



North vs. South

Student Name _____ Date _____

North vs. South—Project description sheet

In this activity you will consider the economic, military, and diplomatic balance of the North and South in 1861. Based on these factors, you will make a judgment as to which side possessed the overall advantage at the outset of the war.

This activity, while be a large group activity, also requires much individual work as well. In order to make sure that you are on the right track, use the following check-list to help you complete this activity.

Step 1: The teacher will divide the class into two large groups: Northern and Southern

Step 2: Within your large group, divide yourselves into three subgroups: Economic, military, and diplomatic.

Step 3: For homework, read the documents given to each of the subgroups by your teacher and answer the corresponding questions.

Step 4: The next day in class, you will come back together into your larger groups. You will then develop a class presentation in which you demonstrate why you believe your side is likely to win the war. In doing so, you must address your side's particular strengths and weaknesses. Remember also to develop an overall argument as to why your side's advantages outweigh the disadvantages. In addition, each side will need to define its victory conditions; that is, how will they be able to tell if their side has won the war? Your presentation may take a variety of forms. For example, you could design a PowerPoint presentation, a poster, or a skit reenacting a cabinet meeting. Be creative in how you present your information! Each subgroup is responsible for making sure that their information is included in the larger presentation. You will only have only limited time to prepare your presentation, so it is very important that you come to class having done the readings and answered the questions.

Step 5: Finally, you will present your project, making sure to fully complete step four in your presentation. When you are not presenting, you are expected to take notes on the other group's presentation.

North vs. South

Student Name _____ Date _____

North vs. South: The Economic Balance

Directions (Northern and Southern Group #1): It is May 1861, and the Civil War has just begun. Your group has the task of considering the economic advantages and disadvantages of each side, with the goal of helping your overall side (North or South) to demonstrate why it is likely to win. Using the interactive map (<http://www.teachingamericanhistory.org/neh/interactives/civilwar/lesson1/>) and the North-South Comparison Chart (http://www.gilderlehrman.org/teachers/module10/mod_tools.html; click on North-South Comparison Chart to open window), complete the following chart. For each category, indicate which side—North or South—seemed to possess the advantage, and explain why. Use specific evidence from the map and chart to back up your claims.

	Which side had the Advantage?	Explanation
Wealth		
Manufacturing		
Agricultural (Food) Production		
Cotton Production		
Railroads		

Slaves		
Immigrants		

North vs. South

Student Name _____ Date _____

North vs. South: The Military Balance

Directions (Northern and Southern Group #2): It is May 1861, and the Civil War has just begun. Your group has the task of considering the military advantages and disadvantages of each side, with the goal of helping your overall side (North or South) to demonstrate why it is likely to win. Using the information that follows, determine which side possesses the military advantage going into the war.

Comparing the Army Commanders

The interactive “Meet the Army Commanders!”

(<http://www.teachingamericanhistory.org/neh/interactives/cmdrs/>) provides information about the top-ranking field commanders in the Confederate and Union armies during the first year of the Civil War.

As you study the information, answer the questions that follow, citing specific evidence for your answers.

Question	Answer
Which side’s commanders were more likely to have attended the U.S. military academy at West Point? Why might this make a difference in determining the overall military balance?	
Which side’s commanders, on average, performed better at West Point? Why might this matter?	
Which side’s commanders, on average, were older? How might this make a difference?	

Which side's commanders, on average, had more military experience? Why might this be important?	
---	--

Comparing Strategic Objectives:

President Abraham Lincoln's Proclamation Calling Militia and Convening Congress, April 15, 1861:
(<http://www.teachingamericanhistory.org/library/index.asp?document=411>)

Whereas the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed, in the States of the South Caroline, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,

Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of several States of the Union, to the aggregate number of seventy-five thousand, in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department.

I appeal to all loyal citizens to favor, facilitate and aid this effort to maintain the honor, the integrity, and the existence of our National Union, and the perpetuity of popular government; and to redress wrongs already long enough endured.

I deem it proper to say that the first service assigned to the forces hereby called forth will probably be to re-possess the forts, places, and property which have been seized from the Union; and in every event, the utmost care will be observed, consistently with the objects aforesaid, to avoid any devastation, any destruction of, or interference with, property, or any disturbance of peaceful citizens in any part of the country.

And I hereby command the persons composing the combinations aforesaid to disperse, and retire peaceably to their respective abodes within twenty days from this date.

Deeming that the present condition of public affairs presents an extraordinary occasion, I do hereby, in virtue of the power in me vested by the Constitution, convene both Houses of Congress. Senators and Representatives are therefore summoned to assemble at their respective chambers, at 12 o'clock, noon, on Thursday, the fourth day of July, next, then and there to consider and determine, such measures, as, in their wisdom, the public safety, and interest may seem to demand.

Question	Answer
<p>What does Lincoln believe to be the overall goal of this war?</p>	
<p>Based on your reading of this document, what will Union troops have to do in order to win the war?</p>	

President Jefferson' Davis's message to the Confederate Congress, April 29, 1861:
<http://www.yale.edu/lawweb/avalon/csa/m042961.htm>

[...] I congratulate you on the fact that in every portion of our country there has been exhibited the most patriotic devotion to our common cause. Transportation companies have freely tendered the use of their lines for troops and supplies. The presidents of the railroads of the Confederacy, in company with others who control lines of communication with States that we hope soon to greet as sisters, assembled in convention in this city, and not only reduced largely the rates heretofore demanded for mail service and conveyance of troops and munitions, but voluntarily proffered to receive their compensation, at these reduced rates, in the bonds of the Confederacy, for the purpose of leaving all the resources of the Government at its disposal for the common defense. Requisitions for troops have been met with such alacrity that the numbers tendering their services have in every instance greatly exceeded the demand. Men of the highest official and social position are serving as volunteers in the ranks. The gravity of age and the zeal of youth rival each other in the desire to be foremost for the-public defense; and though at no other point than the one heretofore noticed have they been stimulated by the excitement incident to actual engagement and the hope of distinction for individual achievement, they have borne what for new troops is the most severe ordeal - patient toil and constant vigil, and all the exposure and discomfort of active service, with a resolution and fortitude such as to command approbation and justify the highest expectation of their conduct when active valor shall be required in place of steady endurance. A people thus united and resolved cannot shrink from any sacrifice which they may be called on to make, nor can there be a reasonable doubt of their final success, however long and severe may be the test of their determination to maintain their birthright of freedom and equality as a trust which it is their first duty to transmit undiminished to their posterity. A bounteous Providence cheers us with the promise of abundant crops. The fields of grain which will within a few weeks be ready for the sickle give assurance of the amplest supply of food for man; whilst the corn, cotton, and other staple productions of our soil afford abundant proof that up to this period the season has been propitious. We feel that our cause is just and holy; we protest solemnly in the face of mankind that we desire peace at any sacrifice save that of honor and independence; we seek no conquest, no aggrandizement, no concession of any kind from the States with which we were lately confederated; all we ask is to be let alone; that those who never held power over us shall not now attempt our subjugation by arms. This we will, this we must, resist to the direst extremity. The moment that this pretension is abandoned the sword will drop from our grasp, and

we shall be ready to enter into treaties of amity and commerce that cannot but be mutually beneficial. So long as this pretension is maintained, with a firm reliance on that Divine Power which covers with its protection the just cause, we will continue to struggle for our inherent right to freedom, independence, and self-government.

Question	Answer
What does Davis believe to be the overall goal of this war?	
Based on your reading of this document, what will Confederate troops have to do in order to win the war?	
Comparing the two documents above, which side do you think has the easier task ahead of it, and why?	

North vs. South

Student Name _____ Date _____

North vs. South: The Diplomatic Balance

Directions (Northern and Southern Group #3): It is May 1861, and the Civil War has just begun. Your group has the task of considering the diplomatic advantages and disadvantages of each side, with the goal of helping your overall side (North or South) to demonstrate why it is likely to win. Using the two charts below, and the two documents that follow, determine which side possesses the military advantage going into the war.

Speech by Sen. James Henry Hammond (Democrat-South Carolina) before the United States Senate, March 4, 1858: <http://teachingamericanhistory.org/library/index.asp?document=1722>

But if there were no other reason why we should never have war, would any sane nation make war on cotton? Without firing a gun, without drawing a sword, should they make war on us we could bring the whole world to our feet. The South is perfectly competent to go on, one, two, or three years without planting a seed of cotton. I believe that if she was to plant but half her cotton, for three years to come, it would be an immense advantage to her. I am not so sure but that after three years' entire abstinence she would come out stronger than ever she was before, and better prepared to enter afresh upon her great career of enterprise. What would happen if no cotton was furnished for three years? I will not stop to depict what every one can imagine, but this is certain: England would topple headlong and carry the whole civilized world with her, save the South. No, you dare not make war on cotton. No power on earth dares to make war upon it. Cotton is king.

Question	Answer
Why, according to Hammond, was the South's cotton production so important?	
How did Hammond think that cotton gives the South an advantage over the North in terms of its relations with other countries (Great Britain in particular)?	

“The Secession of Virginia and the American Civil War,” *Illustrated London News*, May 18, 1861:
<http://www.lincolnanthecivilwar.com/asp/ViewArticleText.asp?url=content%3A%2F%2Fharpweek%2Ftitle%5BIL%5D%2Fvolume%5B1861%5D%2Fissue%5B0518%5D%23%2FTEI%2E2%5B1%5D%2>

[Ftext%5B1%5D%2Fbody%5B1%5D%2Fdiv1%5B2%5D&pageIDs=0455%7C0456&title=&returnUrl=http%3A%2F%2Fwww%2Elincolnandthecivilwar%2Ecom%2FActivities%2FEmancipation%2FHubPages%2FCommentaryPage%2Easp%3FCommentary%3DReferences&returnTitle=Reference+List](http://www.2elincolnandthecivilwar.com/Activities/Emancipation/HubPages/CommentaryPage%2Easp%3FCommentary%3DReferences&returnTitle=Reference+List)

[The *Illustrated London News* was widely read among members of England's middle class, and it provided extensive coverage of the crisis in America. The following is an excerpt of an article dealing with the outbreak of hostilities. Note how the author distinguishes the reasons for the secession of Virginia, North Carolina, Tennessee, and Arkansas from the reasons why the seven states of the Deep South seceded. Note also the importance that the author places on the Morrill Tariff in bringing about secession, as well as the decision to resupply Fort Sumter. While few historians accept this interpretation today, it is useful in demonstrating where the author's sympathies lie.]

[...] South Carolina and her six sisters exercised their alleged constitutional right of secession because the executive department of the Federal Government was about to fall into the hands of a party which professed a carefully-limited and very moderate hostility to the extension of slavery. The Border States, on the other hand, bore Mr. Lincoln's election meekly, but the march of events immediately thereafter subjected their loyalty to a succession of new and unlooked-for tests. The withdrawal from Washington of the senators and representatives of the seceding States created a state of things which had not been contemplated by the adhering Slave States. It gave the majority in both Houses of the Federal Legislature to the party which represented the prevailing ideas and interests of the Northern people. Nor was that majority over scrupulous in taking advantage of its unexpected ascendancy in Congress. The enactment of the Morrill Tariff [which imposed high tariffs on imported manufactured goods, so as to make them more expensive, thus protect northern industry] against the united opposition of all the Southern senators and representatives remaining in the Capitol was certainly the very reverse of conciliatory. The "Crittenden Compromise" [in which Congress would have guaranteed slavery in the South in return for a promise by the seceded states to return to the Union] and the other propositions favoured by the Union men of the eight adhering Slave States [that is, those that remained in the Union] were rejected by the Republicans, who, indeed, could not assent to them without abandoning the very principles which called their party into existence [that is, abolition of slavery], which animated them under defeat, and finally led them to victory. All this while the Secession leaders of the Border States, among who were most of the well-known and long-trusted Coryphæi [leaders] of Southern opinion...were indefatigable [relentless] in inflaming the public mind of their States, so as to precipitate it into a policy of secession and revolution. Circumstances favoured their undertaking, they were able to point to the rejection of all offers of compromise, to the injustice of the Morrill Tariff, and to the permanent alteration of the equilibrium in Congress in consequence of the withdrawal of the representatives of the seceding States.

[....] The Legislatures and extraordinary Conventions of these States [Virginia, North Carolina, Tennessee, and Arkansas] laid it down that a sovereign State had a *right* to secede whenever it saw fit, and, consequently, that any attempt on the part of the Federal Government to levy war on the seceded States would be a tyrannical and unconstitutional abuse of power. Such was the position of things in the adhering Slave States when Mr. Lincoln came into office on the 4th of March, and such it continued for another month. The United and Confederate States maintained a sort of armed truce; Mr. Lincoln's and Mr. Seward's well-known aversion to bloodshed favoured its prolongation; the Cabinet threw out the idea of the evacuation of Fort Sumter as a "feeler," gilding the pill with the assurance of the "strategic necessity" of the act. How long the Unionists of the eight adhering Slave States could have maintained their ascendancy over the Secessionists, had the truce been prolonged and broadened into a peaceful recognition of the independence of the Confederate States, it is bootless [useless] now to inquire, for two new elements were destined to enter into the combination which immediately broke up the tacit

understanding which existed between Mr. Lincoln, the Unionists of the Border States, and Mr. Jefferson Davis. Those elements were the Morrill Tariff and the public opinion of the Northern States. The former ill-timed piece of legislation came into operation on April 1, and the Northern importers, on paying the higher scale of duties, lost no time in complaining that the lower rate was still in force at Savannah, Mobile, and New Orleans. "Either," said they, "enforce your tariff impartially, South as well as North, or recognise the independence of the Confederate States and plant your custom-houses along the new Southern frontier line of the United States." The justice of this claim was not to be gainsaid [denied], but the manifestations of public opinion at the North were still more influential in forcing Mr. Lincoln (probably against his own desire) to pursue a more energetic course towards the Seceders. The Northerners revolted at the idea of abandoning Fort Sumter; they began to ask wherein Mr. Lincoln was an improvement on Mr. Buchanan. They demanded that the garrisons of Forts Sumter and Pickens should be relieved at any cost. Before this imperious demonstration of popular feeling the Cabinet of Washington gave way. On the 8th of April it became known that a squadron had left New York with sealed orders. The bombardment and capitulation of Fort Sumter ensued on the 12th and 13th. Mr. Lincoln's proclamation calling for 75,000 men "to suppress illegal combinations, and to cause the laws to be duly executed," was issued on the 15th. The response which the Northern people gave to this proclamation is one of the many very remarkable political events of this century. Before the week was over Massachusetts troops were fighting their way through Baltimore to the Federal capital, and a blockade of the Southern ports had been proclaimed. Now, if ever, was the time for the Border Slave States to enforce their views of constitutional law, or to submit without reserve to the construction put upon the Constitution by the Northerners. The choice of Virginia was soon made. She seceded; but it is important to remember that the occasion for this act was not, as in the case of the seven original seceders, the election of Mr. Lincoln, but the, in her view, unconstitutional action of the President in making war on his own authority, and without the consent of Congress, on the seceded States. The secession ordinance of Virginia has not yet been published; but when the injunction of secrecy is withdrawn the world will see that the revolution in Virginia stands on better constitutional and legal grounds than revolutions generally do....

Question	Answer
What reason does this editorial give for the secession of Virginia, North Carolina, Tennessee, and Arkansas?	
Why, according to the editorial, did Lincoln decide to attempt to relieve the garrison at Fort Sumter?	

<p>Which side does this editorial seem to favor—the North or the South?</p>	
<p>Assuming that the <i>Illustrated London News</i> is a fair gauge of elite public opinion in Great Britain, what does this suggest about where British sympathies lay?</p>	

North vs. South

Student Name _____ Date _____

Comparing the Constitutions

Directions: Analyze the following excerpts from the Constitutions of the United States and the Confederate States. As you go through them, note on the chart below the major differences between the governments of the Union and the Confederacy.

The Preamble to the Constitution of the United States, 1787:

<http://www.yale.edu/lawweb/avalon/preamble.htm>

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The Preamble to the Constitution of the Confederate States, 1861:

<http://www.yale.edu/lawweb/avalon/csa/csa.htm#prea>

We, the people of the Confederate States, each State acting in its sovereign and independent character, in order to form a permanent federal government, establish justice, insure domestic tranquillity, and secure the blessings of liberty to ourselves and our posterity invoking the favor and guidance of Almighty God do ordain and establish this Constitution for the Confederate States of America.

From Article I, Section 8 of the Constitution of the United States, 1787:

<http://www.yale.edu/lawweb/avalon/art1.htm#1sec8>

The Congress shall have the power... [t]o regulate commerce with foreign nations, and among the several states, and with the Indian tribes.

From Article I, Section 8 of the Constitution of the Confederate States, 1861:

<http://www.yale.edu/lawweb/avalon/csa/csa.htm#a1>

The Congress shall have the power...[t]o regulate commerce with foreign nations, and among the several States, and with the Indian tribes; but neither this, nor any other clause contained in the Constitution, shall ever be construed to delegate the power to Congress to appropriate money for any internal improvement intended to facilitate commerce; except for the purpose of furnishing lights, beacons, and buoys, and other aids to navigation upon the coasts, and the improvement of harbors and the removing of obstructions in river navigation; in all which cases such duties shall be laid on the navigation facilitated thereby as may be necessary to pay the costs and expenses thereof.

From Article I, Section 9 of the Constitution of the United States, 1787:

<http://www.yale.edu/lawweb/avalon/art1.htm#1sec9>

(1) The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year 1808, but a tax or duty may be imposed on such importations, not exceeding 10 dollars for each person.

From Article I, Section 9 of the Constitution of the Confederate States, 1861:

<http://www.yale.edu/lawweb/avalon/csa/csa.htm#a1>

(1) The importation of negroes of the African race from any foreign country other than the slaveholding States or Territories of the United States of America, is hereby forbidden; and Congress is required to pass such laws as shall effectually prevent the same....

(9) Congress shall appropriate no money from the Treasury except by a vote of two-thirds of both Houses, taken by yeas and nays, unless it be asked and estimated for by some one of the heads of departments and submitted to Congress by the President; or for the purpose of paying its own expenses and contingencies; or for the payment of claims against the Confederate States, the justice of which shall have been judicially declared by a tribunal for the investigation of claims against the Government, which it is hereby made the duty of Congress to establish.

Article IV, Section 3 of the Constitution of the Confederate States, 1861:

<http://www.yale.edu/lawweb/avalon/csa/csa.htm#a4>

(3) The Confederate States may acquire new territory; and Congress shall have power to legislate and provide governments for the inhabitants of all territory belonging to the Confederate States, lying without the limits of the several States; and may permit them, at such times, and in such manner as it may by law provide, to form States to be admitted into the Confederacy. In all such territory the institution of negro slavery, as it now exists in the Confederate States, shall be recognized and protected by Congress and by the Territorial government; and the inhabitants of the several Confederate States and Territories shall have the right to take to such Territory any slaves lawfully held by them in any of the States or Territories of the Confederate States.

[No similar passage appears in the United States Constitution.]

Article V of the Constitution of the United States, 1787: <http://www.yale.edu/lawweb/avalon/art5.htm>

The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this constitution, or on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress: Provided, that no amendment which may be made prior to the year 1808, shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

Article V of the Constitution of the Confederate States, 1861:
<http://www.yale.edu/lawweb/avalon/csa/csa.htm#a5>

Upon the demand of any three States, legally assembled in their several conventions, the Congress shall summon a convention of all the States, to take into consideration such amendments to the Constitution as the said States shall concur in suggesting at the time when the said demand is made; and should any of the proposed amendments to the Constitution be agreed on by the said convention, voting by States, and the same be ratified by the Legislatures of two-thirds of the several States, or by conventions in two-thirds thereof, as the one or the other mode of ratification may be proposed by the general convention, they shall thenceforward form a part of this Constitution. But no State shall, without its consent, be deprived of its equal representation in the Senate.

Subject	Difference
The nature of the union	
Federal funding for "internal improvements"	
The slave trade	
Federal appropriations	

Acquisition of new territory	
Protection of slavery	
Method of amending the Constitution	