

SOCIAL STUDIES

Focus 2021-22



Texas UIL

Grades 5 & 6
Based on the Annual UIL Topic

World, United States, and Texas History



UIL Social Studies Focus Topic

2021-2022

for

5th & 6th Grades

The Civil War Cause and Effect and Reconstruction

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2021-2022 Social Studies Focus for Grades 5 and 6

The Civil War

The United States

I. Causes and Effects of the Civil War

A. Differences developed between the North and the South.

1. The North

- a. People were moving from farms to work in factories in the cities.
- b. The North wanted a larger government that was more involved in the daily lives of citizens.
- c. The North wanted higher tariffs on goods imported from other countries. Higher tariffs would make their goods more desirable because they would cost less than the imports from Europe.
- d. Northerners thought slavery should be abolished, and they did not want any new states to join the Union if they allowed slavery. Many thought slavery was cruel and immoral.

2. The South

- e. Farming was still the traditional way of making a living in the South. The invention of the cotton gin meant more cotton could be planted and harvested. To increase the harvest, more cheap labor was needed, so slavery expanded.
- f. The South tended to purchase many goods made in Great Britain because they cost less than those made in the northern U.S.
- g. The South preferred a limited government with more individual freedom.
- h. Southerners thought states had the right whether to allow slavery. They considered the conditions of many northern factory workers to be worse than the conditions in which their slaves lived. Indeed, the conditions of most factories were brutal and often unsafe.



Early cotton gin, 1860
Public domain/ The New York Public Library

B. The differences created **sectionalism**. Sectionalism was a division in the nation that led people to be loyal to their region or section rather than to the United States as a whole.

C. **Missouri Compromise** – In 1820, this compromise admitted Maine as a free state and Missouri as a slave state to the Union. The idea was that the number of free states would balance the number of slave states so that there would always be a balance of power in the Senate.

- D. **Compromise of 1850** – California applied for statehood in 1849. They planned to enter the Union as a free state. This would upset the balance of power. In order to get the southern representatives to agree to let California join the Union, the northern representatives agreed to pass the **Fugitive Slave Act**.
- E. These compromises were designed to keep the Union together, but they did not address the real issue of slavery and how it could be successfully banned without destroying the southern economy, which relied on the institution.
- F. **Kansas-Nebraska Act** – In 1854, both territories applied to become states, but they were above the line dictated by the Missouri Compromise and were set to enter as free states. Southerners felt they should enter as slave states to help restore the balance. The Kansas-Nebraska Act was to allow the territories to decide for themselves. This led to chaos and accusations of rigged votes, as people for and against slavery crossed the Kansas border to vote illegally.
- G. **Harriet Beecher Stowe** wrote *Uncle Tom's Cabin*. The book and eventual play focused on the impact of slavery on children and families. It fueled the abolitionists in the U.S. and Great Britain.
- H. The **Dred Scott** Supreme Court case of 1857 outraged numerous Americans. Scott, a slave who moved to Wisconsin, a free state, claimed he should be free. The Supreme Court dodged the slavery issue by stating that as a black man, he could not be a citizen, and therefore he did not have the right to use the Supreme Court to gain his freedom.
- I. The **Whig** political party gradually turned into the **Republican Party**. The majority of the people in the South were Democrats. When Abraham Lincoln won the presidency in 1860, he did it without any electoral votes from the southern states. Southerners felt they had little influence on the national government, even though Lincoln expressed a wish that neither side view the other as an enemy. He wanted to unite the opposing factions.
- J. The North and South even had a different viewpoint on the Civil War; the North felt they were preserving the Union, while the South wanted to preserve the way they lived. Both sides felt they had the winning advantage.
 - 1. The South
 - a. Southerners were more rural and used to handling weapons.
 - b. Many great military leaders of previous wars came from the South.
 - c. The South thought that they would get support from Europe.
 - d. The South felt they had only to defend their lands for a little while, and the North would not commit to a long, drawn-out war.
 - 2. The North
 - a. The North produced most of the country's weapons, clothes, and shoes; they had many factories.
 - b. The North had an excellent railroad system that could move troops and supplies.
 - c. The North developed a strategic military plan designed to surround the South and wage war from both the east and west, according to the **Anaconda Plan**.
 - d. The North was determined to keep the Union together and originally thought the war would be short-lived. Their commitment remained, however, even after realizing that the war was going to be long and costly.
- K. Effects of the war

- a. All persons born or naturalized in the U.S. are U.S. citizens and citizens of the state in which they live.
 - b. States may not pass laws that limit the rights of citizens or deny any citizen of life, liberty, or property, without due process of law. States also may not deny equal protection of the laws to any person within their jurisdiction. The "due process" clause of this amendment has been used in many court cases to ensure that the people involved are treated fairly and all of their rights are respected.
 4. Section 2 – Representatives are apportioned to states based on population, not counting Indians who were still not considered citizens at this point in time.
 5. Section 3
 - a. No one can hold public office if they had taken an oath to support the *Constitution* and then supported the Confederacy against the U.S. or aided enemies of the U.S. This included anyone who fought for or supported the South in the Civil War. Support or aid included food, shelter, medical treatment, or selling provisions to a soldier. Technically, this eliminated most southerners from holding office.
 - b. Congress, by a two-thirds vote, could remove such restrictions.
 6. Section 4
 - a. The public debt of the U.S. as authorized by law should not be questioned.
 - b. Neither the U.S. government, nor any state, should assume or pay debts incurred in aid of insurrection or rebellion against the U.S.
 - c. No one could make a claim for the emancipation of any slave.
 - d. These types of debts and obligations are considered illegal and no longer valid.
 7. Section 5 – Congress has the authorization and power to enforce this Amendment by creating laws.
 - F. The 15th Amendment – Right to Vote
 1. This amendment was passed February 6, 1869, and was enacted on February 3, 1870.
 2. Section 1 – Citizens of the U.S. cannot be denied the right to vote by the U.S. or any individual state because of their race, color, or prior enslavement. This amendment did not apply to women, as pointed out by Sojourner Truth who said that women had the right to vote, "as much as a man."
 3. Most of the Radical Republicans thought that this amendment, combined with the two previous amendments, was all that was necessary to ensure equality for African Americans.
 4. Section 2 – Congress was allowed to enforce this amendment by legislation. However, little was done to ensure this right was protected, and by the 1880s, several states were creating laws that effectively created two societies and limited the rights of African Americans.
- VI. Concepts in History and Economics
- A. Changes Due to Growth of Industry and Mechanization of Agriculture
1. Eli Whitney invented the cotton gin.
 - a. This machine removed the seeds from the cotton.
 - b. The cotton gin allowed farmers to grow more cotton



Sojourner Truth (digitally altered by Randall Truitt), circa 1875
Public Domain/ Library of Congress