

Comparing the North & South

Directions: Read the following passages and complete the graphic organizer comparing the North and South. As you read, highlight important information.

North

Alamora

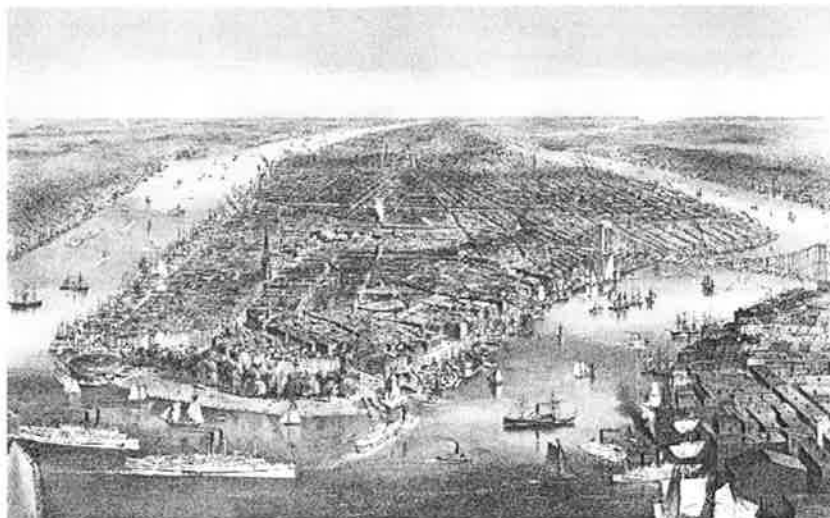
7th

Climate and Geography

The North had warm, humid summers and cold, snowy winters. This region had rocky, hilly, and often infertile land. These conditions, along with the short growing season, made farming difficult. The many forests of the North served as a source of timber for shipbuilding. There were many fast-moving rivers. The coastline of the Atlantic was full of sheltered bays and inlets. Settlers found that ships could sail along wide rivers into many of these bays. Soon people realized that the waterfalls were a cheap source of energy, and the waterpower began to be used to run factories.

Population

From 1800 to 1860, the population of the North grew from about 5 million people to 19 million people. One reason was massive immigration. From 1830 to 1850, over two million Irish, Germans, and other northern Europeans arrive in the United States. Most of them settled in the North.



New York, 1851

North

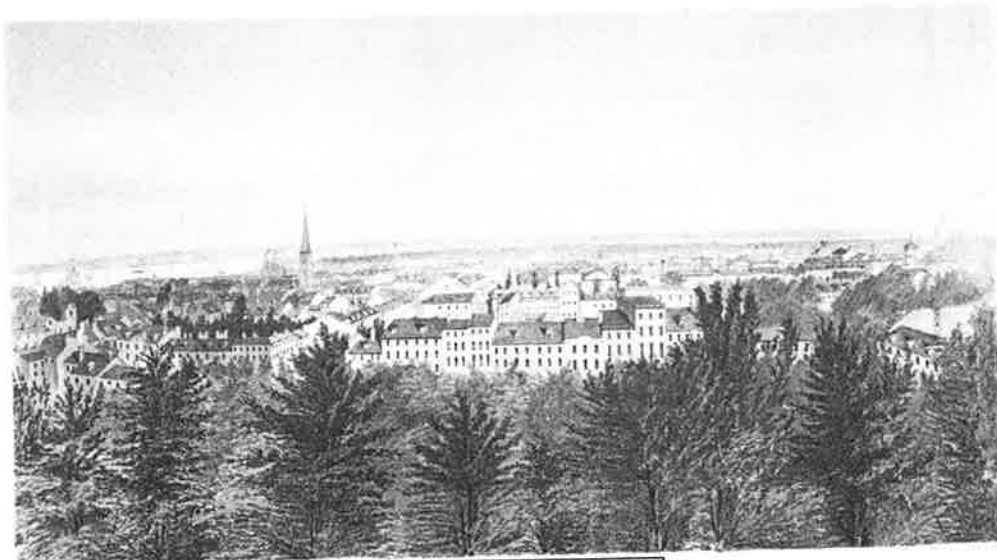
Cities

After 1800, cities in the North thrived as centers of commerce. Set up along the Atlantic coast, cities served as centers of trade between the North and Europe. They were also hubs of manufacturing of textiles. More and more people in the North lived in cities. In 1800, about 5% of the population lived in cities. By 1850, nearly 15% did. People came to the cities looking for work in factories.

Cities were often crowded and dirty. It wasn't until after the 1830s that harbors and streets were improved, sanitation systems were started, and police forces were created. Then, public services such as education began to take root. Cities became important as centers of art, culture, and education.

Economy

Northerners embraced the Industrial Revolution and developed a manufacturing-based economy. Even though most people lived on small family farms, agriculture in the North was difficult. Textiles, iron, and ships were manufactured in great quantities. These goods were then traded around the world. In order to protect its industries from foreign competition, the North favored high tariffs and taxes.



Philadelphia, 1850

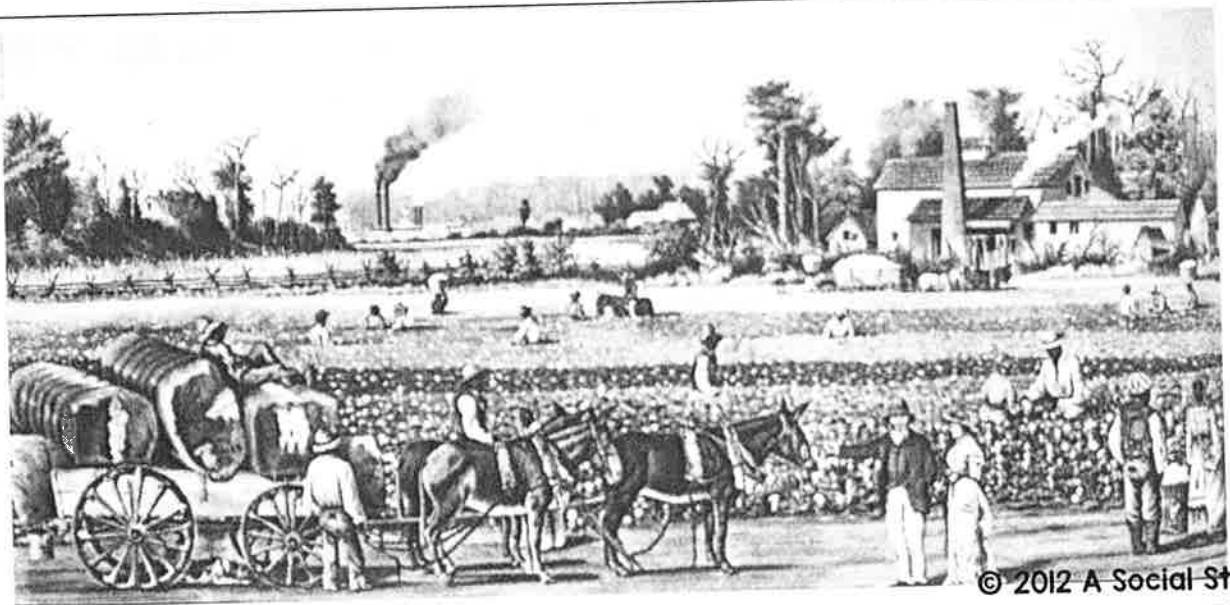
SOUTH

Climate and Geography

The South was generally warm and sunny. Summers were long, hot, and humid. Winters were mild. There was heavy rainfall. This climate was ideal for agriculture - the rain and long growing season enabled farmers to grow many different crops in large amounts. The Southeast bordered the Atlantic Ocean and the Gulf of Mexico. It had many broad, slow-moving, navigable rivers. Cities developed along these rivers and as ports along the Gulf and Atlantic coasts.

Population

The population of the South was mostly whites and enslaved black Americans and Africans. By 1860, the population of the South reached 12 million. Four million were slaves. The South was mostly made up of people who farmed as their occupation. Most farmers lived on medium-sized farms, while a small number of planters ran large farms called plantations. Many people think that all farmers in the South owned slaves. However, only 25% of the Southern population owned slaves. Most of these were the planters. The rest of the white population were independent farmers, tenant farmers who rented land and paid the landowners in crops or money, laborers, or frontier families.



SOUTH

Cities

Most Southerners lived on farms that were spread out from each other. Because the economy was based on agriculture, industries and towns developed at a slower pace than in the North. There were many small towns which grew along the banks of rivers and the coasts. Only a few large cities developed as trading centers in the South. Plantations were so large and so distant from each other that they became almost self-sufficient like small towns.

ECONOMY

The Southern economy was based on agriculture. Cotton, tobacco, rice, sugar cane, and indigo were grown in great quantities. These crops were known as cash crops, ones that were raised to be sold or exported for a profit. They were raised on large farms, known as plantations, which were supported by slave labor. Slavery was very important to the success of the Southern economy.



Cotton plantation, Georgia

How does where we live determine how we live?

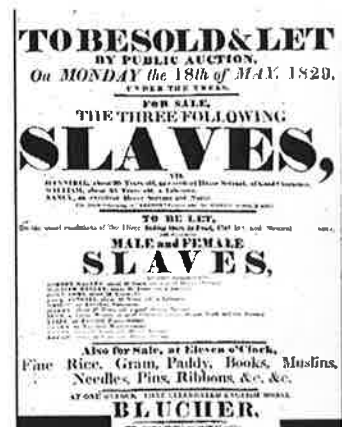
	North	South
What was the geography like?		
Describe the climate.		
What was the economy based on?		
Where did people live?		
Describe the population.		
Describe the culture.		

Slavery: No Freedom, No Rights

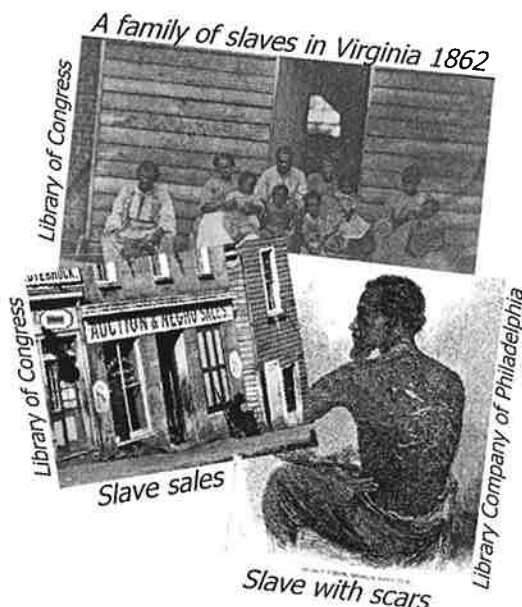
Name: _____

For Sale: Human Beings!

It's too awful to seem real, but it was. From the earliest days of the American colonies through the mid-1860's—nearly 250 years—many American families owned slaves. A **slave**, or **enslaved person**, is a person who is held as the property of another person. Slaves in America were human beings taken from Africa. They were bought and sold the same way horses and wagons were bought and sold. Enslaved people were given no legal rights. They had to do whatever their owners told them to do, and many suffered at the hands of brutal owners. All slaves, no matter how they were treated, suffered because they had no freedom. States could choose to outlaw slavery if they wanted to, but it wasn't until 1808 that Congress made it illegal to bring more people from Africa to be slaves. However, that didn't mean that slavery ended. For those already here and their children, slavery continued in many states, especially in the South.



New York Public Library



Why Would Anyone Own Someone Else?

That's easy—there was hard work to be done, and lots of it. Enslaved people received no pay for their work, so they were a form of cheap labor. A slave owner only had to invest whatever money it took to keep the people he enslaved alive. **Slavery** was the practice of owning human beings. Slavery existed in all of the American colonies, but it developed even more in the South, where huge plantations of tobacco, cotton, and rice required lots of workers. Plantation owners used enslaved people for farm labor and household help. In Southern cities, enslaved Africans did all kinds of jobs that involved physical labor. In the northern colonies, slavery did not become as widespread because people made a living on smaller farms or by trading or manufacturing goods. Even so, plenty of smaller households in both the north and south had one or two enslaved people that they used as servants.

How Was Slavery Defended?

People defended slavery in one of two ways. Some people thought slavery was a **necessary evil**—something we needed even though we didn't like it. Others thought slavery was actually a good thing that helped everyone involved. Here are four ways people justified slavery:

Examples of Pro-Slavery Thinking	
Don't Make Me Do That We have to have slavery so there's someone to do the yucky work nobody else wants to do.	No Pain, No Gain We believe slavery in America is teaching Africans to be better people, which will be good for them in the long run.
Tiger By the Tail We want to let the enslaved people go but we're afraid of what will happen if we do, so we won't.	For Their Own Good We think black people are so inferior that keeping them enslaved actually helps them.

Slavery: No Freedom, No Rights

Name: _____

Freedom and Equality (But Not for All)

The United States was founded on liberty and equality. But to early Americans, these principles had to do with establishing a government ruled by citizens instead of a king. The first Americans didn't even believe all *citizens* should have a say in government—just those who were white, male, and owned land. The U.S. Constitution was written to ensure liberty and equality, yet it also allowed slavery. Even though many early Americans thought slavery was wrong, the South relied on the labor of enslaved people for a very long time. Those states would never have voted to approve the Constitution if slavery was outlawed.

Constitutional Compromises

- When the Constitution was adopted, it said this:
- Congress had to wait until 1808 (20 years) before passing a law to make it illegal to import enslaved Africans into the United States.
- Enslaved people who escaped to a state where slavery was illegal did not become free. If their owners claimed them, they had to be returned.
- To calculate a state's population, enslaved people counted as 3/5 of a person. Population determined how many Representatives a state had in Congress.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness." — U.S. Declaration of Independence (1776)



Boston abolitionist Wendell Phillips in 1851

Friends of Freedom

Many people in the United States opposed slavery. **Abolitionists** were people who wanted slavery ended permanently, or abolished. Most abolitionists lived in the northern states, where slavery wasn't as popular, but some Southerners were abolitionists too. These people put pressure on politicians to end slavery, and they worked to convince society that slavery was morally wrong. They did this by forming groups, holding conventions, giving speeches and sermons, handing out pamphlets, and even publishing newspapers and songs.

A Deadly Revolt

One Virginia night in 1831, **Nat Turner** and several others who were enslaved crept into the house where their owners slept and murdered the entire family. Then they went to other houses and killed even more white people. More enslaved people joined Turner, and they killed at least 55 people before they were stopped. Turner and many others were executed for these murders, and angry white mobs murdered nearly 200 black people afterward. People blamed Turner's rebellion partly on his education. Virginia responded by passing a law making it illegal to teach black people to read and write.



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Don't Like it? Sue Me!

Another enslaved man, **Dred Scott**, took a different approach. Scott's owner moved often and took Scott with him to each new residence. Because of that, Scott had lived in both free and slave states. In 1846, he sued for his freedom. He argued that because his owner had taken him to live where slavery was illegal, he should be free. Scott's case went all the way to the United States Supreme Court—but he didn't win. In the Dred Scott decision, the Supreme Court ruled black people were not citizens and had no right to sue in the first place.



Dred Scott

Name: _____

A. They Really Believed That! Read each statement and identify the type of pro-slavery thinking from the reading.



Black people are “altogether unfit to associate with the white race” and they “might justly and lawfully be reduced to slavery for [their] benefit.”

— Roger B. Taney, Chief Justice of the Supreme Court (1857)

Which type of pro-slavery thinking is this?



"We have the world by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."

— Thomas Jefferson, 3rd President of the United States (1820)

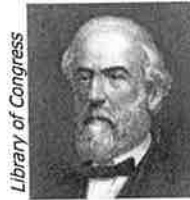
Which type of pro-slavery thinking is this?



"In all societies there must be a class to do the menial duties, to perform the drudgery of life."

— James Henry Hammond, South Carolina
Politician (1858)

Which type of pro-slavery thinking is this?



"The blacks are... better off here than in Africa, morally, physically, and socially. The painful discipline they are undergoing is necessary for their further instruction as a race, and will prepare them, I hope, for better things."

— Robert E. Lee, General of the Confederate Army (1856)

Which type of pro-slavery thinking is this?

B. Worst of the worst! Which defense of slavery do you dislike the most?

- ☐ Don't Make Me Do That ☐ No Pain, No Gain
- ☐ Tiger By the Tail ☐ For Their Own Good

If you could send a text message to one of the four men on the other side of the page telling him why he's wrong, what would it say?

You can only have 160 characters, so use the space below to brainstorm.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The paper is oriented vertically and has rounded corners. There are approximately 20 lines spaced evenly down the page. At the top edge, there is a dark strip containing five small, circular punch holes. A similar dark strip is visible at the bottom edge. The paper appears to be part of a binder or folder.

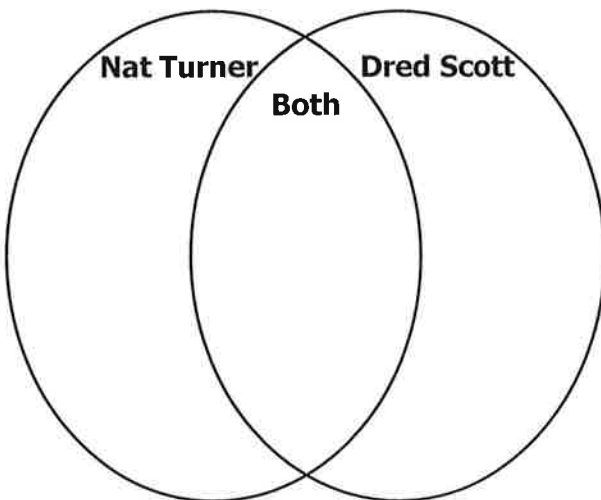
Slavery: No Freedom, No Rights

Name: _____

C. Choose the Right Word. Check the words that correctly complete each sentence.

1. An (○enslaved person ○abolitionist) is a person who is held as the property of another person.
2. A slave owner had to invest enough money to keep enslaved people (○healthy ○alive).
3. Slavery was not as widespread in the (○northern ○southern) colonies.
4. The Constitution required 20 years before a law could make it illegal to (○import ○own) slaves.
5. Early Americans gave (○white male landowners ○everyone but enslaved people) a say in government.
6. An enslaved person who escaped to a free state (○became free forever ○did not become free).
7. A "necessary evil" is something people (○like ○don't like) but they think they (○need ○want).
8. In the Dred Scott decision, the Supreme Court said black people were not (○slaves ○citizens).
9. Abolitionists tried to keep slavery from (○spreading ○ending).
10. Under the Constitution, an enslaved person was counted as (○a whole person ○three-fifths of a person).

D. Compare. What did Nat Turner and Dred Scott have in common? Decide whether each statement describes Turner, Scott, or both. Write the letter of each description in the correct part of the diagram.



- A. He was enslaved.
- B. He always lived in a slave state.
- C. He lived in both free and slave states.
- D. He tried to gain his freedom.
- E. He used violence.
- F. He used the court system.
- G. His plan to achieve freedom failed.
- H. His challenge to slavery resulted in less freedom for slaves.

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E. Identify Him!

Who do you think is most likely shown in this drawing?

- ☐ Dred Scott
☐ Nat Turner

F. The Way It Really Was. In the Bill of Rights, the 5th Amendment says this:

"No person shall...be deprived of life, liberty, or property, without due process of law."

How would this amendment sound if it described the way things *really* were? Re-write it here:

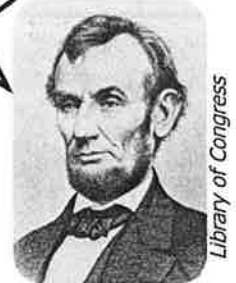
Slavery: No Freedom, No Rights

Name: _____

G. Trading Places. If Lincoln could have made slaves and owners trade places for one day, would the owners really learn what it was like to be an enslaved person? Look at the checklist. Mark everything that could NOT be traded for just one day:

- | | |
|---|--|
| <input type="checkbox"/> Inability to read or write | <input type="checkbox"/> Hard labor in the fields |
| <input type="checkbox"/> Dirty living conditions | <input type="checkbox"/> Bad health or physical conditions |
| <input type="checkbox"/> Trauma from past experiences | <input type="checkbox"/> Cheap food |
| <input type="checkbox"/> Skin color | <input type="checkbox"/> Hopelessness for the future |
| <input type="checkbox"/> Slavery in the Constitution | <input type="checkbox"/> Bare feet, no shoes |
| <input type="checkbox"/> Clothes that don't fit right | <input type="checkbox"/> Fear of being sold away from family |

"Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally."



Library of Congress

H. What Did It Mean to Have No Rights? Match each cause with an effect to learn about a few tragic consequences of slavery:

Causes

- _____ 1. Enslaved people did not have the right to a fair trial.
- _____ 2. Enslaved people were not protected by the laws that protected citizens.
- _____ 3. Enslaved people could not vote.
- _____ 4. People were afraid that enslaved people who could read and write might convince other to rebel.
- _____ 5. Enslaved people could "marry," but their marriages were not legal.

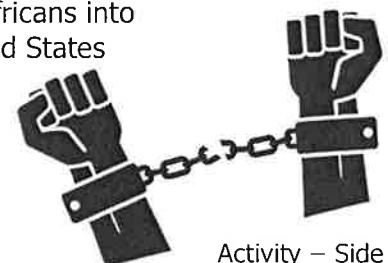
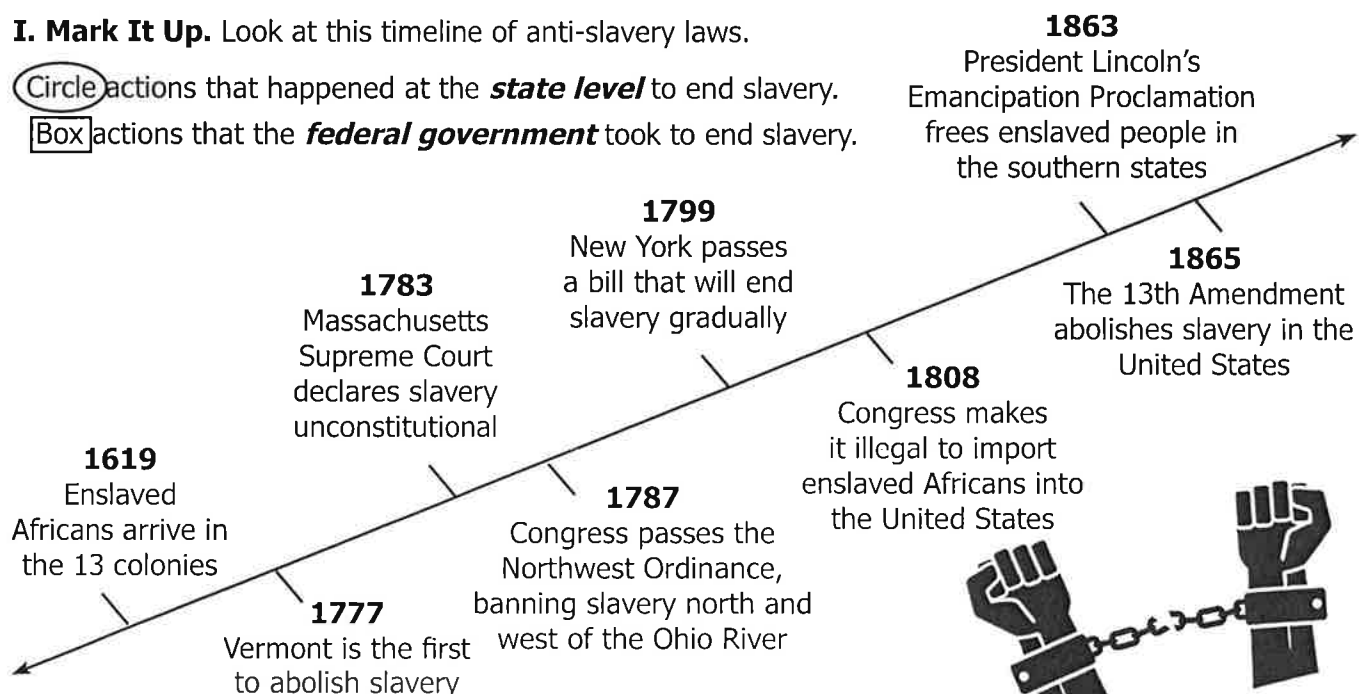
Effects

- A. Some states passed laws that made it illegal to educate enslaved people.
- B. Husbands, wives, and families could be broken up and sold to different owners.
- C. Enslaved people accused of a crime could be sentenced with little or no evidence.
- D. The enslaved population could not elect government leaders who would end slavery.
- E. Owners could treat enslaved people very badly and not get punished.

I. Mark It Up. Look at this timeline of anti-slavery laws.

Circle actions that happened at the **state level** to end slavery.

Box actions that the **federal government** took to end slavery.



Slave States, Free States

Name: _____

Slavery: The Deep Divide

The United States may have started out with only thirteen states, but it soon began to grow. As each new state joined the union, people wanted to know if it would be a slave state or a free state. The issue of slavery was slowly driving a wedge through the United States. Abolitionists believed slavery was wrong. They wanted to abolish slavery completely, or at least keep it from spreading by making sure all new states would be free states. Most slave owners relied on slave labor to run their businesses. They believed they would lose their wealth without slavery, and they wanted new states to allow it. Each side was determined not to let the other side get any advantage.



Balancing Act

There was one thing keeping the slavery issue in check: balance in government. This was achieved by always making sure there was an equal number of free and slave states. This balance was critical! Each state got to send two people to the U.S. Senate. An equal number of senators from free and slave states meant that neither side had an advantage for getting laws passed. By 1819, there was a delicate balance of 11 free states and 11 slave states. But then, Missouri—a territory that allowed slavery—applied for statehood.

A Different Kind of "Equality"

Missouri's application triggered an uproar. If that state were admitted, the balance would be gone. After months of debate, the **Missouri Compromise** saved the day: Missouri would be admitted as a slave state, and a new state—Maine—would be created as a free state. To avoid future problems, they also mapped out which parts of the rest of America's territory could become slave and free states. For almost 30 years, America kept the balance as more states joined the Union. But by 1850, the U.S. had grown all the way to the Pacific coast. This new land was not subject to the Missouri Compromise, and debate over whether slavery would be allowed in the new territory threatened to tear the nation apart.



Source: Duke University Libraries

Buying and selling people was dehumanizing and degrading, but that alone didn't stop it.



Source: Duke University Libraries

Slave owners put runaway slave notices in papers across the country.

When "Compromise" Means Going Backward

When California applied for statehood in 1849, there were 15 slave states and 15 free states. California wanted to be a free state, but—you guessed it—that would upset the balance. The Compromise of 1850 tried to satisfy both sides. California would become a free state, but the new territories of Utah and New Mexico would decide for themselves whether to allow slavery. As part of the bargain, slave trading would become illegal in Washington, D.C., the nation's largest slave market. But a new **Fugitive Slave Act** penalized citizens for helping runaway slaves and required them to cooperate with the process of returning slaves to their owners. All of this kept the nation together... for the moment.

Slave States, Free States

Name: _____

A. 11 Slave, 11 Free. Below is the list of free and slave states before 1820. On the Missouri Compromise map, write an S on each slave state and an F on each free state:

<u>Slave States</u>	<u>Free States</u>
Alabama	Connecticut
Delaware	Illinois
Georgia	Indiana
Kentucky	Massachusetts
Louisiana	New Hampshire
Maryland	New Jersey
Mississippi	New York
North Carolina	Ohio
South Carolina	Pennsylvania
Tennessee	Rhode Island
Virginia	Vermont

B. One of Each. The Missouri Compromise let Missouri in as a slave state and Maine in as a free state. On the Missouri Compromise map...

1. Shade Missouri and Maine with diagonal lines like this:





2. Label Missouri and Maine with S and F like you did for the other states.

C. Not Above That Line! The Missouri Compromise also drew an imaginary line across U.S. territory at the 36° 30' line of latitude. New states north of that line would not allow slavery. New states below the line would allow slavery. On the Missouri Compromise map...

1. Find the 36° 30' line of latitude. It is half way between the 36° and 37° lines. (Hint: It's also the border between Tennessee and Kentucky!) Pay attention—lines of latitude follow a slight curve!
2. Starting at the Mississippi River, draw a dotted line *westward* to show the 36° 30' line, like this:
 • • • • • • • • • •
3. STOP when you reach the border of land controlled by Spain.

D. Another Compromise? On the Compromise of 1850 map...

1. Draw crisscross lines through California like this: 
2. Draw a big question mark on each of the two territories that got to decide the slavery issue for themselves.
3. Find Washington, D.C. and draw a dollar sign with a line through it like this: 
4. By 1850, there were six new states:

New Slave States
Arkansas
Florida
Texas

New Free States
Iowa
Michigan
Wisconsin

Write F on ALL the free states (including the ones you marked on the other map). Do not mark on the slave states.

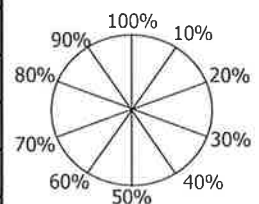
E. The Slave Population. On the Compromise of 1850 map, draw a tiny pie chart on each slave state to show the percent of that state's population that was enslaved. (The circles are already there for you.)

State	Total Population	Percent Enslaved
Alabama	771,623	51%
Arkansas	209,897	22%
Delaware	73,459	3%
D.C.	51,687	7%
Florida	87,450	27%
Georgia	906,186	55%
Kentucky	982,405	22%
Louisiana	517,762	47%
Maryland	583,034	15%
Mississippi	536,526	58%
Missouri	612,044	14%
N. Carolina	869,039	33%
S. Carolina	668,512	58%
Tennessee	1,004,767	24%
Texas	212,612	27%
Virginia	1,421,661	33%

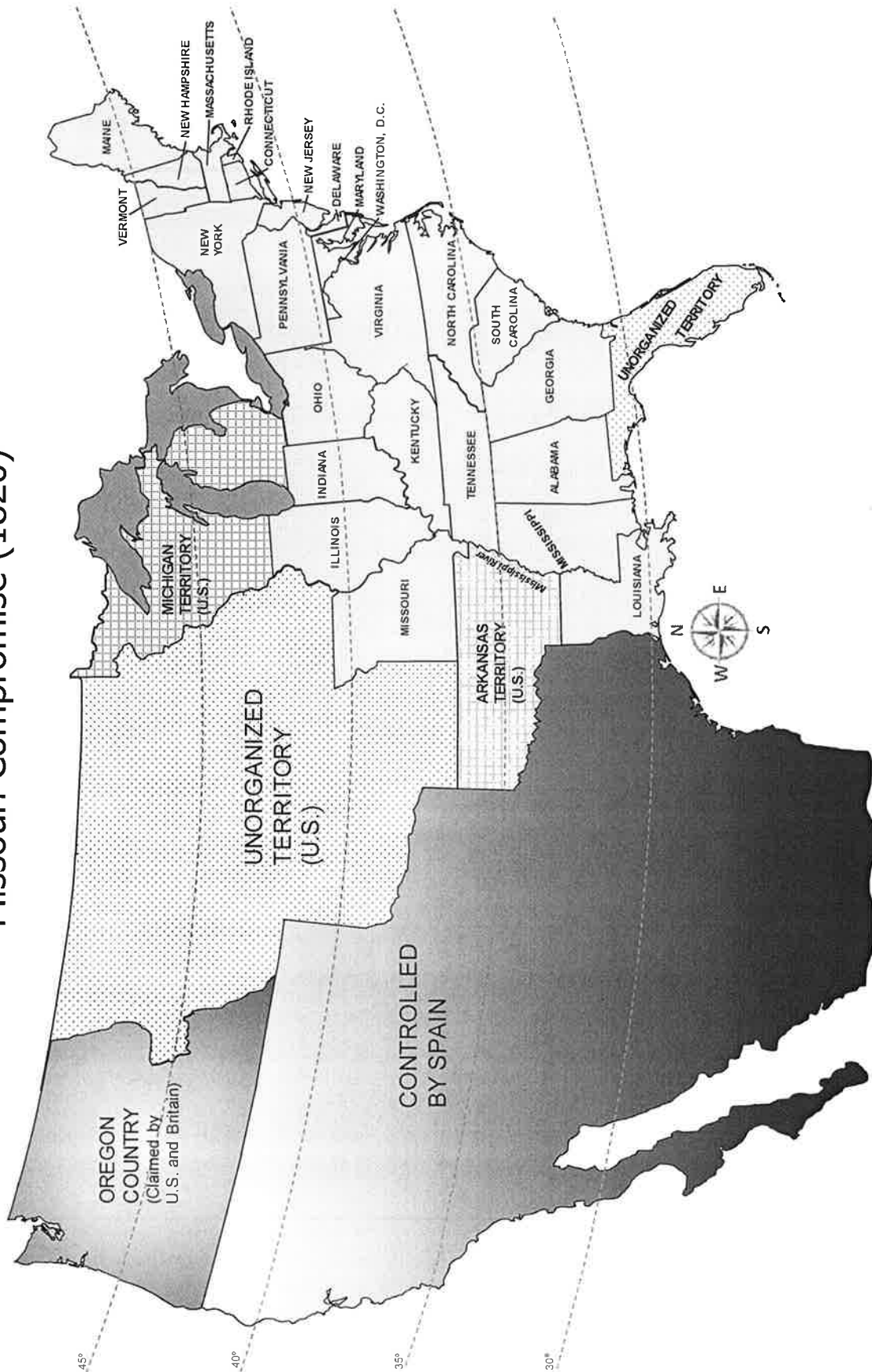
Example:



Use this circle to help you figure out how much of each chart to shade:



Missouri Compromise (1820)



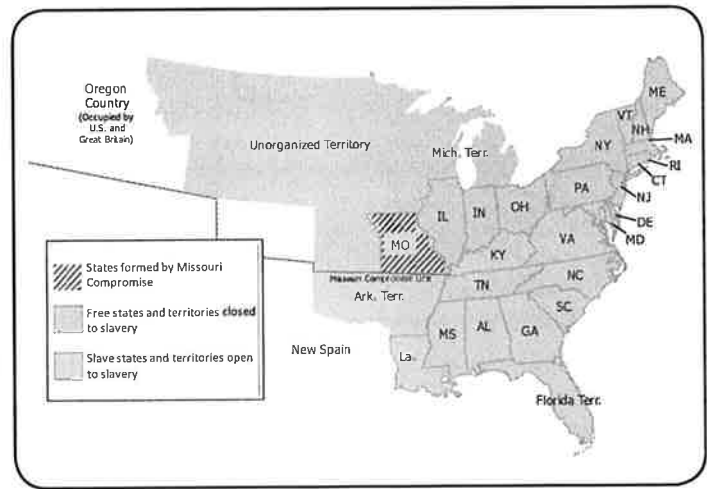


The Constitution: Something's Missing

The Constitution set up the rules for our government. The first ten constitutional amendments, called the Bill of Rights, listed the rights that citizens should expect. But when these documents were written, over one-fifth of the population of the United States was not considered citizens. These were enslaved and free blacks living in the United States. They were born in the U.S., worked in the U.S., and died in the U.S.—but were not protected by the founding documents or by state laws. It took a war between the states to bring changes to the Constitution that would end slavery and set the path for greater equality.

States Taking Sides

We don't hear much about new states being added to the United States anymore. But in the early 1800s, several new states were added to the union. One of the hot topics of the day was whether these new states would allow slavery (like the Southern states) or ban it (like most of the Northern states). Over time, these two regions developed in different ways, which led to conflict. Check out the map to see which states allowed slavery and which didn't.



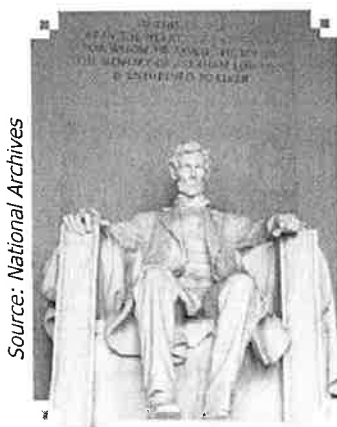
Civil War!

The debate over slavery and rights was a main factor leading to the bloodiest war in our country's history. The slave states in the South decided they would be better off as a separate nation, so they seceded from the United States. **Secession** means separation or breaking away. But President Abraham Lincoln did not want the nation to be divided. War began between the southern states, which called themselves the Confederate States of America, and the northern states, which were still known as the United States of America. President Lincoln led the United States during the war. The Confederate States set up their own government and military. This "War Between the States," now known as the Civil War, deeply and bitterly divided Americans on both sides.

Emancipation

In the middle of the war (1863), President Lincoln issued the **Emancipation Proclamation**, declaring that all the enslaved people in the South were free. (**Emancipation** means freedom). Although it was a huge and important step, it didn't have much immediate effect. It did not help enslaved people in the South, because the Confederate States of America had their own government and did not feel bound by proclamations by the United States president. It also did not help enslaved people in states that had not seceded. In fact the Emancipation Proclamation only freed the enslaved people in states that had seceded from the Union.

Even so, the Emancipation Proclamation was a big deal. Although it failed to free any actual enslaved people, it did send a strong message: When the war was over, slavery in the U.S. would end. The United States government took this as a sign to move forward with additional laws that changed citizens' rights in America.



There is a mural depicting the Emancipation Proclamation in the Lincoln Memorial in Washington, D.C.

Civil War & Reconstruction

Name: _____

Ending the War, Ending Slavery

In January 1865—three months before the war ended—Congress passed the **13th Amendment** to the Constitution, outlawing slavery in the United States. The war ended when the Confederacy surrendered in April of 1865. After that, all states were once again part of the United States of America. In December 1865, slavery was finally abolished in the entire United States when the last state ratified (passed) the 13th Amendment.



Source: National Park Service

This painting shows the surrender of the Confederacy to the Union.

Reconstructing a Nation

President Abraham Lincoln is said to have saved or “preserved the Union” by winning the war to keep the states together. But the war left much of the South destroyed and disorganized, and the Southern states needed to be made part of the United States again. The new president, Andrew Johnson, believed the Southern states should be let back into the U.S. with no consequences. But many in Congress wanted to make sure the Southern politicians were punished for seceding. They also did not want Southern politicians to interfere with the new freedom of African Americans. This period of rebuilding after the Civil War is known as **Reconstruction**. Many in the South resisted the changes, and the federal government had to send troops to enforce the new civil rights laws.



The 14th Amendment promised that any person born in the U.S. would be a citizen.

Changing the Constitution

The 13th Amendment did not end the troubles of formerly enslaved people. Many Southern states quickly passed laws to restrict what little freedom the those who had formerly been enslaved had. Something more was needed to expand and protect their rights. As part of the Reconstruction effort, Congress added two more amendments to the Constitution. In 1868, the **14th Amendment** guaranteed citizenship to all people born in the U.S. This amendment also gave all citizens the right to *due process* and *equal protection under the law*. In 1870, the **15th Amendment** gave all men the right to vote regardless of their race or whether they had been enslaved before the war.



When the 15th Amendment was ratified, it only protected the rights of men, not women—who generally were not allowed to vote at that time.

Due Process

Due process means people have the right to be treated fairly by the government. There are two kinds of due process. One has to do with what a law actually says. Laws must be fair and reasonable. The government cannot pass laws that unfairly limit people’s life, liberty, or property. The other type of due process has to do with how laws are enforced. Government officials must follow certain rules or procedures when they enforce laws. They cannot take away or limit someone’s life, liberty, or property without following those rules.

Equal Protection

Equal protection under the 14th Amendment means the government must treat people equally. Unreasonable discrimination by the government is not allowed. If a law treats one group of people differently, the government must prove there is a good reason for it. The courts will decide if that reason is good enough to let the law stand. Both equal protection and due process were rights that African Americans lacked due to their race and former state of slavery. By granting these rights, as well as the right to vote, the Constitution expanded citizenship to a whole new group of Americans.



Civil War & Reconstruction

Name: _____

What If? At the end of the Civil War, the Southern states had to become part of the United States again. Which of these steps would you recommend if you were in charge of creating a united country in 1865? Select items from each column and add up the total.

Plan One

- ___ Punish the South, so those states don't try to secede again!
- ___ Forbid former Confederate leaders from voting and running for office.
- ___ Send troops into the South and have them keep an eye on things.
- ___ Replace the old state governments with new officials who will protect the rights of African Americans and follow the new rules.
- ___ Make the Southern states rewrite their constitutions, pass the 14th Amendment, and give formerly enslaved males voting rights before they can get back into the Union.

___ Total Selected

Plan Two

- ___ Let the Southern states come back into the Union without being punished.
- ___ Let the Southern states decide how they will enforce civil rights laws.
- ___ Pardon (officially forgive) former Confederate soldiers if they promise to support emancipation.
- ___ Allow the people that were in charge before the war regain control of the state governments.
- ___ Try to forgive and forget. It will be better if everyone puts this mess in the past.

___ Total Selected

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Name: _____

A. Vocabulary. Use the word bank to complete each sentence.

due process secession Emancipation Proclamation equal protection Reconstruction

1. In the _____, Lincoln announced that all enslaved people in the South were free.
2. The period of rebuilding after the Civil War is called _____.
3. The _____ crisis occurred when eleven southern states declared their independence from the United States.
4. The 14th Amendment says that the government must treat all people the same way. This idea is called _____.
5. Fair treatment by the government, or _____, comes in two types: substantive (what the law says) and procedural (how the law is enforced).

B. Taking Sides. Match the quote with the person who probably said it.

"I grow cotton, but I can't afford to own slaves. If they are freed, they might try to take my job!"

"I think slavery is terrible! Slavery is not needed and should be illegal! The government should do something about this."

"Slaves are necessary to my cotton business. The government shouldn't tell me how to run my plantation!"

Northern Abolitionist



Southern Slave Owner



Poor Southern Farmer



C. Confederacy or Union? Connect the person or term with the correct side of the war.

The North

United States of America (U.S.A.)



President: Abraham Lincoln

Soldier Nickname: Billy Yank (Yankee)

President: Jefferson Davis

National Capital: Richmond, VA

Soldier Nickname: Johnny Reb (Rebel)

National Capital: Washington, DC

The South

The Confederate States of America (C.S.A.)



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Name: _____

D. Name that Amendment! Select the correct Reconstruction amendment for each item.

1. Former slaves and men of all races can vote.

13th 14th 15th

2. If you are born in the U.S., you are a U.S. citizen.

13th 14th 15th

3. Slavery is illegal in the United States!

13th 14th 15th

4. Former slaves are protected by law and are considered citizens.

13th 14th 15th

5. Due process and equal protection are guaranteed to all.

13th 14th 15th

E. Impacting the Future. Which of the three Reconstruction amendments do you think had the greatest impact? Explain your answer.



F. Is That Fair? Based on the idea of due process, do you think these laws are constitutional? Write yes or no.

_____ 1. People accused of a crime must be told what crime they're being accused of.

_____ 2. People are only allowed to vote if they can pass a reading test.

_____ 3. The government can disconnect your television service if you're watching unapproved programs.

_____ 4. A school that suspends a student must notify the parents and give a reason for the suspension.

_____ 5. People who look irresponsible cannot get a driver's license.

_____ 6. Evidence obtained illegally cannot be used to convict someone in court.

G. Equality! Read each fictional law and identify the group that is being discriminated against. Use the word bank for your answers.

the disabled racial minorities
senior citizens working mothers

1. You are not allowed to work if you are over the age of 65. _____

2. People of different races have to go to different schools. _____

3. Public buses and trains do not have to be accessible to people in wheelchairs.

4. Women cannot teach school if they are pregnant. _____