the Northern and Southern perspective.
3. Describe how regional needs of the country influenced political and social conflict.
4. Identify the leading personalities of the pre-Civil War era and explain the consequences of their actions.
5. Identify leaders of the abolition movement.
6. Understand the effect literature and writing had in forming opinions about the issue of slavery.
7. Describe how the needs of each region of the country influenced political and social conflict.
8. Understand the effect literature and writing had in forming opinions about the issue of slavery.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# 1. THE EMERGENCE OF SECTIONALISM

In this section of the unit, you will study the issues that increased sectional differences, resulting in the division of both lands and peoples. These divisions were great enough to bring about civil war within the United States.

## Section Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Demonstrate understanding of the issues which caused the polarization of the nation prior to the Civil War.
2. Demonstrate understanding of these issues both from the Northern and Southern perspectives.
3. Identify the leading personalities of the pre-Civil War era and explain the consequences of their actions.

## Vocabulary

**Study these words to enhance your learning success in this section.**

<b>abolitionist</b>	..... A person who wants to do away with some rule or custom.
<b>arsenal</b>	..... A building for making and storing arms and military equipment.
<b>boycott</b>	..... To refrain by concerted action from using or purchasing a product.
<b>buttress</b>	..... To support and strengthen something.
<b>cede</b>	..... To give up, surrender, or hand over something to another.
<b>compromise</b>	..... The settlement of a disagreement when each party gives up part of his demand.
<b>confiscate</b>	..... To take by authority or as if by authority.
<b>depression</b>	..... A reduction in the amount of jobs, money, and goods; a time of economic slowdown.
<b>embargo</b>	..... An order restricting certain goods and/or ships from entering or leaving a country.
<b>emigrate</b>	..... To leave a country to live in another place.
<b>immigrant</b>	..... One who comes into a country in which one is not a native.
<b>Manifest Destiny</b>	..... The idea that the United States should extend from the Atlantic to the Pacific.
<b>nullification</b>	..... The action of a state setting aside a national law it considers unconstitutional.
<b>polarize</b>	..... To acquire two opposite views, principles, or tendencies.
<b>secede</b>	..... To leave an organized group.
<b>sectionalism</b>	..... Support for one section without regard for the needs of the other sections or the nation as a whole.
<b>sovereignty</b>	..... Supreme political power or authority.
<b>stereotype</b>	..... A fixed form or character; a conventional type.

- suffrage..... The right to vote.
- tariff..... A tax on products being brought into the country.

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

## THE EMERGENCE OF SECTIONALISM

Differences of opinion exist among the members of any group. If differing opinions harden and are treated as rights, a group will become **polarized** and could split apart. Among the rights at issue prior to the Civil War were expansion rights, economic rights, and states’ rights. Related to each of these rights was the larger issue of slavery.

**Expansion rights.** Throughout the years after the War of 1812, the population of the United States increased rapidly. Industry expanded, agricultural production boomed, settlers began to move into new territories, roads and canals were carved over mountains and through dense forests, and the cry of “**Manifest Destiny**” could be heard across the nation. Manifest Destiny is the idea that it was a God-given right for Americans to extend their way of life from the Atlantic to the Pacific, and that no physical barrier or human force could stop the

settlement of these lands. The expansion into new territories across the continent is a direct link in the chain of events leading to the Civil War.

Each time new territory was acquired by the nation, the troublesome question of slavery was raised. Many people in the antislavery faction persisted in thinking that slavery in the territories would result in the South gaining economic superiority, and that the demise of free enterprise would follow. The proslavery faction, in contrast, feared the destruction of the Southern lifestyle unless the balance between free and slave states could be maintained.

Another factor that helped create the **sectionalism** that paved the way for the war was the increase in universal white male **suffrage**. After the Declaration of Independence, state laws in the former colonies stipulated that only white men with considerable property or those paying high taxes were allowed to



vote. These laws were still in effect after the War of 1812. Between 1816 and 1821, six new states were admitted to the Union that allowed all white men to vote without regard for property qualifications. After 1821 the eastern and southern states began to relax their voting restrictions, and many men who had never shown an interest in politics began to participate in the elective process. Now, for the first time, the common man had the opportunity of electing people to office who would encourage the federal government to adopt policies primarily beneficial to their sectional needs.

**Economic rights.** During the Napoleonic Wars, the people of the United States had difficulty getting manufactured goods from Europe because American ships were stopped on the open sea, and their cargoes were **confiscated** by the French and English navies. The British compounded this act by taking American seamen into custody as deserters from the British Navy. Finally, President Thomas Jefferson proposed an economic **boycott**. Congress passed the **Embargo** Act, and American ships were forced to stop transporting all goods to and from Europe.

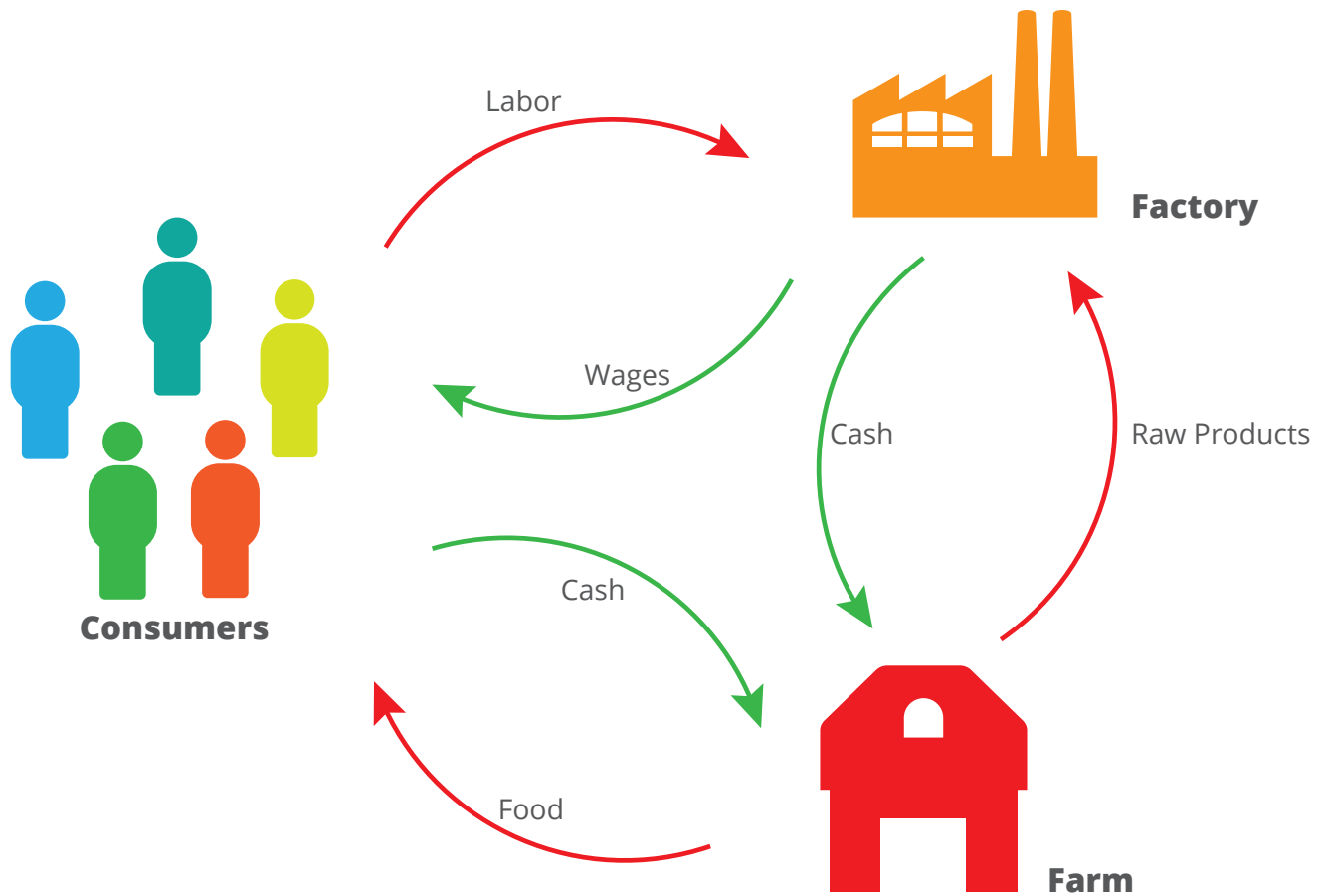
The embargo meant Americans had to find some way to get manufactured goods, and ship owners had to find a new way of making a living. The resources available to New England manufacturers were labor, power from waterfalls, and cotton waiting for transport. These manufacturers started cotton-spinning mills and factories fashioned after the first American mill built by Samuel Slater, an English **immigrant**, in Rhode Island. By 1815 factories throughout New England were producing iron, leather, textiles, lumber, pottery, and glassware.

After the war, the British manufacturers were determined to stop the growth of the new factories in America in order to resume their lucrative American trade. Some manufacturers began to export their goods at prices so low the American factories could not compete. Finally, the New England manufacturers approached the government for relief, and in 1816 Congress passed a protective **tariff**.

People thought the protective tariff would help America become free from the need for foreign products and, therefore, safe from foreign blackmail during war or peace. The West had a second reason for supporting the tariff. The West wanted







#### | Clay's American System

the government to build roads and canals with the duties raised from the tariff in order to transport their products to markets in the industrial East. An economic boom followed the war and the initiation of the nation's first protective tariff. Settlers moved west and acquired land under the Land Act of 1800. The second Bank of the United States was chartered, and the states took on the projects of building roads and canals.

Then in 1819 an economic panic occurred resulting in the first "modern" **depression** in the history of the United States. People across the entire United States were affected. Factories in New England closed, unemployment increased, and cotton prices in the South dropped. For example, the average price of cotton in New Orleans dropped from more than 30 cents a pound to less than 15 cents a pound in 1822. However, the section of the country most severely affected was the West. Food prices dropped and settlers lost their homes and farms as bankers foreclosed on mortgaged lands. The bankers then sold the lands to speculators with ready cash.

People in the West and South called for the tariff to be dropped. They began to see the tariff as a ploy to help the New England states keep factories open and New England workers employed. Southerners believed they were penalized by being forced to pay abnormally high prices for American goods or smuggled European goods without being able to regain their losses in sales.

In an attempt to tie the agricultural and industrial regions of the country together, Henry Clay, the senator from Kentucky, proposed the "American System." Clay's proposal was based on the belief that a protective tariff that helped industry would eventually help every section of the country. The factories protected by the tariff would run at a profit and employ the urban population. The city dwellers would constitute an increased market for agricultural products and would manufacture goods for use in farming regions. The farms would supply raw materials to the factories and food to a growing urban population.

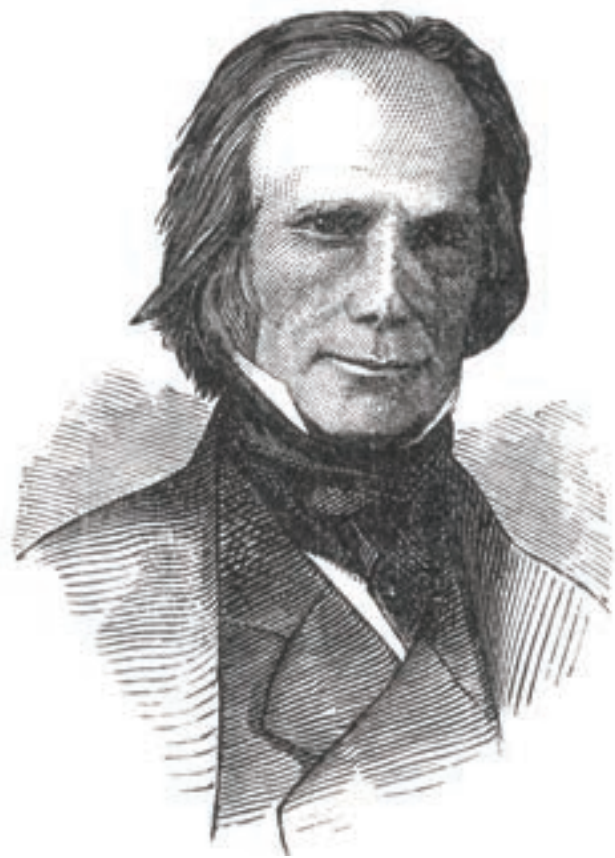
Clay's American plan was rejected, but Congress was able to pass protective tariffs in 1824 and 1828 against strong southern opposition. By 1828 the South was so angry that the congressmen called the new tariff the Tariff of Abomination and talked of **nullification**.

**States' rights.** The doctrine of nullification had been introduced into national politics in 1798 by Jefferson and Madison in the Kentucky and Virginia resolutions. Jefferson stated that the states had the right to decide which congressional actions were "unauthoritative, void, and of no force." He contended that the legislature of each individual state had the right to limit the unauthorized power of the federal government. For the next sixty-two years, several states, including northern ones, threatened nullification.

After the Tariff of Abomination (1828) was passed, two South Carolinians, John C. Calhoun, vice president of the United States, and Senator Robert Hayne, reintroduced the nullification concept. Hayne spoke up in the Senate in 1829 when the subject came up in a sectional debate over the sale of western lands. Hayne told the Senate that tyranny from the majority could be opposed by the constitutional right of the states to nullify an unconstitutional act of Congress.

Senator Daniel Webster responded with the nationalist viewpoint. Webster stated that the Constitution and federal government were not created by the states but by the people, and that the only agency that could decide the constitutionality of laws was the Supreme Court. Therefore, states have no right to nullify a federal law or to **secede** from the Union. Webster ended his speech more than four hours later with the words: "Liberty and Union, now and forever, one and inseparable..." This forceful exchange of views became known as the Webster-Hayne Debate.

Webster's speech fired the patriotism of northerners and westerners who agreed that the federal government was the supreme authority. Webster's fiery defense of the Union became famous. Southerners, however, stuck to the concept of states' rights. The tariff continued to be a divisive issue between the two sides until the Civil War.



| Henry Clay

The contrasting views of the North and South on states' rights were expressed by President Jackson and John C. Calhoun across the dinner table in 1830. Jackson raised his glass in a toast: "Our federal Union—it must be preserved." Vice President Calhoun replied, "The Union—next to our liberty, most dear."

Calhoun resigned as Jackson's vice president because of various disagreements. He returned to the Senate and led the attempt of South Carolina to nullify the tariff in 1832. Jackson's threat of force encouraged Calhoun to accept Henry Clay's compromise tariff of 1832. It gradually reduced the tariff rates over ten years. Thus, the issue was silenced, for the moment.



804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759

800-622-3070  
[www.aop.com](http://www.aop.com)

HIS1104 – Aug '17 Printing

ISBN 978-1-58095-224-8

