SOCIAL STUDIES AND GLOBAL EDUCATION: VIEWING ECONOMIC, SOCIAL AND POLITICAL ASPECTS OF THE CIVIL WAR THROUGH MULTIPLE PERSPECTIVES

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ABSTRACT

Introduction

The purpose of this thesis is to examine the United States Civil War using multiple perspectives. As the global marketplace influences our society, students, teachers and scholars alike must begin to understand how to view each event through the lenses of all parties involved. The United States Civil War encompassed various social, economic and political perspectives as viewed by the United States and the global marketplace. Those studying the Civil War must be challenged to think critically and evaluate these perspectives.

As a United States history teacher covering the time period beginning with early English settlement of North America through the Reconstruction period, I find that many students have a one-sided view of critical historical events. The importance of expanding their perception of these events cannot be underestimated. Taking the topic of the United States Civil War, with which many students are already familiar, and challenging them to evaluate the multiple perspectives of varying groups involved in the war will create an understanding for students of today’s global world. Also, the application of knowledge of multiple perspectives to current events will better prepare students for their future participation in the global world.
For example, if students are able to discern the influence of European countries on the outcome of the United States Civil War they may also be able to see the influence of other countries outside of the United States on conflicts in the Middle East. Also, students will evaluate how world politics effect local elections and emphasize with the varying opinions that surface during elections. Ultimately, students will be encouraged to ask questions and challenge information presented to them via the classroom teacher, television, radio, internet and classmates through critical thinking and evaluation of multiple perspectives.

In order to accomplish the above goal the reader of this thesis will be provided with a comprehensive literature review and a well-outlined synopsis of the impact of the United States Civil War. I have also included a detailed perspective of the Union (the Northern States) and the Confederacy (the Southern States) during the Civil War Time period (1861-1865), as well as a detailed summary of the influence of foreign nations on the United States Civil War.

Overview

The United States Civil War was brought on by the clash of two divergent philosophies within one nation, each believing they were right. Economic and political issues that were debated between the Northern and the Southern United States include, but were not limited to tariffs, free trade, unfair representation in the government, interpretation of the United States Constitution and state rights. These social differences stemmed from slavery, agriculture, urbanization, improved transportation, growing cultural diversity and social reform.
Both the Union and the Confederacy believed their socioeconomic and political philosophies were the correct path for the future of their people. History proves that they were both right and they were both wrong. The inability to compromise between the Union and the Confederacy, despite numerous attempts, led to tragic results.

The sixteenth president of the United States, Abraham Lincoln, stated in his second inaugural address, “Both (North and South) read the same Bible, and pray to the same God; and each invokes His aid against the other. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes.”

In this thesis I will examine and explain why men who once fought together for independence, sharing the same beliefs, now fight a Civil War.
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Father and son, David and William Larrison deserve a special thank you. The Larrison family’s support and knowledge of the United States Civil War has proved invaluable. Their willingness to help and commit time to this project will never be forgotten.

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CHAPTER 1

INTRODUCTION

1.1 RATIONALE

Who writes the story of history? Does the author of the story truly explain the whole picture? Is every voice really heard? Since my induction into the global education program at The Ohio State University the concept of “multiple perspectives” has permeated through my mind as frequently as I have asked myself what I am having for dinner. (And I like to eat!) In other words, “multiple perspectives” have proven to be an intricate part of the Global Education Program. This has led me to ask questions regarding my approach to teaching United States History and whether my students are receiving an education that allows for the critical thinking necessary to succeed in today’s global society.

In order to truly understand multiple perspectives we must remember to revisit the roots of global education by defining multicultural education. Scholar James A. Banks defines multicultural education:

"Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and
communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good."

Multicultural education challenges students to recognize and emphasize with cultural differences. The United States Civil War will bring multicultural education to the forefront, as students will discover the various cultural differences within the United States and other parts of the world.

In the past I have approached the American Revolution through the eyes of George Washington, Thomas Jefferson and Patrick Henry; often neglecting the views of King George III, General Charles Cornwallis and other British perspectives. Merriwether Lewis and William Clark have enjoyed heroic accounts of their discovery voyage but the American Indian has remained silent. The Union Army has showed its might while the Confederacy has been viewed as a reckless band of rebels fighting hopelessly to protect the institution of slavery.

In other words, many history classrooms, including my own, have done a disservice to American students. Most eighth grade students just assume their teacher knows what he/she is talking about while teaching them the finer points of United States' history and other subjects. As well they should, I suppose. But I no longer want students to assume. Education should allow and encourage students to think and ask questions.

Students must be taught to question the perspectives that are presented by their teacher. The Ohio State University Global Education Program set a goal to challenge students to think and ask questions. A multiple perspective and critical thinking approach should be introduced to students at the middle school level as well. Without the ability to
think, challenge and examine information students will be easily swayed and taken advantage of in the growing global marketplace.

Mark H. Lindberg of Sonoma State University in Rohnert Park, California defines Global Education as follows:

“Global studies provide an interdisciplinary approach to learning the concepts and skills necessary to function in a world that is increasingly interconnected and multicultural. The curriculum is grounded in traditional academic disciplines, but taught in the context of project and problem-based inquiries that examine the roles of human rights, environmental responsibility, and economic sustainability in the development of a global culture. Learners examine issues from the vantage point of the individual, the local community, the nation and the world community.”

Applying Lindberg’s definition to the middle school United States history classroom through the teaching of the United States Civil War is the goal of this thesis. Challenging students to develop the “concepts and skills necessary to function in a world that is increasingly interconnected and multicultural” will be achieved by examining varying perspectives that led to the United States Civil War. Students will develop skills such as awareness and recognition of information presenting multiple points of view. By creating a curriculum where students can “examine” the Northern, Southern and European perspectives of the United States Civil War through the “vantage point of the individual, the local community, the nation and the world community,” critical thinking, communication and social skills will be required.

One hope is that this thesis will bring consolidated information allowing for a new approach to teaching and learning not only the United States Civil War but also all historical topics in the middle school. It is time to teach United States History from a global perspective!
1.2 STATEMENT OF PROBLEM

Helen Keller, American author and lecturer, once said, “The most pathetic person in the world is someone who has sight, but has no vision.” Keller teaches us to look beyond what we have and strive towards goals that result in the betterment of our society. A good education does not present itself in good grades, which only benefits the individual, but in the thinking and application of knowledge that can benefit society.

United States history has been taught from the perspective of the United States for many years. Rare is the teacher who has had the “vision” to approach United States history from the outside looking inward. Many students in Ohio and other “Union States” learn a northern perspective of the Civil War from a Northern textbook published by a Northern company, while students in Georgia and other “Confederate States” learn the southern perspective.

One example is William Tecumseh Sherman’s “March to the Sea.” Sherman led Union troops through Atlanta to Savannah, Georgia. The order from fellow Ohioan and Union commander Ulysses S. Grant was to break the perceived strategic and psychological advantage in warfare held by the South. In what became known as the Union “Total War” Policy, Sherman’s troops changed the Southern landscape by damaging farms, crops, livestock and railroads, thereby putting pressure on Southern leaders in hopes of ending the United States Civil War.

Sherman was heroic in his attempt to destroy the South during his “March to the Sea.” He is immortalized for delivering the state of Georgia as a Christmas gift to Abraham Lincoln. Sherman was also passionate in his treatment of the South during his march. He was quoted as saying, “The first duty of the soldier is the protection of the
citizen.” Sherman went on to describe the necessity of following the law and obeying our
government. He even contacted the War Department to receive instructions on how to
conduct business in the South (Grimsley, p. 55). So how can the North Carolina state
commander of the Sons of Confederate Veterans describe Sherman and his men as,
“thieves, murderers, rapist, arsonists, trespassers” (Grimsley, p. 1)? Southerners would
not agree that Sherman was heroic or passionate. So how can we teach that he was
without teaching that he wasn’t?

A new approach must be taken. A vision must be brought forward to allow
students to decide for themselves how history should be written. Global Education’s
infusion into the United States history classroom is long overdue. Although this paper’s
attempt to expose multiple perspectives of the United States Civil War may be only one
step, it is a step that needs to be taken.
1.3 AUTHOR STATEMENT

It is important to realize the magnitude of this topic. Thousands study the United States Civil War and when the topic is typed into the Google search engine it receives over 66,500,000 results in one-tenth of a second. To attempt to effectively explain the varying topics and perspectives is a fruitless endeavor. The overall hope is to establish some main points: that students must begin to question the way history is taught, by whom it is taught, that there doesn’t have to be one right answer, and more people are involved than the one who writes the story of history.

The magnitude of the Civil War is never more apparent than in the Editors Introduction of James McPherson’s Battle Cry of Freedom. C. Vann Woodward states, “No period of American History makes greater demands on the historian than that of the Civil War.” As one reads on they recognize McPherson as being praised for effectively covering the Civil War in a mere 800 plus pages. Ken Burns, a heralded film producer, consolidates the United States Civil War into an 11-hour documentary. The Civil War is an enormous topic to try to fit your arms around.

McPherson in The Battle Cry of Freedom seeks to lend credibility to the concept of multiple perspectives. McPherson begins his preface by writing, “Both sides in the Civil War professed to be fighting for freedom.” Can we argue that both sides WERE fighting for freedom? As various articles will demonstrate one can argue that both the North and the South believed they were fighting for freedom, and the opposing sides view was not only flawed, but also detrimental to the well being of the populous.

Perspectives are also apparent during the viewing of Ken Burns’ Civil War documentary The Civil War: A Film by Ken Burns. Burns begins his 11-hour journey by
detailing the United States in 1860. He paints pictures of future Confederate President Jefferson Davis, who was a Mississippi senator prior to the war, working in Washington D.C.; and German pacifist peacefully farming in Sharpsburg, Maryland, future site of the Battle of Antietam, the bloodiest day in American history. All the while Burns is quietly alluding to the boiling water trying to escape the covered pot of compromises and discussion between the North and the South ultimately causing strong sectional ties.

Therefore, with all this contradictory information, challenging the students to think critically and develop opinions based on varying points of view will help them achieve goals and meet challenges they will face in our ever shrinking world. Each teacher must also be aware of student bias when entering the classroom. Helping students to think critically when they have always held firm to a specific belief may prove to be a formidable task.

Fortunately, I have always had a love for United States history. Combine this with my love of teaching and it is easy to see why I am a willing to take on this venture. Further, add on some new perspectives gained from The Ohio State University and this creates more history to learn and teach! I have always believed I was doing what was right for my students. This belief has led to success in the classroom and, thanks to The Ohio State University Global Education Program, has helped improve my approach as well.

As we learn history together it is time to meet this new challenge. Adding multiple perspectives to the curriculum is an important element to include. Multiple Perspectives is also a change that must be done with careful consideration because implementing a new approach based on multiple perspectives will challenge students to
present viewpoints with reasoning but these viewpoints will vary throughout the classroom. Therefore teachers will need to be prepared to facilitate discussion and create a positive and respect filled learning environment.

Once again the topic of choice for this project is the United States Civil War because of the many facets already apparent and multiple perspectives the United States Civil War provides. For example, southern General Robert E. Lee during his term as commander-in-chief of the Confederate Armies shared the following thoughts when addressing those critical of Confederate military decisions:

"We made a great mistake in the beginning of our struggle, and I fear, in spite of all we can do, it will prove to be a fatal mistake. We appointed all our worst generals to command our armies, and all our best generals to edit the newspapers."

The North and the South each have a story. Our goal is to tell the story of both the North and the South. May the challenge of telling Northern and Southern perspectives be met and may the results equal success.

1.3.1 MULTIPLE PERSPECTIVES AND CRITICAL THINKING

Throughout the writing of this thesis the topic of multiple perspectives and critical thinking will play the prominent role. I have included a definition of each term to allow better understanding of the goal of this thesis. It is also important to understand the relationship of multiple perspectives to critical thinking. Multiple perspectives cannot exist without critical thinking but critical thinking can exist without multiple perspectives.

To better understand the relationship between multiple perspectives and critical thinking look at the following questions:
A. Explain Lee’s battle plan at Gettysburg and why he was unable to defeat the Union at Gettysburg.

B. Explain the reaction of the Union and Confederate governments to the defeat of the Confederacy at Gettysburg and how the defeat influenced England, France, and Russia’s foreign policy.

Question A requires students to think critically about why Lee’s battle plan was unable to defeat the Union but does not require students to evaluate varying perspectives of the reason for defeat. If students were to be asked to share various views on why the Confederacy lost at Gettysburg then multiple perspectives would be more apparent. Whereas question B specifically challenges students to bring in multiple perspectives in regards to the Confederate defeat at Gettysburg. The inclusion of multiple perspectives cannot be done without critical thinking.

Definitions for multiple perspectives and critical thinking follow:

**Multiple Perspectives**

Multiple perspectives will be defined as the ability to understand other points of view to better understand each other’s differences with the consideration that not all points of view are equally valid.

**Critical Thinking**

Critical thinking will be defined as a historic, economic and philosophic approach to synthesizing and applying information in order to demonstrate knowledge gained allowing a student to effectively relate and explain the perspective of a given subject.
1.4 LITERATURE REVIEW

The following literature will evaluate some key readings used in researching the topic of economic, social and political aspects of the Civil War. For any scholar who has done reading on the United States Civil War it is understood that a tremendous amount of material is available. Sorting through these resources and deciphering information creates an opportunity to learn a tremendous amount about the often-studied war. Also, the various slants and somewhat varying statistics lead to interesting discussions ultimately forcing one to hone in on the main points while respecting multiple perspectives.

This review will consist of selected books, magazines and internet articles that proved valuable in research. The selected items were extremely informative and helped to identify the goal of this thesis, developing critical thinking and multiple perspectives through the study of the United States Civil War.

The Hard Hand of War: Union Military Policy Toward Southern Civilians, 1861-1865 by Mark Grimsley

_The Hard Hand of War: Union Military Policy Toward Southern Civilians, 1861-1865_ received rave reviews from Princeton’s James McPherson and proves to provide a convincing perspective on the often misconstrued approach of the Union military toward the people of the South. Grimsley, who earned his Ph.D. in history from The Ohio State University, focuses on how the Union approached the social fabric of the South in hopes to win the United States Civil War.
As stated by Grimsley on pages 17 through 20, the Union evaluated the American War for Independence, the Napoleonic Wars and the War with Mexico to create a basic model for war and each seemed to suggest a basic strategy was to concentrate war efforts on the battlefield. As Grimsley states on page 17,

“Each example seemed to suggest, for different reasons, that successful war making should concentrate on the battlefield. They provided little indication that a hard war strategy was either required or efficacious.”

The result was a conciliatory policy, a policy focused on the extremist and not the common Southern citizen, enforced by the Union military. Unfortunately many Union soldiers did not adhere to the policy and it became hard to enforce. This led to debate over what the Union policy really was thereby leading to the existence of multiple perspectives. Some perspectives on this Union policy toward the South showed the Union soldier as brutal, and another perspective that the southern civilian was characterized as a rebel and yet another which showed the Union policy as forgiving of the southern civilian, but unsuccessful in its enforcement. The struggle to enforce a conciliatory policy led President Abraham Lincoln to state, “My policy is to have no policy” (p. 35). This approach often left the decision in the hands of the commanding officer. Therefore southern civilians developed different opinions of the Union army based on which commanding officer stormed through their town.

Often Southerners pushed the idea of “hard war” to explain their misfortune after the Civil War had ended. Southerners blamed Northerners for burning homes, crops, railroads and causing an economic downturn. This was easier than facing up to the fact that they, themselves, chose to secede. Southerners can justify their belief through some of Grimsley’s work. Grimsley details Sherman’s dismantling of Jackson, Mississippi in
early July 1863 after Ulysses S. Grant’s victory at Vicksburg. Sherman’s troops tore railroad lines, wrecked factories and destroyed cotton bales (page 159). However, Grimsley attacks this “myth” of blaming the North by detailing the southern economic decline on “the end of slavery and the worthlessness of Confederate Scrip” (pages 219-220).

Ultimately the Union army faced a dilemma during execution of hard war policy. Union soldiers thought they had a right to blame the Confederacy for the outbreak and continuation of the war and were therefore justified in their destruction of the south. Union morality and civic-mindedness, however, kept soldiers from being truly barbaric. Grimsley closes his writing accentuating this point of perspective on the Union Hard War policy and its men who executed the orders by noting, “The Federal rank-and-file were neither barbarians, brutalized by war, nor “realists” unleashing indiscriminate violence” (page 225).

**Battle Cry of Freedom** by James McPherson

The *Battle Cry of Freedom* is a comprehensive look at the United States Civil War through the writing of James McPherson. McPherson, a professor at Princeton University who received his Ph.D. from Johns Hopkins University, includes information from pre-Civil War through 1865. *Battle Cry of Freedom* begins with the War with Mexico in the late 1840’s; McPherson discusses the spread of slavery to the American west and concludes his historical account with a question posed in 1865 asking whether this new Union will stand the test of time.
Some highlights from *Battle Cry of Freedom* include the bloody battle to settle the territory of Kansas. This bloody battle over Kansas becomes known as *Bleeding Kansas*, because the first blood is shed over slavery in the American west. Stephen Douglas had announced that a new approach to the slavery issue in the west would be instituted. Citizens would decide whether a new territory would be slave or free through an idea known as popular sovereignty, or let the people choose. The Compromise of 1850, proposed by Congressman Henry Clay, introduced popular sovereignty to the Utah and New Mexico territories; however, since that land was sparsely populated the citizens did not yet have the opportunity to vote on whether it would be free or slave. Kansas, on the other hand, was a neighboring state to Missouri and a land much traveled by settlers heading west. A race to settle Kansas began when Douglas stated that the people would vote to create a pro- or anti-slavery legislature. McPherson quotes William Seward as telling southern senators, “We will engage in competition for the virgin soil of Kansas, and God give the victory to the side which is stronger in number as it is in right” (page 145). In contrast, the Southern perspective is heard through the words of Missouri Senator David Atchison, “The game must be played boldly . . . If we win we can carry slavery to the Pacific Ocean, if we fail we lose Missouri, Arkansas, Texas and all the territories” (page 145).

Multiple perspectives are also evident through McPherson’s chapter *Facing Both Ways; The Upper South’s Dilemma*. States such as Maryland, Missouri, Kentucky and Delaware were faced with the decision of pledging allegiance to the North or to the South. These states bordered both the North and South and were crucial to the success of each party. McPherson details the importance of these states in the upcoming Civil War.
“The three states (Maryland, Kentucky, Missouri) would have added 45 percent to the white population... 80 percent to its manufacturing... nearly 40 percent to its supply of horses and mules” in the Confederacy (page 284). McPherson continues to show how secessionist sects in these states differed from pro-union sects. Many pushed for neutrality but soon realized it was an “impossible dream” (page 287).

Slavery was also a very poignant issue. Northerners and Southerners would eventually arm blacks but for very different reasons. Before the war began rumors, swirled throughout the United States that abolitionists were arming runaway slaves with weapons, especially after the Fugitive Slave Act of 1850 was enacted. Black leader Frederick Douglas was quoted in October 1850 as saying, “The only way to make the Fugitive Slave Law a dead letter is to make a half a dozen or more dead kidnappers” (page 84). Others agreed. An abolitionist by the name of John Brown, who would gain notoriety in “Bleeding Kansas” and at Harper’s Ferry in Virginia, organized a black self-defense group and cities such as Pittsburgh and Boston had weapons on the ready. Furthermore, during the Civil War the Union would create black regiments to fight for the Union army, none more famous the 54th Massachusetts.

The South would arm blacks too. Their decision was out of desperation. Although no black ever saw action for the South some regiments were formed in the final weeks of the Civil War. (A point debated by James I. Robertson, Jr. in his book Soldiers Blue and Gray where he finds evidence that there are instances where blacks were unofficially enlisted in the Confederate Army, page 30.)

Of course, the South was not short of opinions over the issue of forming black regiments. Newspapers in Mississippi and Alabama believed, “...(The Confederacy) can
make them fight better than those Yankees are able to do. Masters and overseers can marshal them for battle by the same authority and habit of obedience with which they are marshaled to labor” (page 831). General Robert E. Lee agreed, though more eloquently, “The Negroes under proper circumstances will make efficient soldiers . . . Those who are employed should be freed” (page 836). The Confederate House passed a bill to formulate black regiments towards the end of the war passing by a 40 to 37 vote. Not all states complied with the new law however.

The issues of slavery, border states and westward expansion clearly divided the nation. McPherson details, with great expertise, the perspectives that surrounded each decision the population of the United States had to encounter. Further examination into McPherson’s writing and research will show that multiple points and perspectives clouded the American landscape and led to great debate along sectional lines.

**The American Civil War** by Robert Guisepi.

Robert Guisepi, historian who attended The University of California, edited a article detailing perspective of the American Civil War. He begins his writing by stating that the cause for the Civil War was not necessarily states rights or slavery but economics. The South “would have opposed any threat to their wealth . . . it didn’t have to be slavery!” Slavery did not become an issue until Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. And one could argue that Lincoln was simply trying to preserve the Union through the reaction that would be caused by his announcing of emancipation, knowing full well that the Confederacy would not comply.
Guisepi states that the average American soldier, North or South was fighting for freedom while the government was waging a war over economics, control and power. The soldier was typically a small farmer in the South protecting what was his or an immigrant in the North hoping for an opportunity. Perspectives of the American soldier are often overlooked because of the impact of governmental policies.

The article goes on to tell of Southern hope for independence and protection of their lifestyle and economy. Whereas the North began to support restriction of slavery, some of the northerners were abolitionists pushing for the end of slavery, realizing freedom and slavery could not coexist as our country expanded westward. The difference of culture and perspective between the North and South ultimately led to the United States Civil War.

*Genesis of the Civil War* by Llewelyn H. Rockwell, Jr.

Founder and president of the Ludwig von Mises Institute in Auburn, Alabama, and vice president of the Center for Libertarian Studies in Burlingame, California, Llewelyn H. Rockwell Jr. delivers a short but poignant article on the beginning of the Civil War. Rockwell’s article is a great tool to use when studying Civil War perspectives.

A Southern perspective is apparent early in his writing as Rockwell states,

“It takes a Northern war propaganda at face value without considering that the South had solid legal, moral, and economic reasons for secession which had nothing to do with slavery. Even the name “Civil War” is misleading, since the war wasn’t about two sides fighting to run the central government . . . The South attempted peaceful secession from federal control, an ambition no different from the original American plea for independence from Britain.”
Rockwell continues to comment on his perspective by declaring,

"No, you won't read this version of events in any conventional history text, particularly not those approved for use in public high schools. You are not likely to hear about it in the college classroom either, where the single issue of slavery overwhelms any critical thinking. Again and again we are told what Polybius called "an idle, unprofitable tale" instead of the truth, and we are expected to swallow it uncritically."

This piece by Rockwell is useful after one has a strong background on causes of the Civil War. His southern perspective allows a reader to view the Civil War through lenses that may be different than their own. For students to be able to think critically about what Rockwell writes and support or dispute his thoughts is central to our goals in education.

*Sectionalism: Wedges of Separation in the Civil War* by J.G. Randall and David Herbert Donald.

J.G. Randall, considered a top Abraham Lincoln scholar, and David Herbert Donald, author of over thirty books and a United States Civil War expert, convey some pertinent information on the topic of sectionalism in the United States in their article *Sectionalism: Wedges of Separation In The Civil War.*

Randall and Donald write on the subject of different economic values present in the North and South and how this contributed to sectionalism. Northerners voted for liberal immigration laws, ship subsidies, internal improvements, the National Bank and a high tariff. They believed these issues would help strengthen their labor force, promote business, improve transportation, provide financial direction and encourage the purchase of goods produced in America.
Northerners blamed Southerners for destroying the National Bank and “depriving the nation of central financial direction.” Southerners also voted against a tariff in attempt to promote free trade and encourage foreign markets to perform business with America without restriction. These “opposite economic arguments” provided each side with reason to debate and denounce the other.

Randall and Donald state clearly that the North was a major contributor to Southern economy and Northern profits were dependent on Southern trade. As much as each side agitated the other they could not separate. Abraham Lincoln is quoted as stating that “they would have to go on living side by side; and the many elements of economic interdependence would continue to operate.” Ultimately, according to Randall and Donald, it will be the issue of slavery in the territories west of the Mississippi River that produced the Civil War.

**Europe and the American Civil War:** The American Heritage New History of the Civil War

The involvement of Europe in the United States Civil War is often understated. England and France played an important role in decisions made by both the Union and the Confederacy. *The American Heritage New History of the Civil War* edited by James McPherson examines Europe’s involvement and how they impacted a war on the other side of the Atlantic Ocean.

Although Europe constitutes only a small portion of this book that covers over six hundred pages, European countries, especially England and France, play an influential role in the Civil War. Europe was an important trading partner with the United States
and was a significant contributor to the Southern economy. Europe’s refusal to support war over slavery would affect the course of the United States Civil War.

Europe also would have liked to see American democracy struggle to survive. This would have strengthened their aristocratic philosophy and prevented spread of American democracy to other parts of the world. Both the Union and Confederacy had to maneuver for and against Europe politically and economically as if they were playing a chess match.

*Teaching About International Conflict and Peace*: by Merry M. Merryfield and Richard C. Remy.

Steve Shapiro and Merry Merryfield contribute a revolutionary approach to lesson planning in Section 2: Part 1 of the book *Teaching About International Conflict and Peace*. An article in this section titled *A Case Study of Unit Planning in the Context of School Reform* explains the benefit of backward building curriculum and assessment when teachers are planning lessons for the classroom.

The essentials of this approach are to begin by identifying information or skills a student needs to learn. After the goals of the unit have been created teachers can then produce meaningful form(s) of assessment for students to effectively display their proficiency. At this point the teacher may begin organizing and developing lesson plans to connect the initial goal and the final assessment. The overall goal of the backward building curriculum is the success of each individual student by promoting mastery of a purposeful life skill(s).
Summary

The literature review is only a microscopic sampling of writings available about the United States Civil War. Even globally there were opinions on the deterioration of the United States before the war began in 1861. After a particularly "muddy" presidential election in 1856 the London Times noted the "painful impression the campaign made upon British lovers of America" (Nevins, p. 515, Volume II). To gain a complete perspective of the United States Civil War one must keep reading, discussing, thinking and challenging their mind to better understand the economic, social and political aspects of this event.
CHAPTER 2

CIVIL WAR SYNOPSIS

2.1 SECTIONALISM (JUST THE FACTS . . .)

When building background knowledge of the Civil War an excellent place to begin is with the concept of Sectionalism. Sectionalism, or loyalty to a region, existed due to the vast economical, political and social differences between the Northern and Southern United States in the early and mid 1800’s. These economical, political and social differences created a philosophical debate within the national government and led to animosity drawn along sectional lines. The perspectives of the various political views representing both North and South were neither right nor wrong. Northern and Southern perspectives derived from very different economic and social circumstances.

The demographics of the North and South were vastly different. The North was a society moving towards manufacturing and urbanization. The South had improved technology as well but thrived on agriculture, exports and the institution of slavery. This difference in economical need created conflicting requirements. By 1860 the North contributed 92.5% of the 1.9 billion dollars that comprised the total value of annual product in the United States. Whereas in 1861 the South’s output consisted of 4.5 billion bales of cotton.
These differences led to a consequential tariff debate. A tariff, tax on imported goods, would favor the North. By taxing imported goods European countries would be forced to raise the price of goods sold in the United States. This price increase would allow American goods to be sold at a lower cost and promote the purchasing of American made goods. The South, due to a small percentage of manufacturing, was unable to benefit from a tariff. Trading became expensive and as European countries began to trade elsewhere Southern crops went unused and the Southern economy declined.

In the following occupational distribution charts one may observe the nation's shift from agriculture to manufacturing. Based on the industrialized North and the agrarian South we can assume a vast majority of the increase in manufacturing took place in the North.

Diagram 2.1: United States Occupational Distribution, 1820 and 1860
Also, needs from an ever growing, urbanized North varied greatly from the rural South. As evident in the United States Population Density Chart not only was the North’s population significantly larger than that of the South it was also moving west at a very rapid pace.

Diagram 2.2: United States Population Density, 1840
The next chart details the increase in foreigners coming to the United States.

Seven of every eight immigrants settled in the North. The North provided more opportunity for an immigrant. Many immigrants moved to these Northern cities, especially New York, to work low-paying factory jobs contributing to the rise in Northern population. Irish and German immigrants were the leading European settlers in America. Moving south would have been difficult as many immigrants did not have money to purchase land and felt more comfortable settling in the North were others from their culture had already established small ethnic communities.

Diagram 2.3: United States Immigration, 1820-1860
This leads to another issue causing friction between the North and South. As the North expanded so did the need for internal improvements. Debates ensue over railroads, canals and the building of roads. The South’s primary use of river travel led to opposition of the financing of internal improvements. By the start of the Civil War, according to W. Power Clancy in his article *Confederate Finance and Supply*, the North had 22,000 miles of railroad track as opposed to 9,000 miles in the South that were not well connected. The North’s standardization in railroad track gauges allowed for easy construction, repair and travel. As is apparent in the following two charts the North was developing their transportation at a far greater rate than the South due to economic necessity.

Diagram 2.4: United States Roads and Canals – Pre-Civil War
Diagram 2.5: United States Railroads, 1850-1861
While the North was experiencing an Industrial Revolution that led to the growth of cities and manufacturing the South remained rural. The South’s economic focus was on successful cotton, tobacco, rice and sugar crops. By trading these goods with European countries and with New England manufacturing plants in the United States the South felt compelled to continue large investing in agriculture while minimally investing in manufacturing, illustrated here by the Slave Population and Cotton Production graph.

Diagram 2.6: Cotton Production and Slave Population, 1800-1860
Unlike the South and their slow manufacturing growth, the North's agricultural industry continued to grow as their manufacturing industry boomed. The North actually had nearly twice as much land under cultivation during the Civil War. This lack of balance between manufacturing and agricultural in the South may be blamed for their inability to compromise.

Sectionalism was evident during the election of 1860. Abraham Lincoln won the election of 1860 despite receiving only 40% of the popular vote and not even appearing on many Southern ballots. Lincoln, a Republican favored by the Union, won 180 of the 303 electoral votes; well above the majority needed to win, because he carried the highly populated Northern states. John Breckenridge, a Southern Democrat, and Stephen Douglas, a Northern Democrat, split the Democratic Party votes while John Bell, of the Constitutional Union Party finished fourth in popular vote and third in electoral vote by successfully winning the border states.
Lincoln’s election in 1860 was the final cause leading to Southern secession, as the South feared Abraham Lincoln would violate their state rights. Lincoln was elected in November 1860 and prompted South Carolina to secede on December 20, 1860. The electoral map of the election of 1860 below shows a clear division along party, and sectional, lines.

Diagram 2.7: Election of 1860
2.2 NORTHERN CULTURE (JUST THE FACTS . . .)

The following information details the Northern culture and economy taken from The Civil War Preservation Trust, copyright 2006:

- Northern soil and climate favored small farms
- Urbanized (New York was the largest with 813,669 inhabitants in 1860)
- Nine of the top 10 largest cities are in the North in 1860
- By 1860, one-quarter of all Northerners lived in urban areas
- Between 1800 and 1860, the percentage of laborers working in agricultural pursuits dropped from 70% to 40%
- Slavery ended, Immigrant labor existed in the cities and factories
- Seven of 8 immigrants settled in the North
- North boasted two-thirds of the nations railroad tracks
- Supported Whig/Republican Party
- More likely to have careers in business, medicine, education (an engineer was 6 times more likely to be from the North)
- Northern children were slightly more prone to attend school than Southern children
2.3 SOUTHERN CULTURE (JUST THE FACTS . . .)

The following information details the Southern culture and economy taken from The Civil War Preservation Trust, copyright 2006:

- Fertile soil and warm climate was ideal for large-scale farming (cotton, tobacco)
- Eighty percent of the labor force worked on farms
- Two-thirds of Southerners owned no slaves
- Four million blacks (free and slave)/5.5 million whites
- New Orleans was largest city with 168,675 inhabitants (most cities located on rivers and coasts as shipping ports to send goods to Europe and Northern destination)
- One of ten Southerners lived in urban areas
- Largely river transportation (35% of nations train tracks were located in the South)
- Slightly smaller percentage of white Southerners were literate than the North
- Southern children tended to spend less time in school
- Majority Democratic Party affiliation
- Most men gravitated toward agriculture or military careers

Diagram 2.8: Graphing Union/Confederacy: Civil War Preservation Trust, © 2006
CHAPTER 3

NORTHERN PERSPECTIVE

3.1 ECONOMICS OF INDUSTRIALIZATION

As the United States citizens moved into the early 1800s they struggled to establish themselves as a country worthy of European respect. The Barbary Pirates, from Tripoli located on the Mediterranean Sea, thwarted American attempts to trade with Europe. During this time the United States was impressed by European naval powers. Also, Spain, England and the American Indian challenged westward movement across the Mississippi River presenting the United States with many early obstacles. Dealing with these issues proved problematic. The Barbary Pirates would not subside without a fight. United States President Thomas Jefferson declared war on the Barbary Pirates in what would become known as the War with Tripoli. American victory over the Barbary Pirates proved great but was not easily won.

European nations refused to honor and respect United States continued attempts at cooperation. Early treaties such as John Jay’s Treaty with England proved dishonorable, as they did not deal with large issues such as impressment and the issues they dealt with, removal of British forts from American soil, were largely ignored. The American Indian became armed with weapons supplied by the British. Feeling pressure members of Congress urged the government to declare war. British disrespect and Congressional
pressure led to the passing of the Embargo of 1807 by President Thomas Jefferson, which some attribute as a cause to the Industrial Revolution in America.

The Embargo of 1807 disallowed trade with European countries. As a result, tobacco rotted on the docks of the Southern states and Northerners were forced to find new ways to acquire supplies. Despite attempts of smugglers to illegally trade with foreigners, the embargo inspired American ingenuity. With helpful ideas from the British, the United States would experience an industrial revolution.

The industrial revolution continued through the early 1800s and created a new way of thinking in the North. Social reform grew as women, blacks and immigrants found new societal roles in fast growing cities. Workers formed trade unions, which challenged traditional work environments and helped fight for job security.

The Embargo of 1807 ultimately led to a downturn in the United States economy as Europe found other trading partners. As a result, the United States declared war on England over the issue of impressment, rights to the Canadian-United States border and settlement of land west of the Mississippi River. This war was known as the War of 1812. As the War of 1812 continued the United States became dependent on its own production. During that time the North developed into an economically independent region. Therefore, at the end of the war in 1815 the United States had transformed itself into a stronger economic and political force in the global marketplace.
The following graph - American Foreign Trade, 1790-1812 - shows the decline in foreign consumption after the Embargo Act of 1807. This decline lead to economic independence in the North.

Diagram 3.1: American Foreign Trade, 1790-1812
3.2 SOCIAL IMPACT OF INDUSTRIALIZATION

Life in the North would never be the same after the First American Industrial Revolution. Seven of eight immigrants would settle in Northern cities. Women began to move from the countryside looking for factory jobs to help support their families and also receive an education. Blacks more than ever before, supported by an abolitionist movement, were living amongst and working with white men. Many white males were threatened by this change and after forming trade unions would go on strike for fair wages, safer conditions, and reasonable hours and job protection. The addition of blacks, women and immigrants to Northern society proved to be a change, which benefited the masses.

Blacks and immigrants, however, still suffered prejudice and discrimination. Emancipation laws encountered stiff resistance in the North in the early 1800s. Most Northern landowners wanted compensation for their loss in slave labor and some gained compensation by selling their enslaved blacks to Southern slave owners (Boritt, p. 75). Though the North was not as resistant to change as the South a difficult period existed during the Northern reformation period in the early 1800s as many Northern landowners and workers suffered loss of power, prestige and wealth.

Copperheads, or Northern Democrats, were especially prejudice and discriminatory toward blacks. A typical Copperhead was a small, poor Northern farmer who felt excluded from the powerful Northern market system. Copperheads were mostly in border states and small towns and, like small southern farmers, was one step ahead of enslaved blacks on the socioeconomic ladder.
Education reform was also evident in the North. Despite education reform dating back to Thomas Jefferson in the late 1770s, the first officially organized state educational systems, known as "common-schools", were created in Massachusetts, New York and Connecticut in the early 1850s. As the Northern population became urbanized the idea of organized education grew as well.

3.3 POLITICAL IMPACT OF INDUSTRIALIZATION

Northerners who were benefiting from industrialization were now becoming wary of foreign competition. In order to keep European countries from invading the American marketplace factory owners and workers began pushing for a tariff. A tariff, or tax on imported goods, would promote American made products by forcing foreign countries to raise the price on their own goods. The tariff would make American goods cheaper, more affordable and more likely to be purchased by the consumer.

President Andrew Jackson would pass tariffs in 1828 and 1832 thoroughly angering the South. John Calhoun, a South Carolina senator, threatened to secede if the tariff was not rescinded. However, Andrew Jackson's threat to use military force to enforce governmental policies caused South Carolina to remain in the Union, for now. Interestingly, Calhoun was Jackson's former vice president. The tariff debate serves as an example of how sectional lines were already dividing the country.

Northerners, on the other hand, were quite pleased with the tariff. American made goods were selling, money was being made and Northern economy was booming. By the middle 1800s New York and Pennsylvania had more viable industry than all Southern states combined. The North's leading manufactured good, flour, as
well as textiles, lumber, iron, leather and machinery, made life away from farming not only possible but also extremely profitable.
CHAPTER 4

SOUTHERN PERSPECTIVE

4.1 ECONOMICS OF AGRICULTURE

While the North was reaping rewards from the Industrial Revolution and the world of manufacturing, the South was swelling in wealth agriculturally. Improvements in farm machinery during the industrial revolution, such as the steel plow and McCormick’s reaper, increased productivity in the South. No invention, however, proved as influential as the cotton gin.

The Cotton Gin (“gin” was short for engine) allowed enslaved blacks in the South to pick the seeds out of cotton ten times faster. Eli Whitney, an inventor from Massachusetts, had no way to imagine how the cotton gin would influence Southern economy when he introduced the cotton gin in 1793. Slavery boomed. As evident in an earlier graph “Cotton Production and Slave Population, 1800-1860” (page 31), slavery doubled from the late 1820s through the late 1850s. As slavery double cotton production soared almost at the same rate.

Large Southern plantations reaped the rewards. The growing need for cotton from England’s textile industry ensured a buyer and further enhanced the cotton enterprise. Cotton was grown as far west as Texas and hundreds of miles north up the Mississippi Valley. It was shipped down the Mississippi River and out of the Gulf of Mexico to
European countries and Northern industries. An article by Orville Vernon Burton and Patricia Dora titled *King Cotton* details the magnitude of cotton on Southern, and global, economy.

"By 1860, cotton ruled the south, which annually exported two-thirds of the world supply of the “white gold.” Cotton ruled the West and Midwest because each year these sections sold $30 million worth of food supplies to Southern cotton producer. Cotton ruled the Northeast because the domestic textile industry there produced $100 million worth of cloth each year. In addition, the North sold to the cotton-growing south more than $150 million worth of manufactured goods every year, and northern ships transported cotton and cotton products worldwide."

Cotton was not the only product produced in the South. Crops such as tobacco, sugar and rice constituted a large part of Southern economy. However, the importance of these products did not change as exponentially or as rapidly from early settlement as did cotton.

**4.2 SOCIAL IMPACT OF AGRICULTURE**

The South had its roots in agriculture dating back to Jamestown, Virginia, saved by the leadership of John Smith, the knowledge of Pocahontas and the tobacco grown by John Rolfe. Southern climate led to a long growing season, fertile land and plenty of sunshine. Wide, plentiful rivers allowed for necessary transportation, and slave labor, introduced by Europeans to North America in the 1500s, enabled maximum profits for Southern plantation owners. And Southerners “Held Fast to the Familiar” according to Wiley Sword author of *Southern Invincibility: A History of the Confederate Heart*. Sword quotes Texas Senator Louis Wigfall as explaining,

"We are an agricultural people . . . We have no cities - we don't want them . . . We want no manufacturers, we desire no trading, no mechanical or manufacturing classes . . . As long as we have our rice, our sugar, our tobacco and our cotton, we can command wealth to purchase all we want" (p. 8).
Large plantations in the South developed during early English settlement were part of the lifestyle of such famous Americans as Virginians George Washington and Thomas Jefferson. Life on a large plantation was “not just cotton fields and a stately mansion approached along an oak-lined drive” according to Catherine Clinton, author of *The Confederacy*. Plantations had many buildings including a smokehouse, henhouse, stables, barns, sheds, and silos. They also consisted of many workshops set up to create barrels, horseshoes, furniture and cloth. Some lavish plantations included schoolhouses and chapels. Since the South remained rural, farmers were often separated by great distances and only gathered on Sunday when families from around the countryside would meet for religious services.

Small farms were prevalent in the South as well. Yeoman farmers, or small backcountry farmers, dominated the Southern landscape. Tenant farmers and sharecroppers were common in Southern Appalachia and westward towards the Mississippi. Tenant farmers essentially rented land while sharecroppers provided a portion of their crop to the landowner.

Women were confined to traditional roles. They were expected to conform to a lifestyle of childbearer and homemaker. Men received favor by having characteristics of honor and courage over common sense. The South remained rooted in traditional values leading to the idea of secession rather than dishonor (Sword, page 21).

The percentage of slaveholders in the Southern United States in the 1860s was a distinct minority. Pinpointing the number of slaveholding families is difficult, but the facts do indicate that the number was small.\(^1\) It must be pointed out that even if a small

\(^1\) According to Sword two-thirds of the South’s white population were not slave owners (p. 16).
farmer did not own enslaved blacks it could not be determined if they were for or against the institution of slavery.

Despite ones opinion on slavery, it was perhaps the most notable characteristic of the antebellum South. Many misconceptions surround the institution of slavery. Some believe all Northerners were abolitionists. In fact some white males in the industrialized North feared losing jobs to free blacks. Others believed the United States Civil War was fought over slavery alone. In truth many Southerners will say the war was fought over “states rights, unequal representation, and unfair taxation” (www.civilwarhistory.com). While others are of the opinion that all Southerners were for slavery and treated blacks harshly. Actually most Southerners were small farmers who did not own enslaved blacks. Truth does exist in the previous statements but without multiple perspectives on the lifestyles and beliefs of the average American in 1860 the truth is not fully told.

Pro- and anti slavery arguments led to fighting in Kansas in the middle 1850s as the territory moved towards statehood. They also led to the caning of Senator Charles Sumner on the floor of the Senate. And led the abolitionist John Brown to attempt a raid upon the weapons depot at Harper’s Ferry, Virginia in 1859 with thoughts of creating a slave insurrection. These events are evidence that in the pre-Civil War South slavery was an important part of the Southern landscape.

Over four million enslaved blacks lived in the South by 1860, making up over one-quarter of the Southern population. Most enslaved blacks worked on large Southern plantations and lived in small, dirt-floored shacks separate from the large mansion. Enslaved blacks were required to work from sunrise to sunset and sometimes by the full moon. Slave codes were created to prevent blacks from learning to read or write. Older
enslaved blacks would care for the young while mothers and fathers worked in the field. Once the young were able bodied they would join their parents. Slave marriages were not recognized and families would be easily broken due to the internal slave trade. During this difficult time for enslaved blacks white Southern plantation owners were living richly off the land worked by free slave labor.

Many Southerners viewed slavery beneficially. Wiley Sword quotes one Alabama-reared woman as defending slavery to be practical and beneficial.

“Slaves received in return for their labor more than any other people in bondage had ever received – as a usual thing, good wholesome food, homes... and tender treatment in sickness.” The also “needed the fostering care as well as the strong arm of slavery to kindle the latent spark of intellectual fire” (p. 10).

According to Sword, enslaved blacks were an integral part of working class residents in the South. Southerners believed the absence of freedom for enslaved blacks was in the best interest of the existing society as a whole.

4.3 POLITICAL IMPACT OF AGRICULTURE

Just as it did with the North, politics mixed in with Southern economy just as it did with the North. As Northerners were in need of regulations to protect their industry, Southerners needed to make their products available to the world economy. The Northern population was spreading feverishly to the west; Southern land was largely unavailable to the poor immigrant entering the United States. Northern workers were protected by trade unions; Southern workers were threatened by growing abolitionism. It was apparent that whatever political party held power in Washington D.C. would cause bitter feelings in the minority party.
The Northern Tariff created a struggle between the North and South. The North continually supported the Tariff with hopes to protect the American industrial market. Thomas DiLorenzo, economics professor at Loyola College in Maryland, attributes the election of Abraham Lincoln to the presidency in 1860 to protectionists. DiLorenzo also writes that these protectionist policies were a major cause of the war as Lincoln supported the Morrill Tariff passed by James Buchanan before he left the presidency. This Tariff placed an average tariff rate to 37.5 percent. Early in Lincoln’s presidency the tariff rate would rise to over 47 percent.

Also, the Northern system of banking differed greatly from the South. The North needed a National Bank to regulate the nation’s economy. The South, on the other hand, had minimal need for local banking regulation. Westerners were caught in the middle afraid that the already strong Northeast would control the banks. Regardless, Westerners knew they needed local bank regulation. When a majority of Westerners supported the Northern Republican Party, Southerners quickly killed the National Bank Bill of 1860.

As Northern population grew it became inevitable that the South was losing power in the United States Congress. The “State Rights” debate, which dates back to the United States First Constitution ratified in 1781 (The Articles of Confederation), began to gain momentum in the 1830s. John Calhoun, a South Carolina senator, argued, “...that the people in each state were sovereign and, in their sovereign capacity, had ratified and thus given validity to both the state constitution and United States constitution” (“The Confederacy” by MacMillan Information). Calhoun, as mentioned earlier, was partial to secession many years before the Civil War actually began.
Demand for state rights was seemingly the only strategy the South could implement because they had lost control over the National Government with a smaller population and fewer states to represent their interests. A government based on state rights would allow Southern states to trade freely (therefore, avoiding the Northern tariffs), protect the institution of slavery, and create state banks whereas they could spend money on their own internal improvements, not those that favored Northern investment. Abraham Lincoln asserted that the Constitution was no mere contract between states but had been framed and ratified by the people. Lincoln believed the Supreme Court should settle controversies that arise under the Constitution and secession is not a constitutional remedy but an act of revolution (Boritt, page 129). The idea of state rights versus strong federal government continued to divide the Republican North and the Democratic South.
CHAPTER 5

GLOBAL PERSPECTIVE

5.1 EUROPEAN NATIONS

The global impact of the United States Civil War existed on various levels. Governmental control, slavery, the success of democracy and the economics of trade peaked the interest of foreign powers, most notably England and France. These European countries were forced to weigh each issue in response to pressures for support from the North and South.

An excerpt from Chapter 6 in The American Heritage New History of the Civil War details the possible position of England and France at the outset of the United States Civil War:

“Each country was a monarchy, and a monarchy does not ordinarily like to see a rebellion succeed in any land.” “Yet the war had not progressed very far before it was clear that the ruling classes in east of the two countries sympathized strongly with the Confederacy-so strongly that with just a little prodding they might be moved to intervene and bring about Southern independence by force of arms.” “Europe’s aristocracies had never been happy about the prodigious success of the Yankee democracy. If the nation now broke into haives, proving that democracy did not contain the stuff of survival, the rulers of Europe would be well-pleased.”

European countries were well aware that a rebellion could be infectious. Perhaps the French and the British knew this fact better than most nations. But they also knew
that a fall in democracy would strengthen their aristocracy. In early 1861 the possible reward of democratic failure was worth the risk of involvement in the Civil War.

The Union almost made the decision for England in late 1861 as United States warships intercepted Confederate diplomats on a British blockade-runner on their way to England and France. England was so infuriated that the United States could simply corral a British ship and haul away two Confederate prisoners that they set 11,000 troops to Canada. England also prepared their naval fleet for a fight with the Union and sent a dispatch to the United States.

Add to this instance the fact that the Confederacy had tremendous early success in the war. The North was unable to capture the Confederate capital of Richmond and the South was on the offensive, albeit while still fighting in the South. News of this success traveled to England and British officials planned to discuss intervention in late 1862. Economics played a part in global affairs during the United States Civil War as well. As the Southern cotton industry advanced foreign powers began to rely on America for the cotton it produced. The South hoped to use this to its advantage as they tried to break Northern blockades on Southern ports. England, owner of the world’s most powerful navy, was a key Southern trading partner. With British help the South could effectively break Northern blockades, restore its economy and continue their fight for independence. The South even went as far to enforce a voluntary embargo of cotton trade in an attempt to force the hand of Europe.

However, one key issue stood in the way of European involvement. Abraham Lincoln knew the British and French would not support a cause, or fight, that preserved slavery. The British and French had watched the defeats of the Union at Second
Manassas (Bull Run) and at the Battle of Seven Days outside of Richmond, Virginia. If the Union had continued to lose and Lincoln had tried to make slavery an issue both the British and French would have acknowledged Lincoln’s efforts as a hollow cry of a lost cause and would not have acknowledged his actions.

Lincoln had to wait for a key Union victory before he would be able to bring slavery to the forefront of the war. The Battle of Antietam in the fall of 1862 proved to be the Union victory Lincoln needed. As the British prepared to involve themselves in the Confederate fight for independence, Lincoln allowed word to leak that he would be emancipating enslaved blacks in all states of rebellion, i.e. the Confederacy. A war that started with the South claiming states rights and the North fighting to preserve the Union now involved slavery.

On January 1, 1863, President Lincoln officially inked his signature on the Emancipation Proclamation. Lincoln wrote the Emancipation Proclamation in the spring of 1862 but not until the important Union victory at Antietam Creek in Maryland did he feel able to act upon slavery. Slavery was now illegal in the eleven Southern states that had declared themselves independent of the United States. Lincoln understood completely that the enslaved blacks would not be freed. The Southern economy would have completely crashed. The goal was to keep European nations off of American soil and across the Atlantic Ocean. Of course the North would consider any incitement of a slave rebellion caused by Lincoln’s actions a bonus. The anger of the South over the Emancipation Proclamation was immeasurable as they compared Lincoln to John Brown and drew pictures of him with his foot on the Constitution (Grimsley, page 77).
The question that now begs to be asked is would Lincoln have made the war over slavery had England and France not threatened to enter? Based about Lincoln’s history when broaching the topic of slavery one may assume he would not have made it an issue. Lincoln made slavery and its abolishment an issue in his congressional campaign in the 1850s. But Lincoln made it clear that his number one priority was the preservation of the Union in the presidential campaigns of the 1860s.

Slavery was not the only issue that prevented European countries from getting involved. England had stored amounts of cotton in reserve and also had a trading partner in India and other countries outside of the United States. Plus, the North had an ample share of friends in the English government. And when some English textile factories began firing workers because of decreased production the support of the North did not cease. Governmental leaders had to listen to their people’s voice against a war over slavery.

The French tried a back door approach. Rather than sending diplomats to Washington D.C. to discuss foreign relations, Napoleon III, emperor of France, attempted to take control of Mexico. His attempt was successful because of northern preoccupation with the Civil War despite being a violation of the Monroe Doctrine. (The Monroe Doctrine, passed shortly after the War of 1812, prohibited any new foreign involvement in North America.) Had France been able to develop a larger stake into Mexico they may have been able to lend help to the Confederacy from what would prove to have been a strategic position. The French failure in Mexico is attributed to the United States government sending in General Philip Sheridan and 50,000 soldiers to the Mexican border as a warning to not assist the Confederacy. This Federal action to contain the
French took place shortly after the surrender of the Confederacy at Appomattox Court House, Virginia.

Another Northern advantage came with support of Russia. Russia sent fleets to San Francisco and New York in the Fall of 1863. America benefited from this support because if England and France became involved in the United States Civil War they would have to deal with Russia also. A few historians claim that Russia’s action was purely self-motivated. Russia was having conflict of its own with England and France. They were simply “wintering” in American harbors hoping to avoid getting stuck in their own icy water. Regardless of whether Russia was supporting the Union or wintering in American harbors, the North reaped the benefits.

5.2 AFRICAN NATIONS (CREATION OF LIBERIA)

Another example of the United States influence on globalization during the Civil War time period is the creation of the African nation Liberia, located on the North Atlantic Coast of Africa. Liberia was settled voluntarily in 1822 during the presidency of James Monroe and proved to be a safe haven for many former enslaved blacks. What would become Africa’s first republic was the result of efforts by the American Colonization Society, the Virginia Colonization Society and the Quaker Young Men’s Colonization Society of Pennsylvania. Over the course of 40 years about 12,000 enslaved blacks were relocated to Liberia.

Not all freed blacks were enticed to travel to Liberia. Many freedmen and women chose to remain in the United States where they could fight for equality. Also, most
enslaved blacks had African heritage, but had never actually been to Africa. Blacks that had been born in the United States wanted to remain.

Early Liberian settlers also struggled in the new African environment. Disease claimed many lives and disagreements on how to govern the new country caused conflict. Overall, however, with the help of England and other important Europeans Liberia claimed independent nationhood in 1847. The first country recognizing Liberia as an independent nation was England. The United States did not officially recognize Liberia as an independent nation until after the United States Civil War.

5.3 AMERICAN INDIAN NATIONS

The American Indian played an important role during the United States Civil War serving as auxiliary troops in the Civil War and scouting the enemy. Despite the skill of scouting the American Indian was able to bring to the war both Northern and Southern citizens supported Native American removal to the West. For example, despite the United States Supreme Court ruling the Indian Removal Act of 1830 unconstitutional the Cherokee Indian was forced west. This event displayed the power of the United States citizen over the American Indian. The following is an excerpt taken from the Library of Congress displaying the feeling of many United States citizens toward the American Indian during the Civil War time period:

“This anti-Native American sentiment is echoed in books of the era such as Andrew Peabody’s The Hawaiian Islands (1865), which claimed that a “law of the divine Providence” caused some races to submit to those of “superior physical and intellectual vigor.””
CHAPTER 6

APPLICATION USING CRITICAL THINKING AND MULTIPLE PERSPECTIVES

6.1 OVERVIEW

Applying critical thinking and multiple perspectives in my classroom is a daily objective. This goal can be accomplished through writing prompts, daily questions, discussions, and debates, journals, portfolios and various other means. My students and I learn throughout the school year that every topic allows critical thinking and contains multiple perspectives. The inclusion of critical thinking and multiple perspectives in each unit leads student to understand that situations they are faced with each day will require critical thinking and empathy towards multiple perspectives as well.

Two lessons connected to the United States Civil War are included in this thesis. These lessons are designed to challenge students to think critically and view other perspectives. The approach of these lessons can be used with other topics as well. Students should be encouraged to have opposing viewpoints and perspectives should be expected to clash. The teacher should use these moments of opposition to teach students how to respectfully debate, support their argument with reasoning and accept their classmate’s opinion even if they disagree.
6.2 LESSON 1:

ESSENTIAL QUESTION:

How does our history book present multiple perspectives of the United States Civil War?

OBJECTIVE:

Students will critically apply their knowledge of Civil War perspectives through group presentations.

OHIO STATE STANDARDS

*Markets:* Explain the purpose and effect of trade barriers such as tariffs enacted before the Civil War

*Government and the Economy:* Identify connections between government policies and the economy

*Economics:* Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

*Scarcity and Resource Allocation:* Explain how the uneven distribution of productive resources influenced historic events such as the Civil War

*Social Studies Skills and Methods:* Present a position and support it with evidence. Work effectively in a group.

MATERIALS:

1. Textbook
2. Reputable outside resources used during class
3. Paper, pencil, pen, markers, colored pencils
4. Note cards
5. Poster board
LESSON STRUCTURE:

Students will be placed into groups of three and asked to create a presentation answering the given question. This will be an in class assignment allowing for teacher facilitation. (Students may take assignment home if necessary.) Students will be challenged to think critically by evaluating the depth of the division between the North and the South during the United States Civil War. Time allotted will be three forty-minute class periods for preparation and two forty-minute class periods for presentation.

ASSIGNMENT:

Group Presentation answering the following:
(students must use 5-7 specific details to support their argument)

How deep were the divisions between the North and the South during the United States Civil War time period?

ASSESSMENT:

Rubric should include evaluation of student ability to support stance on the depth of division between the North and South using supporting details and exhibiting multiple perspectives.
INFORMATION RELATING TO LESSON 1:

Three overriding themes permeate the years surrounding the United States Civil War, all of which are encompassed under the umbrella of Sectionalism. The first idea focuses on economic aspects of the North and South. The second is the social structure of each region. The third points to the different political philosophies of each side. Was it possible to resolve these differences and avoid what would become the bloodiest episode ever to take place on American soil?

The preceding pages have presented ideas, statistics, facts and other information. Analysis of each does not make the answer to the question posed definitive. The goal here is to encourage students to think critically and apply gained knowledge in a useful manner.

Economics

Both the North and South were healthy economically. Northern industry was booming and Southern agriculture was providing a stable lifestyle for most southern farmers. To a large extent each the North and the South were interdependent. The North was making large profits from textiles and the South was making large profits from raw materials such as cotton. It would make sense that the two markets would be able to support each other. According to an article previously referenced, page 38, by Orville Vernon Burton and Patricia Dora titled *King Cotton*, the North produced $100 million worth of cloth each year. In addition, the North sold to the cotton-growing South more than $150 million worth of manufactured goods every year.
However, that same article points out that this trade did not stop during the Civil War. This goes to show that regardless of this intertwined economy a war was imminent. The article states:

“On May 21, 1861, the Confederate Congress prohibited the sale of cotton to the North. Yet an illicit trade across military lines flourished between Southern cotton farmers and Northern traders. President Abraham Lincoln gave licenses to traders, who followed the Union army into the South.”

The Confederacy gave state governments rights to destroy cotton that fell into Union hands. Southerners came to realize, though, that Northerners were willing to pay a high price or barter valuable goods. For some Southern farmers this proved to be what saved them from starvation.

Furthermore, the textile industry was only a portion of the North’s manufacturing capabilities. The North’s number one manufactured good was flour. Also, the North made a tremendous amount of money exporting goods to Europe. Although many Confederate totals are incomplete E.B. Long details in *The Civil War Day by Day* that New York actually made more money on exports than all Confederate States combined.

The Northern economy was also fueled by agriculture. They produced over three hundred million more bushels of corn, wheat and oats than the South. The South’s top two cash crops were cotton and tobacco. Neither cotton nor tobacco were edible or, therefore, useful during wartime except to raise money.

Ultimately the Northern economy allowed the North to survive without the South. This ability to survive led them to make decisions for the good of their economy often leaving the South struggling to protect their rights. The North did not need the South as much as the South needed the North. This imbalance in necessity created an ever-widening economic gap between the two sections.
Social

By 1860, the social differences between the North and the South were insurmountable. Earlier details show the widening gap that created sectional divisions: pro-slavery versus anti-slavery, immigration versus a predominately free white English society, urban versus rural, improved transportation versus natural waterways, and a developing educational system versus plantation life. Tolerance would have come down to a matter of acceptance of dramatically different social norms. This idea of tolerance and what it may prevent should be woven into present-day academic curriculum.

Gabor S. Boritt, author of *Lincoln, The War President*, argues that the blame of slavery should fall upon both the North and South. Instead of one side blaming the other, Boritt argues, each should blame themselves. The South may have protected the institution of slavery but the North benefited from it without protest. Boritt quotes Abraham Lincoln in his book:

“That the people of the South are not more responsible for the original introduction of this property, than are the people of the North; and when it is remembered how unhesitatingly we all use cotton and sugar, and share the profits of dealing in them, it may not be quite safe to say that the South has been more responsible than the North for its continuance” (p. 85).

If the North and South can work together to make a large profit through the institution of slavery, than they can work together to make a large profit without the institution of slavery.
Political

The concept of state rights was fueled by debate over sectional lines. The only way each party would be able to get what they needed was to make their own decisions. A government based on state rights would allow the North and South the liberty to make decisions to meet their needs. However, the United States had already traveled down the road of state rights and it led to a United States that had become disunited.

Under the Articles of Confederation, the United States first constitution, state rights were protected to avoid the tyrannical rule Americans had just gained with their independence from England. The United States soon realized that state rights would not work. As the nation expanded west of the Appalachian Mountains individual states began claiming land as their own. Under states rights each state created their distinct currency, militia, trade policies and banks. This allowed certain states, such as Virginia and New York, to gain more power and influence in the local and global market. The national government found it difficult to conduct foreign affairs, raise an army or pay national debts. States rights caused the leaders of our country to revise government and create a new United States Constitution first ratified in 1787 and officially in operation by 1789.

The new government went seemingly unchallenged until 1798 and 1799 when Virginia and Kentucky passed resolutions protecting their state rights. Already the landscape of America was changing and the South feared loss of representation in both houses of Congress. The South hoped to keep the national government weak.

As the North and South continued to separate during the First Industrial Revolution the need for different political policies arose. As the North pushed for tariffs
and internal improvements, the South wanted different policies such as free trade and the protection of slavery. Even as President Andrew Jackson attempted to lower the tariff in 1832 and Compromises were passed in 1820 and 1850 keeping a balance of power in the Senate and protecting slavery the country continued to divide.

Eventually the United States Congress would put the power in the hands of the people through popular sovereignty. This would only show the government the hostility that existed between the American people. Political attempts at peace such as the Missouri Compromise of 1820, the Compromise of 1850 and the Kansas-Nebraska Act ended in failure. Political decisions such as the Wilmot Proviso and the Dred Scott Case further divided the country.

The United States government tried to prevent civil war. Presidents and congressmen proposed and passed legislation in an attempt to mend differences. At the end all governmental officials accomplished was postponement of war while further dividing our country.

But what did the war accomplish? The United States proved that American democracy would be able to stand strong. Also, new technology such as telegraph use for the military, repeating rifles, landmines, and an ironclad navy developed. According to historian Ken Burns over 240 patents were issued in 1862. The slavery issue was finally addressed and our country became united like it had never been before. Historian Shelby Foote, author of a The Civil War: A Narrative and guest narrator for the PBS series The Civil War, stated:

"The American Civil War is a wonderful example of good coming out of evil, of strength coming out of suffering. The American Civil War was where this country became this country. The Revolution got us free of England, established us an independent nation, but the Civil War was the
one that decided what kind of nation we were going to be. There were a lot of bad things that went along with a lot of good things. And it's that combination of different points of view that somehow found a way to get along with each other and learn from each other and contribute each in its way to the American character that has given us our strength.

"By a paradox of having this dreadful thing in which we tried to tear each other to pieces, we wound up in the end with a Union that has been stronger than it was before the war started. That war settled a couple of things very strongly. One was the right to secede. That was settled. And the slavery issue was settled once and for all and probably could not have been settled any other way. There were things about that war that couldn't be settled apparently except by bloodshed."
6.3 LESSON 2:

ESSENTIAL QUESTION:

How does our history book present multiple perspectives of the United States Civil War?

OBJECTIVE:

Students will critically apply their knowledge of Civil War perspectives through journal writing.

OHIO STATE STANDARDS

History: Analyze the causes and consequences of the United States Civil War

People in Societies: Explain how contact between different cultures impacts the diffusion of belief systems and forms of government.

Geography: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

MATERIALS:

1. Journal
2. Pen, Pencil

LESSON STRUCTURE:

Students will be challenge to portray varying roles of individuals during the United States Civil War through journal writing.
ASSIGNMENT:
Students will use journal writing to understand and express multiple perspectives.

ASSESSMENT:
Rubric should include evaluation of student ability to recognize perspectives of varying individuals during the United States Civil War.
THROUGH THE EYES OF A BROTHER

As mentioned in the Author Statement and Introduction my focus has turned to learning history by understanding all the viewpoints involved in the making of history. This is a great way to study the United States Civil War. The approach I use is through journal writing. Students are posed with a situation at the beginning of each class period. It is through these situations that students have to provide the point of view of a character from the United States Civil War. Some examples follow:

1. South Carolina has seceded from the Union and many other states follow in support of secession. You are a small farmer in Kentucky, an important border state. You don’t own enslaved blacks and your view on slavery is moderate. You support the idea of state rights. How do you decide which side to choose Union or Confederacy? Explain?

2. You are an immigrant from ___________ and your family moved to ___________ because ___________. What factors will influence your opinion of the War?

3. As a United States soldier and graduate from West Point why did you join the Confederate Army?

4. As a Union soldier at Fort Sumter what is your opinion of Lincoln’s decision to send supplies South knowing the Confederacy would view this action as an act of war?

5. As an English businessman reading the London Times this morning I noticed a story about American Ironclad warships . . .

6. As (a Southern trader or Northern military personnel) the result of the battle of New Orleans . . .

7. You are a twenty-eight year old factory worker in New York City. Your wife and three children also work in the factory but are paid a very minimal wage. Abraham Lincoln issues a new Draft Law. Explain your reaction.

8. You are a wealthy plantation owner in Virginia. You plantation contains thirty-eight enslaved blacks and proves to be valuable to the economy of the South during the Civil War. Jefferson Davis issues a new Draft Law. Explain your reaction.
9. You are a ___________ in the North. You support/don’t support Abraham Lincoln because . . .

10. Gettysburg was a disaster! Robert E. Lee is marching back to Richmond leading you, a confederate soldier in the 6th Virginia, and a wagon train that stretches for miles. With this time to reflect what are your opinions about the war and the leadership of General Lee.

11. The French are beginning to settle in Mexico near the border of Texas. Explain French, Union, and Confederate reaction.

12. Russia has harbored in American ports for the winter. You are a member of the English Parliament. Dialogue your discussion with another member of the English Parliament.

As students react to these prompts they are able to gain an appreciation for the different groups involved in the Civil War. I have found that the journal possibilities are endless. Students actually develop the best ideas. On a day where students are provided the opportunity to write about any perspectives they choose on any topic that they choose relating to the Civil War the creative ideas are plentiful. Students have written about the perspectives of enslaved blacks, Northern blacks, Americans out West, various Europeans, women and much more. We are able to compare and contrast each other’s responses and debate why we think a certain person or group may have a particular feeling.
CHAPTER 7

TYING IT ALL TOGETHER

Three other long-term assignments are included in my United States Civil War unit. The first assignment is a political cartoon. Students must explain from whose perspective the cartoon is being created and the message that is being sent. The second assignment is an editorial where students write to a newspaper of their choice, state what individual they represent and provide an opinion on a hot topic during the war. The final assignment is a Perspective Letter. This assignment requires students write two letters. The first writing allows the student to take the role of a Union soldier in the days leading to Gettysburg penning a letter to their Southern cousin fighting for the Confederates. The second writing is a response to the first where the Southern cousin writes to the Northern cousin in the days following Gettysburg. These assignments challenge students to evaluate relationships and points of view during the United States Civil War.

After students have satisfactorily completed the Civil War unit the class is brought back to the essential question, how does our history book present multiple perspectives of the United States Civil War? I like to pose the essential question at the beginning and end of the unit. The posing of the same question twice allows students to reevaluate their opinions and recognize how their opinion may change or gain support through the acquisition and application of information.
CHAPTER 8

CONCLUSION

The many facets of the United States Civil War will be discussed well into the future. It proved to be a war that inflicted over 600,000 casualties while tearing a young, growing country apart. The Civil War is a story so intriguing thousands of books, articles and films have been created trying to capture its true essence.

Today careers are built on the topic of the United States Civil War. Weekends are spent camping at battle sites. Student groups travel hundreds of miles to relive the spirit of the past. Scholars pass their evenings reading of stories told through the eyes of an author who can envision him or her back in time. Our nation was rebuilt and still reaps the rewards and suffers the consequences. The world changed after the Civil War as American democracy survived perhaps its darkest moment to gloriously vault into the future.

The stories of those who lived during the Civil War era need to be told. Stories of not just the North but of the South, of the enslaved blacks, of the small farmer, of the factory worker, of the women and the immigrant. The story of the plantation owner, the factory owner, the westward traveler and of the European must be told. The United States Civil War provides us with a great opportunity to evaluate perspectives. Multiple
Perspectives become apparent as Northerners were ransacking the South towards the end of the war.

As stated so appropriately by a Union soldier after pillaging the Southern landscape, “I can’t but feel a kind of a sense of injustice connected with it. It appears too much like robbing, indiscriminately, the innocent with the guilty, the poor with the rich, and causing to suffer alike, the just and unjust, . . . but then, in war you know we are not able to make those nice distinctions as one observed in civil life” (Grimsley, page 158).
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