



Road to Civil War

A faded, grayscale-style image of the United States flag, showing the stars and stripes. The text "The North" is overlaid in the lower-left quadrant.

The North

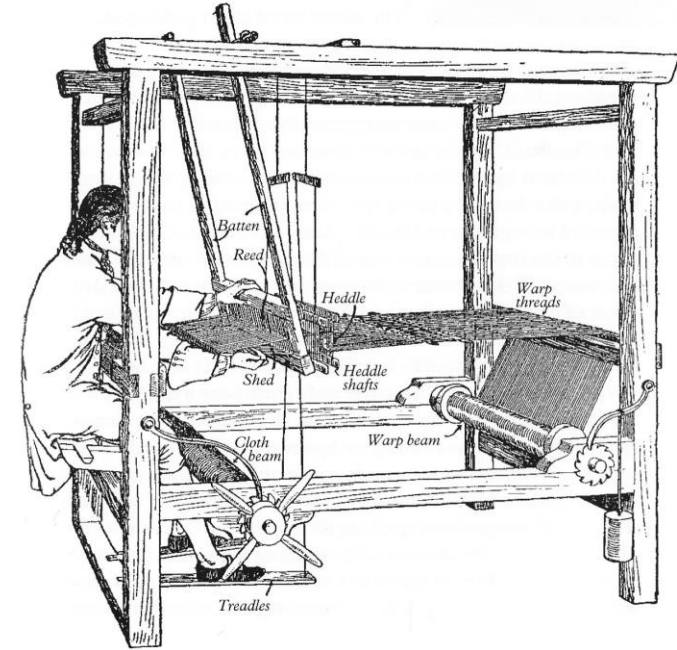
Industrial Revolution

- Choose which phrase is more meaningful to you, and in your notes explain why.
 - Working on a farm is better than working in a factory because....”
 - Working in a factory is better than working on a farm because....”

Before Industry

- At the beginning of the 1700s the majority of people in Europe and the US were farmers. They made most of what they needed by hand.
 - Female family members usually made clothing by using spinning wheels to spin their threads, then they used a hand loom to weave the thread into cloth by hand.
 - Male family members usually worked outside on the farm, tending to the crops and working with the livestock. They often slaughtered their animals for their female family members to cook for consumption.

Drawing of handloom, showing the uses of the various parts. Note how the shed is raised by the heddle to allow the shuttle to be passed between warp and weft.

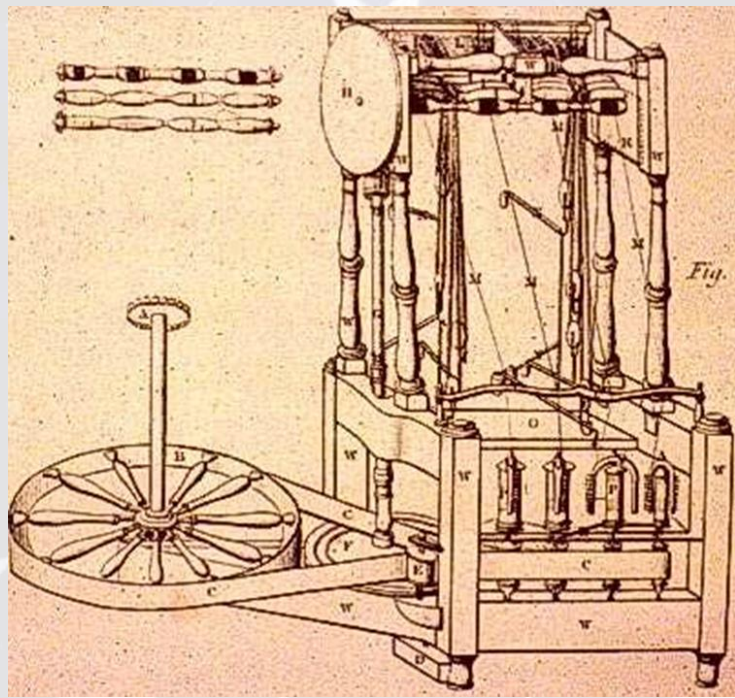


A Need For Change

- However, by the late 1700s there was a greater demand for manufactured goods.
 - **Manufactured goods** are goods created by manual labor or machinery.
- Traditional manufacturing methods did not produce enough goods to meet the demand, so naturally people would begin to migrate to cities where factories were located. Factories allowed the creation of goods at a faster pace.
 - This **efficient** (quicker) process led to the **Industrial Revolution**, which was a period of rapid growth in using machines to produce goods.

Different Types of Industry

- The first important part of the Industrial Revolution would be the **textile** (cloth) industry.
 - Before the industrial Revolution women would have to use their hands to spin thread to make cloth. It was painful on the back and hands, but there was no other choice.
- In 1769, Englishman **Richard Arkwright** invented large spinning machine called a water frame. The water frame could produce numerous cotton threads at the same time.
 - The water frame used flowing water as its power source.
 - It took many people to operate a water frame.



New Machines

- New machines encouraged the growth of new industries.
- **Eli Whitney**, seeing the profit of new industries, came up with the idea of **interchangeable parts**, parts of a machine that are identical.
 - Eli Whitney was an American inventor – previously, all industrial inventors had been British.
 - His idea was revolutionary – now, machines were easier to assemble and broken parts would be easier to replace. Whitney ensured that industries would now have machinery that worked.
- Whitney's idea allowed for **mass production** of products, which meant that identical goods could be produced quickly and in mass quantities.



People of the Industry

- Women
 - More women were working outside of the home.
 - Women worked in textile factories.
 - Many women were spinners, working on looms to create clothing
- Often, young women (16-21) would leave home to work in the textile industry. They lived in dorms and made money until they would decide to go home and get married. Any money they made went to fund their future marriage.



- Men:

- Men participated in some of the more intense work. They often worked in very dangerous steel factories, coal mines, and saw mills.
- Skilled male workers, who were well trained, made enough money to have their wives stay home and to send their kids to school. They were often managers of factories.
- Most unskilled (uneducated) male workers saw their family units very divided – they all had to work very hard to provide for their family.

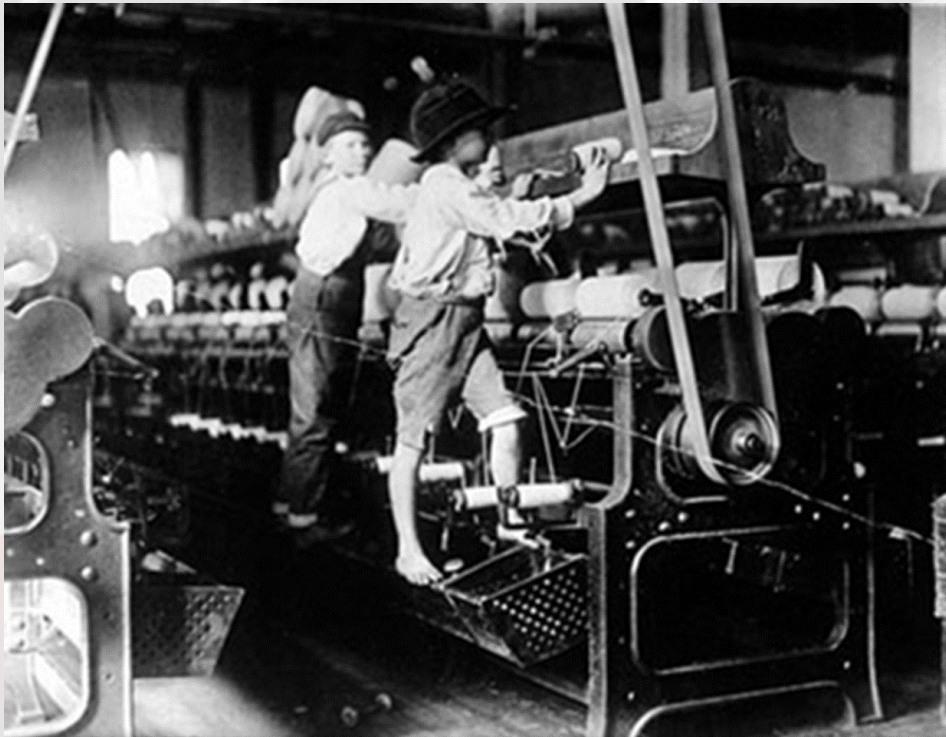


- Children:

- Children were a significant part of the Industrial Revolution.

- Before the Industrial Revolution, children worked at home with their parents on farms, or in the home.
 - Parents also educated their children at home.
 - When the various industries took off, children would join parents at work in factories, adding to the family income.

- Why was the industry so dangerous for children?



The image features a faded, semi-transparent American flag as a background. The stars and stripes are visible but muted in color. Centered over the flag is the text "The South" in a clean, black, sans-serif font.

The South

The background of the image is a faded, semi-transparent American flag. It features the characteristic stars and stripes, with the stars in the upper left corner and the stripes extending across the rest of the frame. The colors are muted, appearing in shades of light red, white, and light blue.

The Slave System

Working in the Fields

- Most enslaved African Americans lived in rural areas where they worked on farms and plantations.
- Most plantation owners used the **gang-labor system**.
 - In this system, all field hands worked on the same task at the same time. They usually worked from sun-up to sun-down.
- Men, women, and children older than 10 would usually complete the same tasks.
 - Bad weather and sickness rarely stopped the work.



Working in the Master's Home

- Some slaves worked as butlers, cooks, or nurses in the homes of the owner of the Plantation.
 - These slaves often had better food, clothing, and shelter than the field hands.
 - However, they usually worked longer hours. They had to serve the owner's family 24 hours a day.
- Many field slaves would resent the slaves who worked in the house because of the better accommodations.





Working at Skilled Jobs

- On larger plantations, some enslaved African Americans worked at skilled jobs, such as blacksmithing or carpentry.
- Sometimes, owners would allow their slaves to sell their services to other people, but would require a portion of the money they earned. However, skilled slaves were allowed to keep the rest of the money.
- Eventually, some slaves who worked skilled jobs would be able to save their money and afford to buy their freedom.
 - Sometimes, slaves who bought their freedom could even have enough money to buy their wives and children.

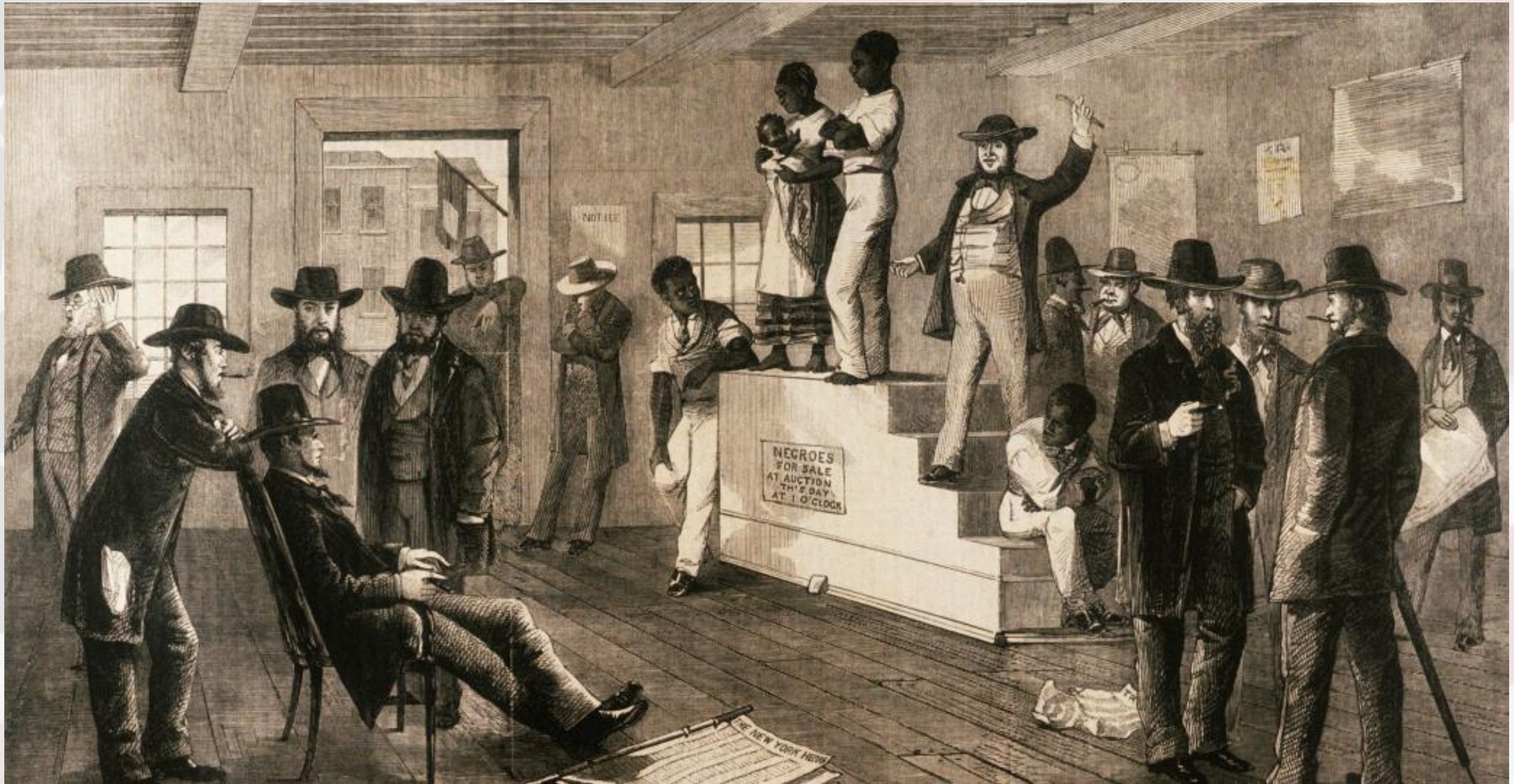


Engraving photograph, 1847 of Isaac Jefferson.
Isaac Jefferson Collection

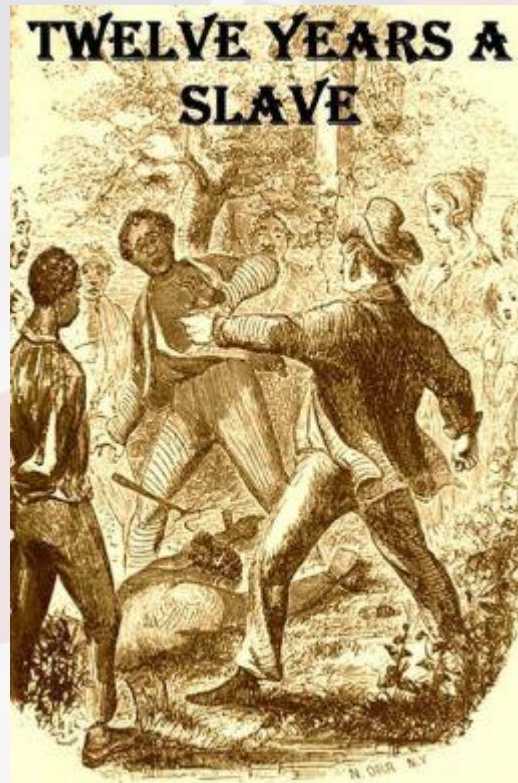


Buying and Selling

- At its most basic process, slavery was an economic system.
- Slaveholders viewed slaves as property, not people.
 - Slaveholders bought and sold slaves to make a profit.
 - The most common method of sale was an **auction**.
 - a public sale in which goods or property are sold to the highest bidder
- These auctions determined whether or not families would be separated or stay together. If a buyer bought a father slave who was a blacksmith, he didn't necessarily have to buy the mother or children.
- Families who were separated had little to no hope of being reunited.



- Sometimes, slave traders would kidnap freed African Americans and then sell them back into slavery.
- An example of this was **Solomon Northup**, a free African American man who was kidnapped in Washington, D.C. He spent 12 years as a slave until he finally was able to prove his identity and gained his release.



“What difference is there in the color of the soul?” – Solomon Northup

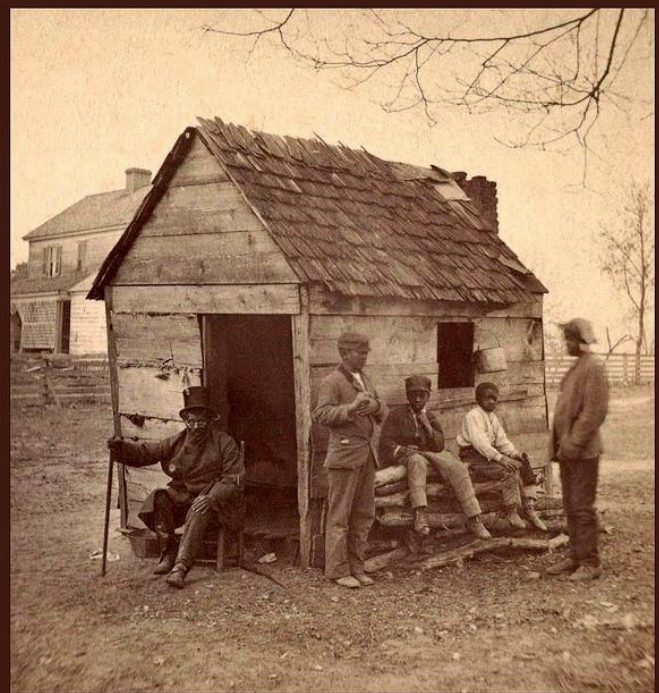
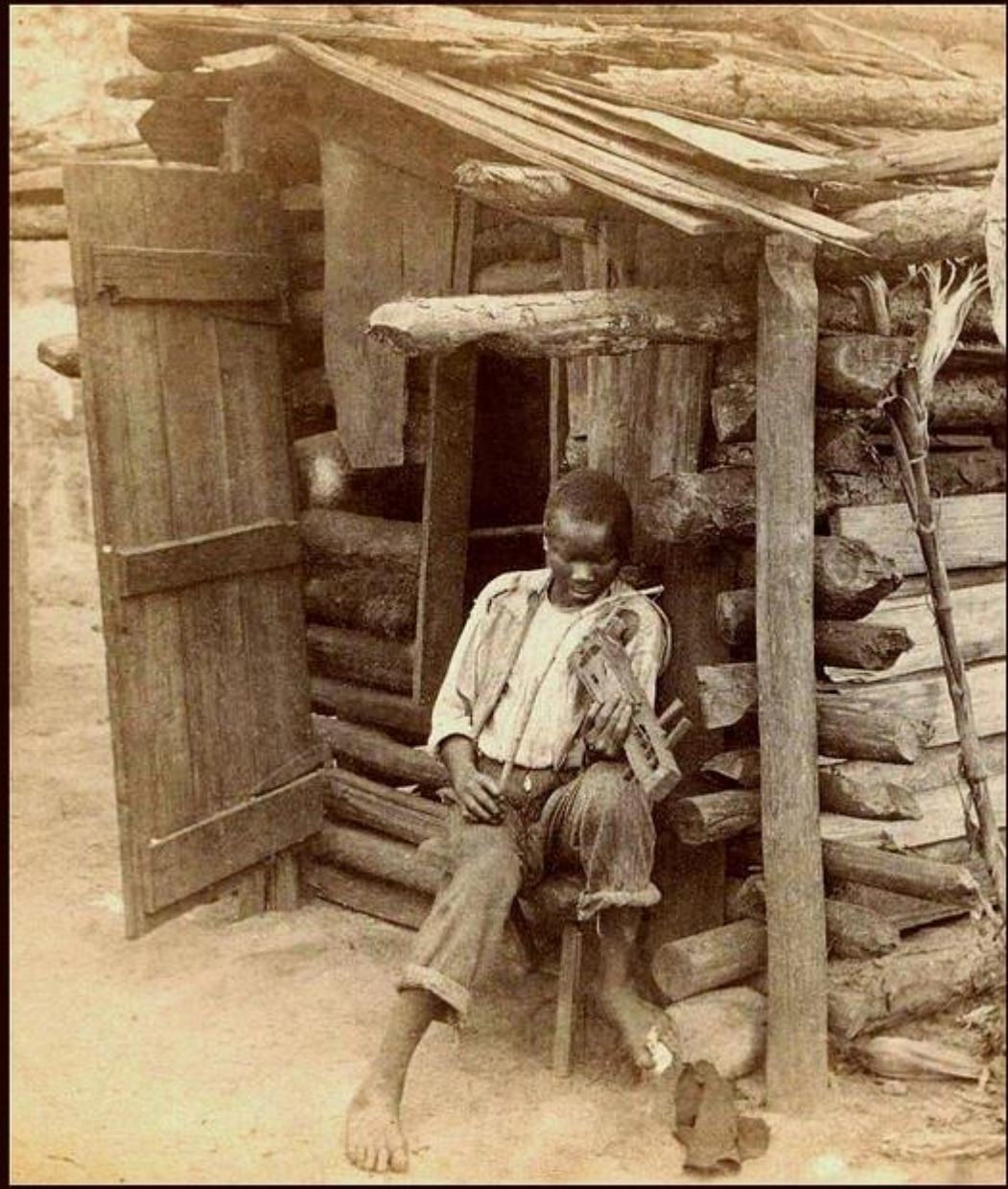
- “When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty.”

- *12 Years A Slave*, Solomon Northup

- What does this excerpt tell us about the life of a slave from the Cotton Plantations?

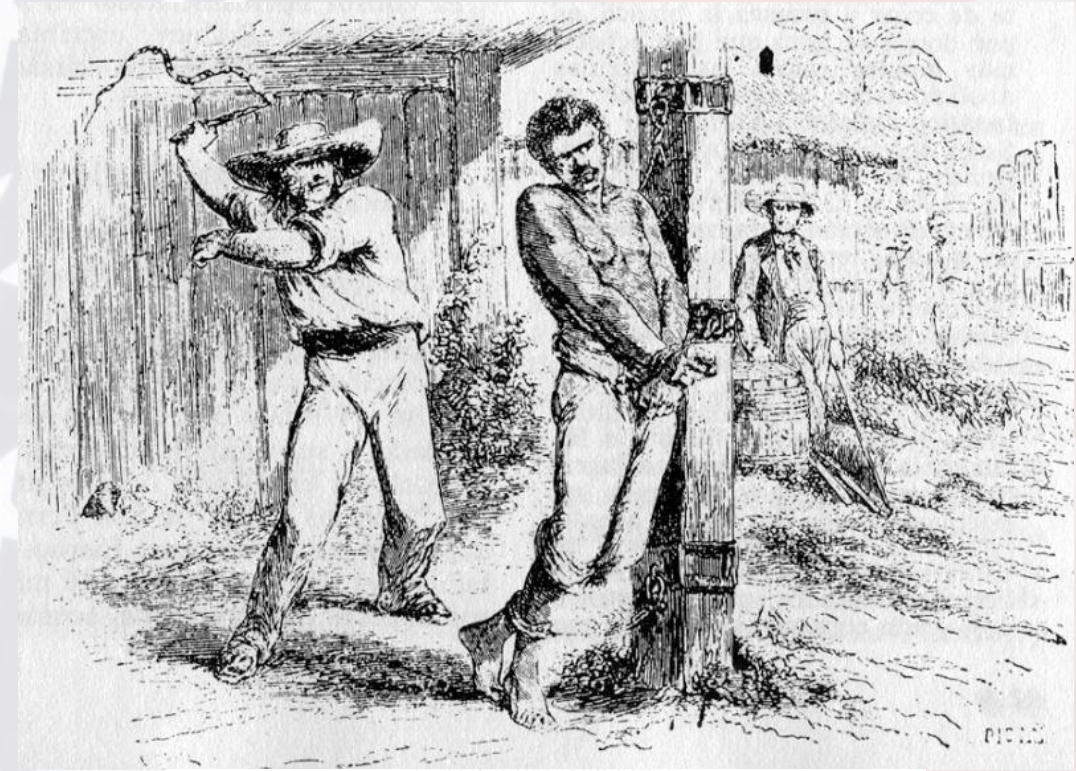
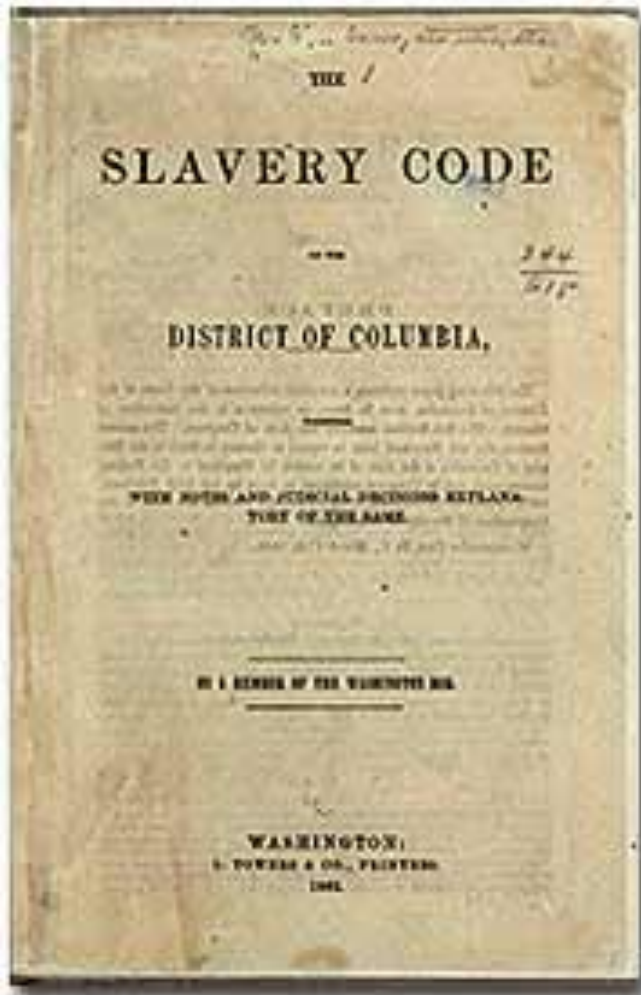
Living Conditions

- Enslaved people often endured harsh living conditions.
 - Owners housed them in dirt-floor cabins with few furnishings and leaky roofs.
 - The clothing given to them was usually simple and made of cheap, coarse fabric.
 - Some slaves would be given scraps of fabric from the owners, that they would then sew onto their clothing to create designs.
 - Some owners allowed slaves to keep their own portion of the plantation as their gardens, where they grew their own food.



Punishment and Slave Codes

- Some owners offered more food or better living conditions to encourage slaves' obedience. However, most slaveholders used punishment instead.
- Many would punish slaves in front of each other, to send a message to them all – follow orders or be hurt.
- Many states also passed laws that were called “Slave Codes,” that slaves had to follow.
 - These laws involved restrictions on how far slaves could travel from their homes, and literacy laws, which imposed punishments on any slaves caught reading or writing.



Anti-Slavery International



RAN AWAY!

FROM THE SUBSCRIBER. My Mulatto Boy, GEORGE. Said George is 5 feet 8 inches in height, brown curly Hair, dark coat. I will give \$400 for him alive, and the same sum for satisfactory proof that he has been killed.
 Vide **ANTHONY & ELLIS' MAMMOTH WM. HARRIS.**
"UNCLE TOM'S CABIN."

Slave Culture

- Family was the most important aspect of slave communities.
 - Many slaves feared separation far more than they feared punishment.
 - The story of Josiah Henson shows how tragic it was to be separated from family members:
 - Josiah's mother was bought by a slaveholder. Josiah begged the man to take him too, but the man refused. Josiah said, "My entire family was separated. I must have been then between five or six years old." Many years later he then recalled, "I seem to see and hear my poor mother weeping now."
- Enslaved parents kept their heritage alive by passing down histories and African customs and traditions.
- They also told **folktales**, which were stories with a moral, to teach lessons about how to survive slavery.

Religion

- Religion would also be very important in slave culture.
- By the early 1800s, many slaves were Christians.
- Some slaves sang **spirituals**, which were emotional Christian songs that blended African and European music to express their religious beliefs.



Rebellion

- Many slaves would resist their masters.
- In small ways, slaves would rebel daily – they would work slower to protest long hours in the fields, or they would run away for a few days to avoid an angry slaveholder.
- Gaining freedom by permanently escaping to the North was very difficult, but still, thousands of slaves managed to do so.

- Though violent rebellions were rare, there was the occasional revolt, and white southerners lived in fear of them.
- The most violent slave revolt in the country occurred in 1831 and is known as **Nat Turner's Rebellion**.
- **Nat Turner** a slave from Virginia, believed God had told him to stop slavery.
 - On an August night in 1831, he led a group of slaves in a plan to kill all of the slaveholders and their families in the county.
 - They would succeed in killing over 60 white people in the community.
 - Over 100 of Turner's group were killed to end the rebellion.
 - Despite the rebellion, slavery would still continue to spread.

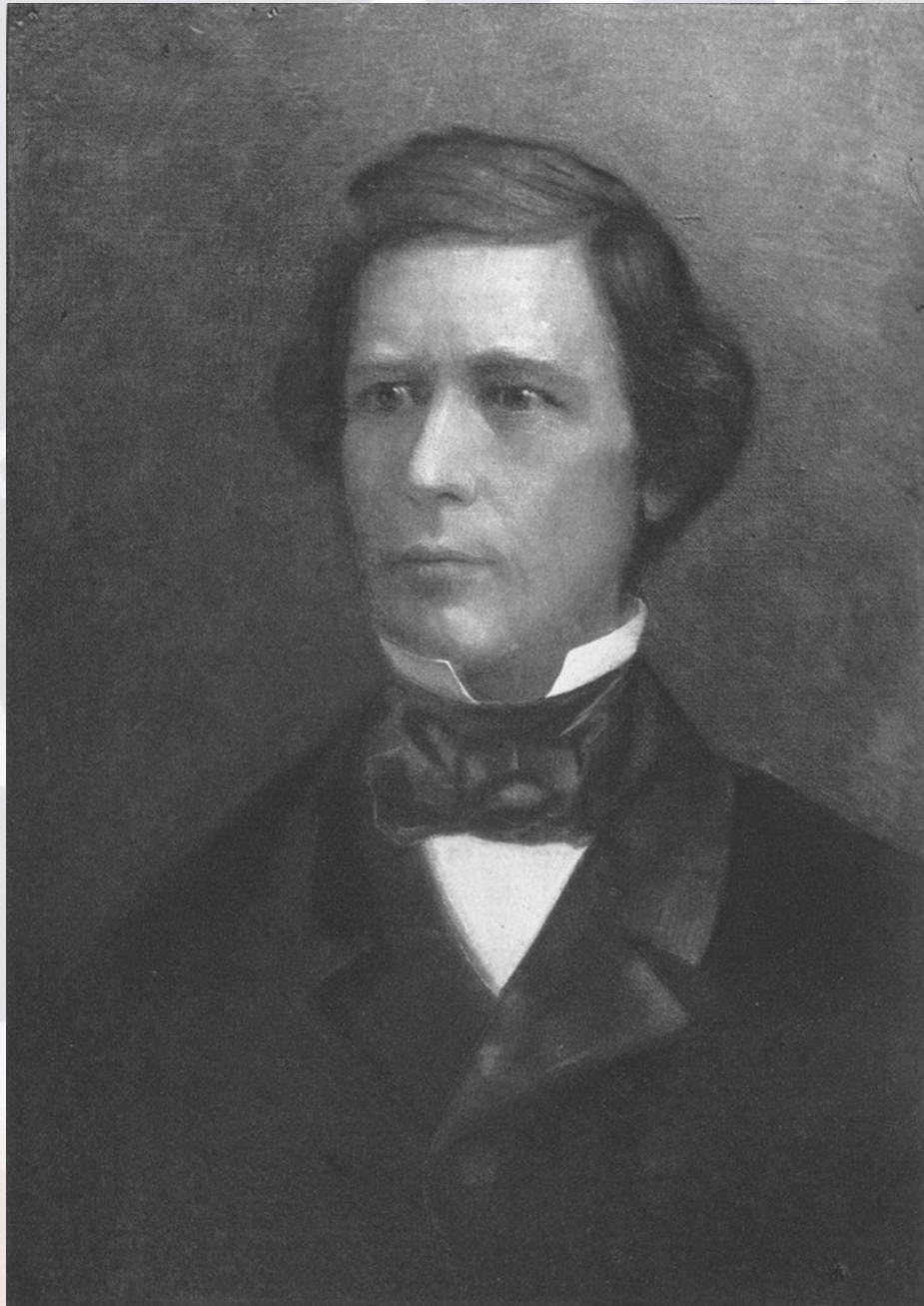




Rising Conflict

Sectionalism

- Regional differences would become something the nation could no longer ignore.
- With the successful capture of the Mexican Territory, many Americans were questioning if the new territory would allow slavery or not.
- David Wilmont, a US Representative, offered the **Wilmont Proviso**.
 - **The Wilmont Proviso** was a document stating that “neither slavery nor involuntary servitude shall ever exist in any part of the territory.”
 - The Proviso would not pass, but it did spur a debate within the Senate that showed the **sectionalism** that was taking place in our government.
 - **Sectionalism** is the favor or interest of one section or region over the interests of the entire country.



THE WILMOT PROVISIO
IS ABOLITION, AGGRESSIVE, REVOLUTIONARY, AND SUBVERSIVE OF
THE CONSTITUTION AND ITS GUARANTEES TO THE
SLAVERYHOLDING STATES.

VOICE FROM THE SOUTH:



California

- As people would spread further west, a new state would enter the Union as people populated the region.
- But the question was, would California be a slave state or a free state since the 36°30' line passed through the middle of the state?
- A compromise had to be reached



Compromise of 1850

- **The Compromise of 1850** was designed to give both sides things they wanted:
 1. California would enter the Union as a free state.
 2. The rest of the Mexican Territory would be federal land. In this territory, the people would decide on slavery by vote.
 3. Texas would give up land east of the Upper Rio Grande. In return, the government would pay Texas's debts from the war.
 4. The slave trade, but not slavery, would end in the Nation's capital.
 5. A more effective Fugitive Slave Law would be passed.
- John C. Calhoun would protest this compromise, saying the slave states should be allowed to **secede**, or formally withdraw, from the Union.

COMPROMISE OF 1850



Kansas and Nebraska

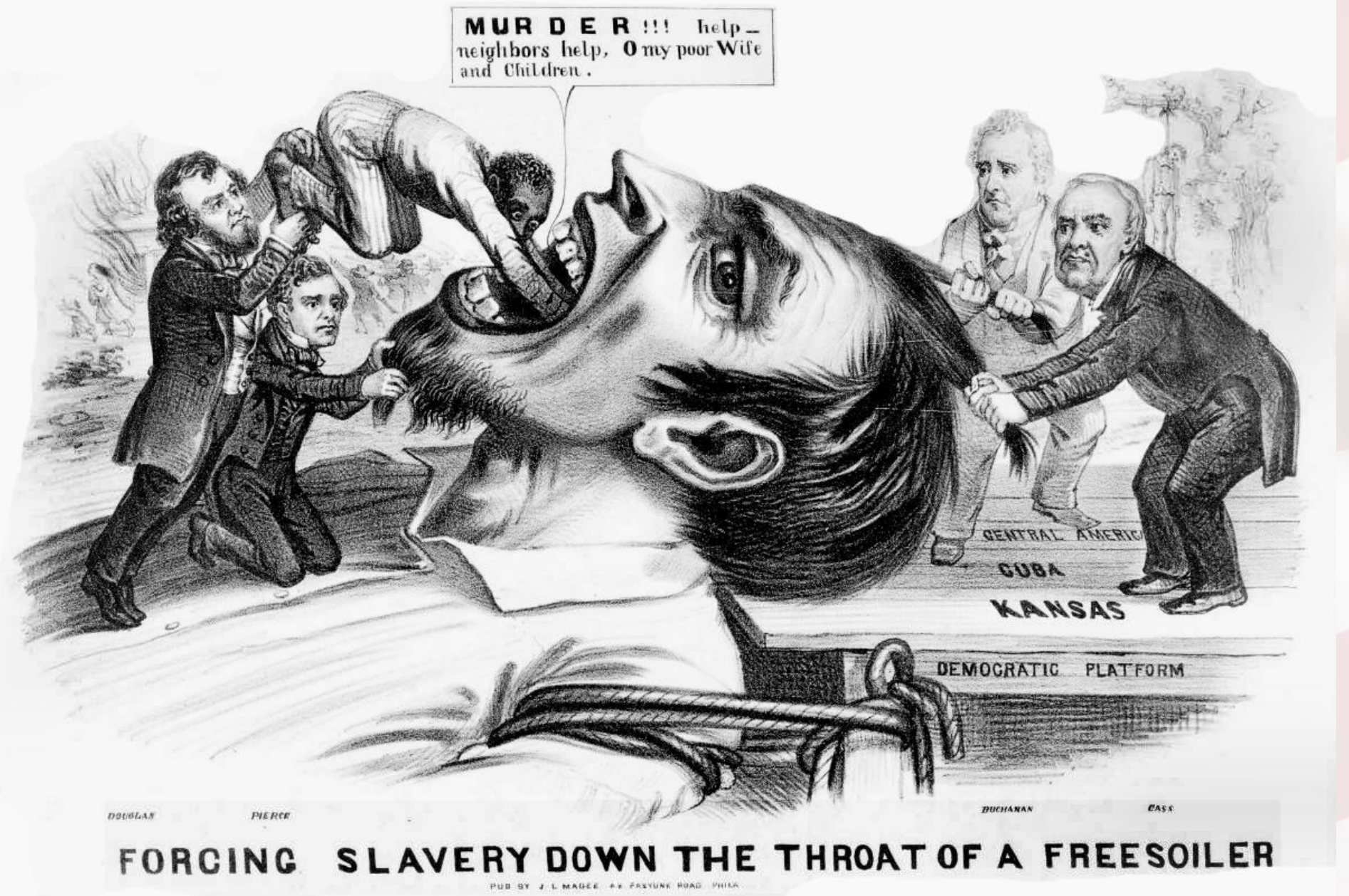
- As new states are entering the Union, tensions will rise among the North and the South.
- The **Kansas-Nebraska Act**, a plan that would divide the remainder of the Louisiana Purchase into two territories (Kansas and Nebraska) and allow the people in each territory to decide on the question of slavery.
- Anti-Slavery Northerners were outraged – they believed these new regions, and much of the west, would become an extension of the south.

Which side of the debate over slavery does this political cartoon come from?

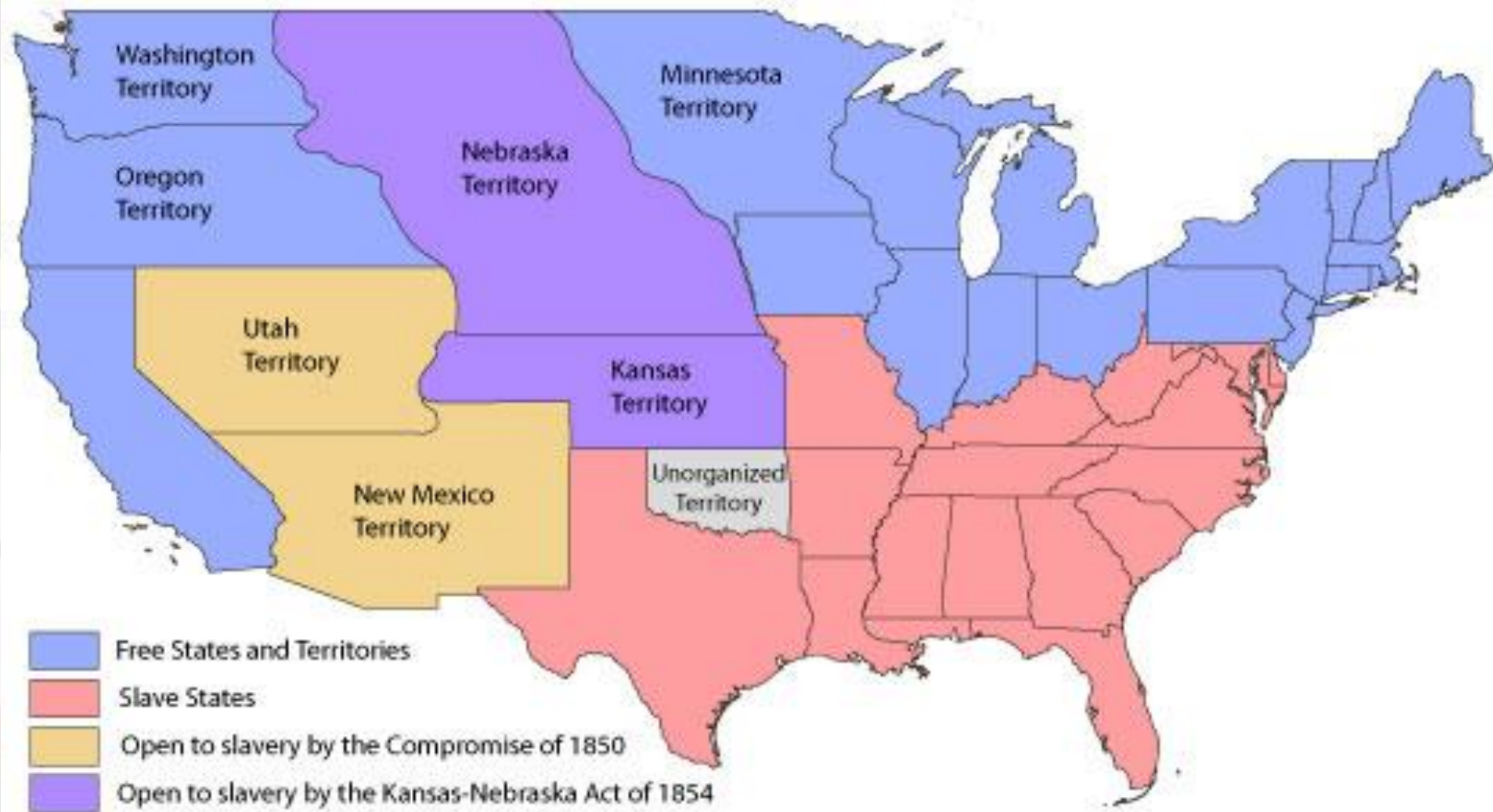
What is the main idea behind this cartoon?

Take a look at the words on the cartoon – what can we piece together from these words/phrases?

What is your overall impression of this image?



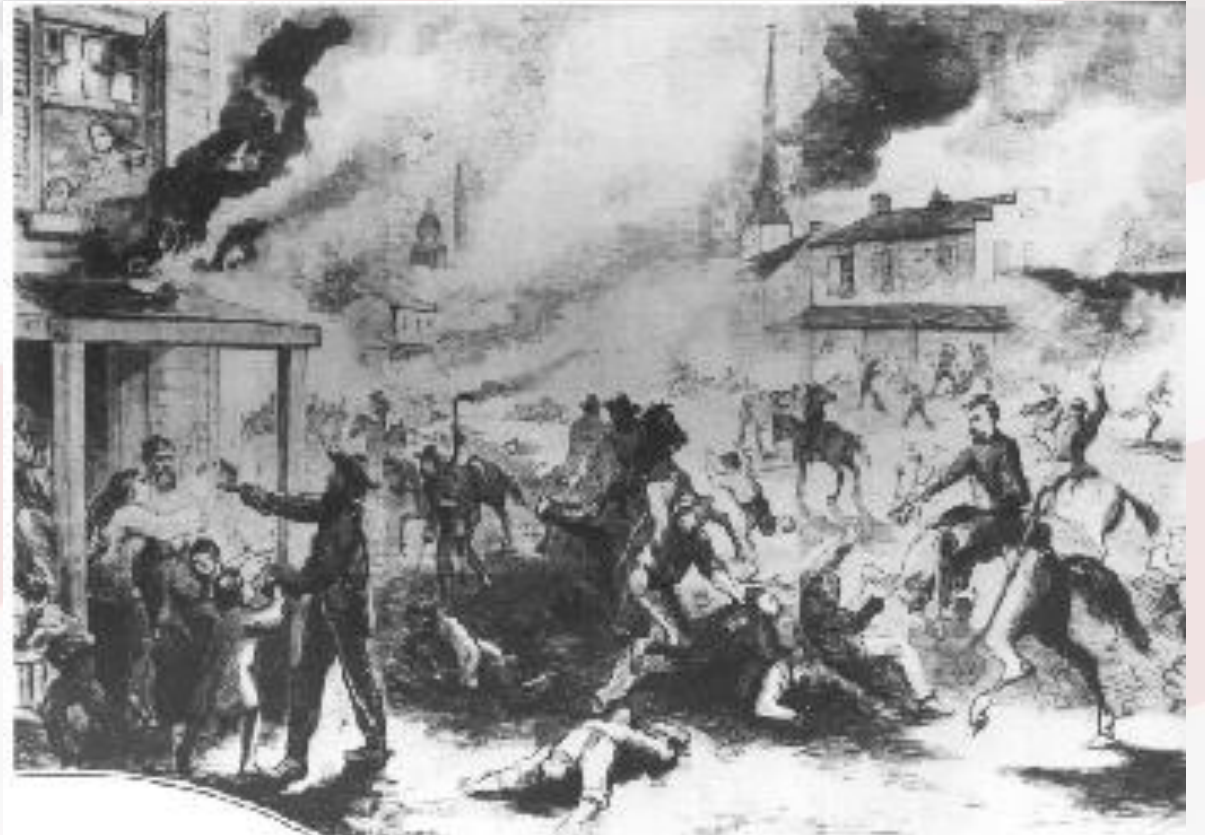
The Kansas-Nebraska Act, 1854



Bleeding Kansas

- Slavery and Anti-Slavery protesters would divide the state of Kansas.
- Some settlers had hoped to move to Kansas to seek peace, but instead found themselves caught in an ongoing debate over slavery.
- It wouldn't take long until tensions would reach a breaking point.
 - Pro-Slavery settlers, and Anti-Slavery settlers took up arms against each other.
 - About 800 pro-slavery men had rode into Lawrence, KS to attack a group of Anti-Slavery leaders who had charged the Lawrence government with treason. The Anti-Slavery leaders had fled.
 - The Pro-slavery men, who were angry, began to set Lawrence on fire. They looted buildings, and destroyed presses of anti-slavery newspapers.
 - One man would die.

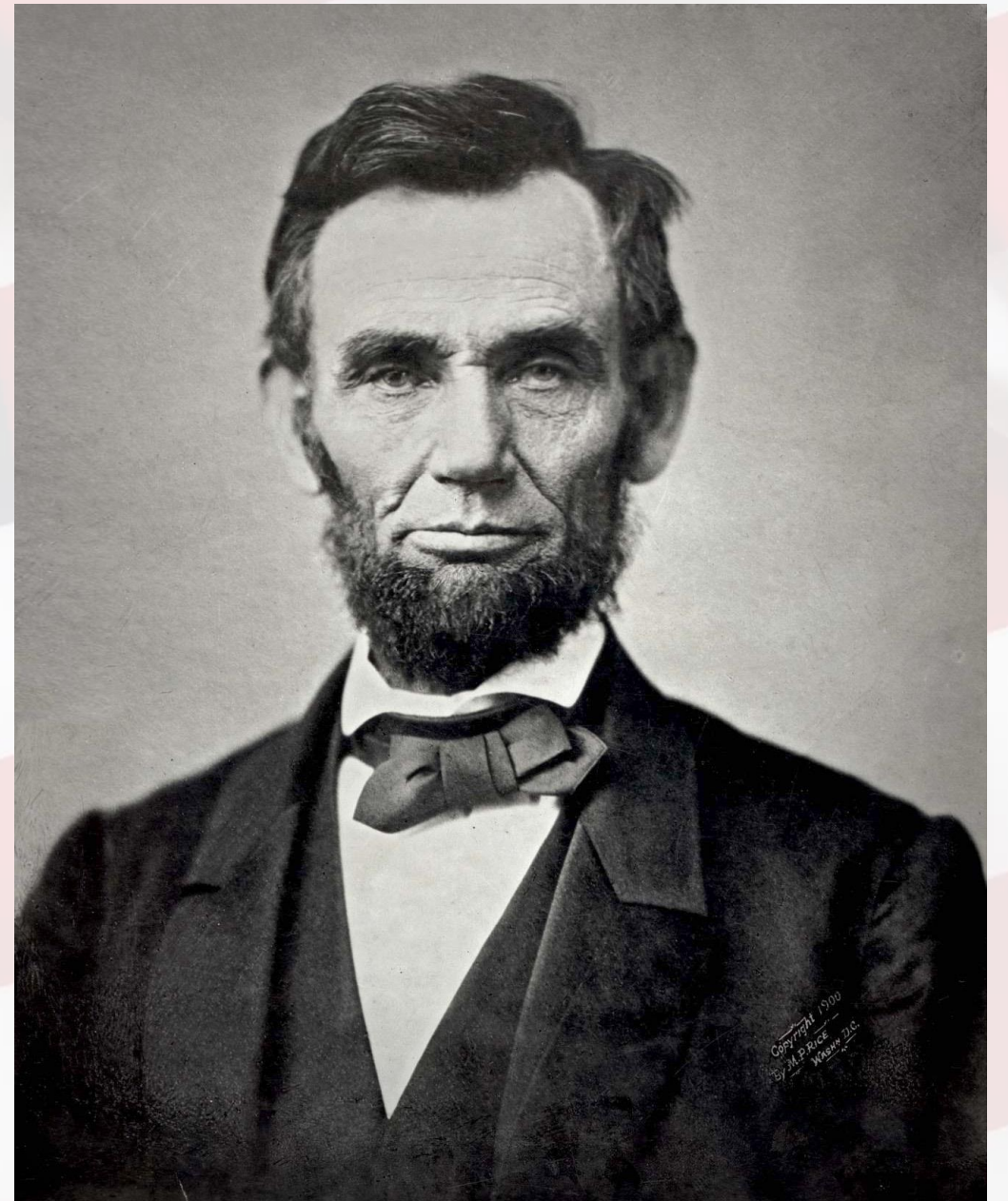
- In Pottawatomie Kansas, **John Brown** (an anti-slavery activist) and his supporters would be angered by what happened in Lawrence.
- He and his men would attack and kill 5 pro-slavery men in Kansas. This became known as the **Pottawatomie Massacre**.



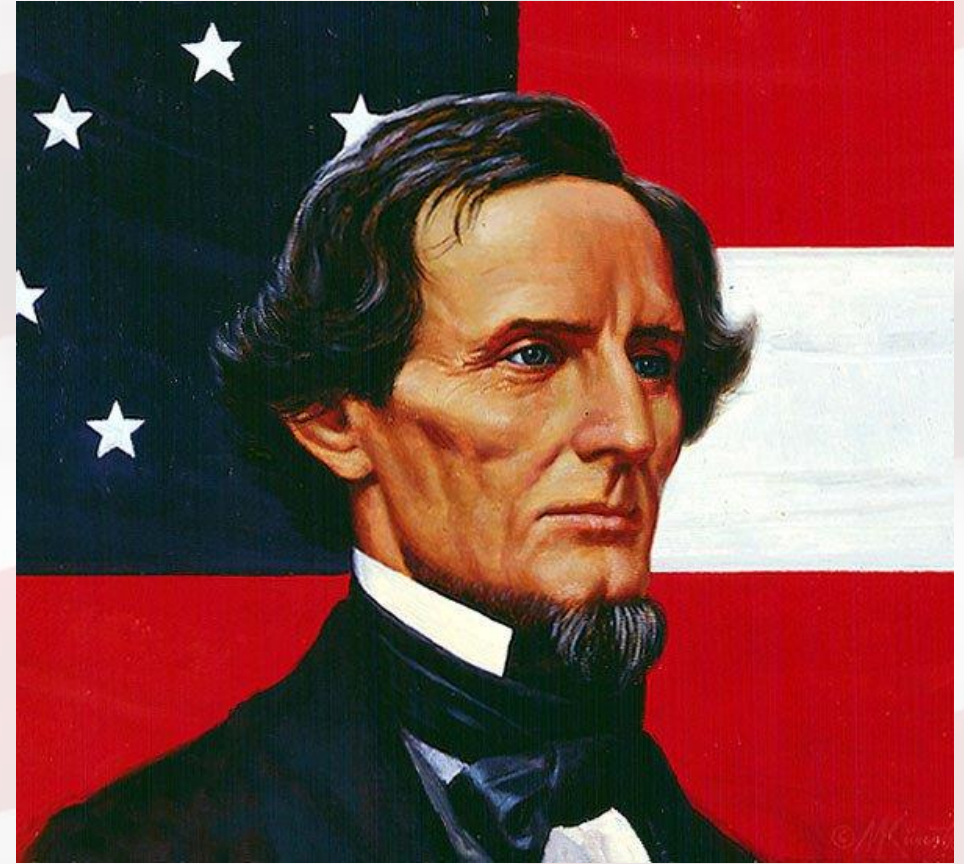
Breaking Point

- In 1860, Abraham Lincoln would be voted in as the 16th President of the United States.
 - Lincoln insisted he would not change slavery in the South. The South was not convinced.
- South Carolina in response to Lincoln's victory, would **secede** from the Union.
 - **Secede** means to formally withdraw from the Union.
- On December 20, 1860, six more states would follow in South Carolina's steps.
 - **Mississippi, Florida, Georgia, Louisiana, and Texas**

THE
UNION
IS
DISSOLVED!



- These states would together create the **Confederate States of America**.
 - **The Confederate States of America** created their own Constitution that guaranteed citizens the right to own slaves.
- The Confederacy elected **Jefferson Davis** to be their President.
- The question of the federal property within those states became an issue. Who did the military forts and harbors belong to now? Lincoln would state that all government property would be kept by the Union after the South had seceded.
 - The south was ready to defend what they felt belonged to them.





Chas. Callie