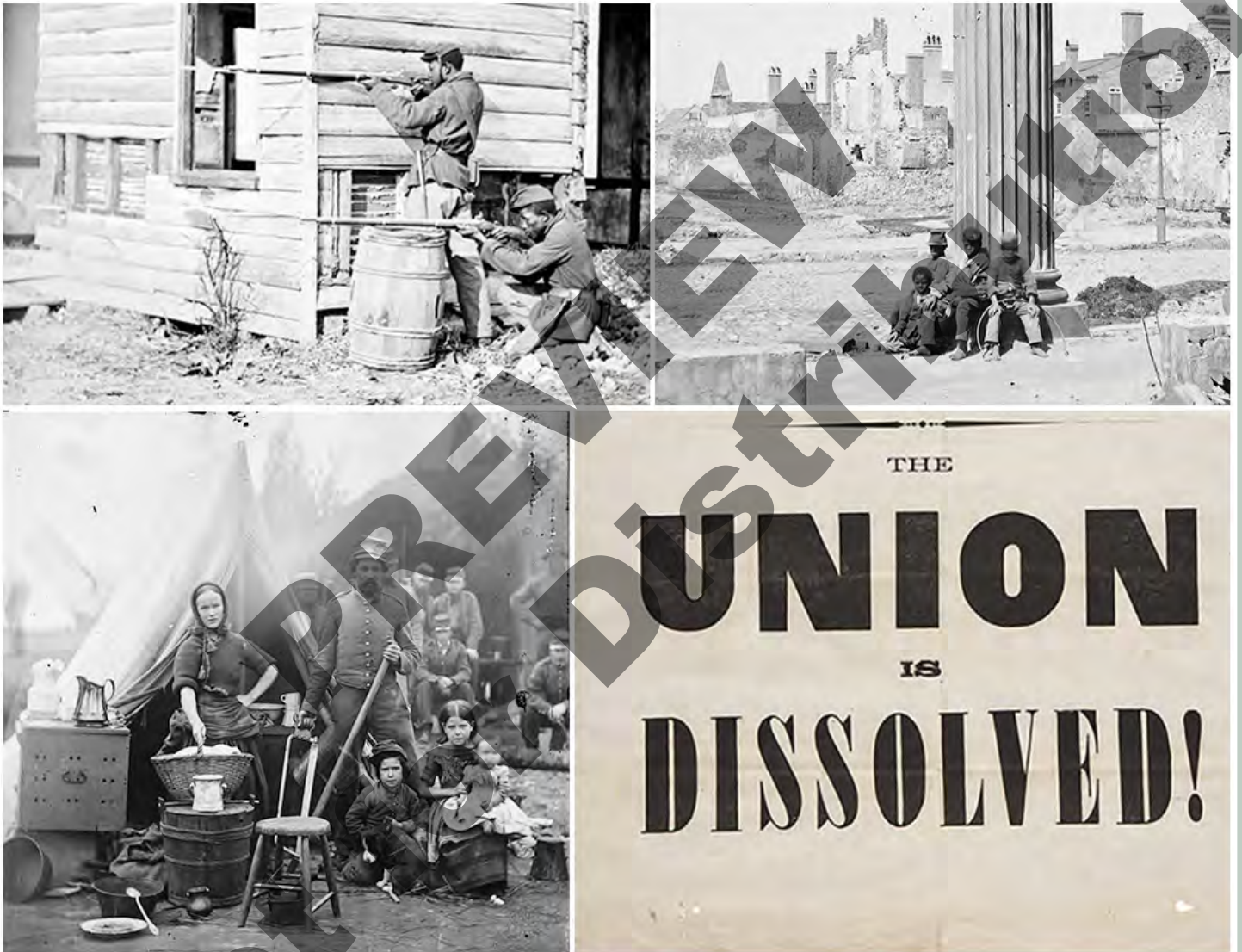


# The Civil War and the Meaning of Liberty



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Associate Professor of Africana Studies and History  
Brown University

**NAOKO SHIBUSAWA**

Associate Professor of History, Associate Professor of American Studies  
Brown University

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Brown University

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## The Choices Program

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Faculty Director

Naoko Shibusawa

Assistant Director, Curriculum Development

Susannah Bechtel

Administrative Assistant

Christine Seguin

Curriculum Development Director

Andy Blackadar

Administrative Manager

Kathleen Magiera

Professional Development Director

Mimi Stephens

Marketing and Communications Specialist

Jo Fisher

# Contents

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<b>Introduction: What is the Meaning of Liberty?</b>	<b>1</b>
<b>Part I: Antebellum America</b>	<b>3</b>
The Economy and Society	4
Territorial Acquisition and Native Removal	9
International Competition for Territory	13
<b>Part II: Abolition and the National Politics of Slavery</b>	<b>19</b>
Abolition and Resistance to Slavery	19
The National Politics of Slavery	29
“A House Divided Against Itself Cannot Stand”	38
<b>Part III: The Civil War</b>	<b>42</b>
The Confederate States of America	43
Contrabands of War	45
Going to War	47
Five Important Battles of the Civil War	55
<b>The House and the Senate Debate the Proposed Thirteenth Amendment</b>	<b>61</b>
Perspective 1: Republicans	62
Perspective 2: Radical Republicans	64
Perspective 3: War Democrats	66
Perspective 4: Peace Democrats	68
<b>Epilogue: The War’s End</b>	<b>70</b>
Conclusion	73
<b>Supplementary Resources</b>	<b>75</b>
<b>Videos</b>	<b>Online</b>

## Introduction: What is the Meaning of Liberty?

The Civil War (1861-1865) was one of the most important events in U.S. history. It continues to evoke strong emotions—and raise important questions—for Americans today. More Americans died in the Civil War than in any other war. Historians estimate that between 620,000 and 750,000 Americans died in the conflict. Almost every person in the United States knew or was related to someone who died in the war.

In addition to the war's terrible violence, the Civil War affected all aspects of life in the United States. At its center was a dispute over whether slavery would continue to exist in the United States. More than just an issue about race and racism, the contest over slavery fundamentally concerned land, labor, and the future of the economy as well.

In an 1864 speech, President Abraham Lincoln discussed a fundamental disagreement at the center of the Civil War: What does liberty mean? Whose liberty, and what kind of liberty, should the United States prioritize? Did liberty mean that the United States should abolish slavery and that enslaved people should achieve freedom? Or did liberty mean protecting the ability of slaveholders to own people as property and exploit their labor?

***“We all declare for liberty, but in using the same word we do not all mean the same thing. With some the word liberty may mean for each man to do as he pleases with himself, and the product of his labor; while with others the same word may mean for some men to do as they please with other men, and the product of other men’s labor. Here are two, not only different, but incompatible things, called by the same name—liberty. And it follows that each of the things is, by the respective parties, called by two different and incompatible names—liberty and tyranny.”***

—President Abraham Lincoln in a speech on April 18, 1864

### Introduction Definition

**Civil War**—A civil war is a war between the people of the same country.

Lincoln was interpreting liberty in only two ways: the liberty from slavery and the liberty to own enslaved people. Yet the people living in the United States from 1830 through 1865 also defined liberty and tyranny in other ways. Through readings and lessons, you will explore the meaning of liberty for different groups—white people, native people, black people, men, and women—in the years leading up to the Civil War.

In Part I of the reading, you will consider the relationships between slavery, race, the growth of the economy, and the acquisition of territory and dispossession of native people from their lands by the United States. In Part II, you will examine the abolition movement and see how growing disagreements over slavery led to increasing political tensions and, eventually, the Civil War. In Part III,



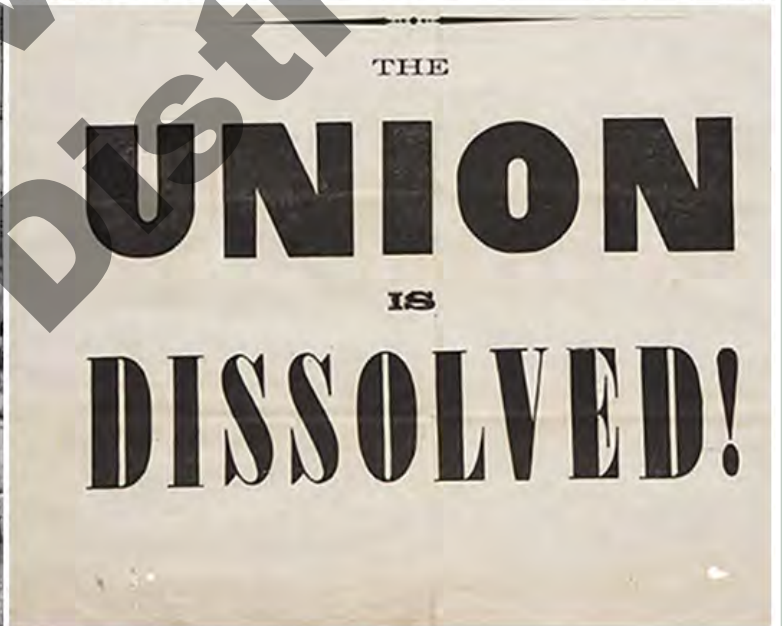
President Abraham Lincoln, February 9, 1864.

Mathew Brady, Heritage Auctions, Public Domain.



# The Civil War and the Meaning of Liberty

## Teacher Resource Book



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**CHOICES  
PROGRAM**  
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# Contents

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Note to Teachers .....	2
------------------------	---

## **Part I: Antebellum America**

Study Guides and Graphic Organizer .....	3
The Geography of Slavery and the Cotton Economy: 1830-1860 .....	7
Interpreting Political Cartoons .....	16

## **Part II: Abolition and the National Politics of Slavery**

Study Guides and Graphic Organizer .....	23
Who Were the Abolitionists? .....	27
The Black National Conventions, Abolition, and the Constitution .....	34

## **Part III: The Civil War**

Study Guides and Graphic Organizer .....	40
Spies, Nurses, and Organizers: Women During the Civil War .....	44
Letters from Black Soldiers and Their Families .....	54
Food as History: Food Shortages During the Civil War .....	64
Battle of Gettysburg: Source Analysis .....	70
Civil War Photographs as Sources .....	86

## **Congress Debates the Thirteenth Amendment**

Organization and Preparation .....	93
Perspectives: Graphic Organizer .....	97
Presentation and Discussion .....	98

## **Epilogue: The War's End**

Study Guides .....	100
--------------------	-----

## **Synthesis**

Historical Memory: Commemorating the Civil War .....	102
History in Dispute: Charlottesville and Confederate Monuments .....	Online

Supplemental Materials and Videos .....	Online
---	--------

# The Geography of Slavery and the Cotton Economy: 1830-1860

## Objectives:

**Students will:** Explore the relationship between the expansion of slavery and the cotton boom in the antebellum United States.

Map demographic and economic data.

Identify patterns and trends in data and note change over time.

## Required Reading:

Students should have read Part I and completed “Study Guide—Part I” (TRB 3-4) or “Advanced Study Guide—Part I” (TRB-5).

## Videos:

“What are some common misconceptions about slavery in the United States?” (Emily Owens)

“Why does the misperception that slavery only happened in the southern United States exist?” (Christy Clark-Pujara)

Videos are available at <[www.choices.edu/civilwar](http://www.choices.edu/civilwar)>.

## Handouts:

“Maps—The United States in 1830 and 1861” (TRB 8-9)

“U.S. Population Data” (TRB 10-12)

“Questions—U.S. Population Data” (TRB-13)

“Economic Data” (TRB-14)

“Questions—Economic Data” (TRB-15)

## In the Classroom:

**1. Introduction**—Begin class by showing the videos, “What are some common misconceptions about slavery in the United States?” with Professor Emily Owens and “Why does the misperception that slavery only happened in the southern United States exist?” with Professor Christy Clark-Pujara. Where did slavery exist in the United States? Who benefited from slavery?

Tell students that they will be analyzing historical data about the U.S. population and economy in

order to consider the relationship between slavery and cotton production in the early United States.

**2. Analyze and Map Population Data**—Distribute the population data and questions and the two maps. Remind students what a census is. Have students follow the instructions.

**3. Analyze and Map Economic Data**—Distribute the economic data and questions. Have students follow the instructions.

**4. Share Findings**—Reconvene the class. What does the data illustrate about the population of the antebellum United States? Where was slavery most concentrated? How did the population change over time? What else did students observe?

Review the second data set with students. What does the data illustrate about cotton’s role in the U.S. economy? Where in the data do students see evidence that cotton was a major part of the U.S. economy? How did this change over time? Which states produced the most cotton? What else did students observe?

Have students compare their maps. What do the maps show about changes in the U.S. population and economy between 1830 and 1860? Do students see connections between the population and economic data? How does the data connect to what students learned about the forced migration of enslaved people southward and westward to cotton producing regions? How does this data connect to what students learned about how the forced labor of enslaved people fueled the national economy?

**5. Conclusion**—Ask students to revisit the ideas presented in the videos. Clark-Pujara states that, “When people say that the United States was built on slavery, that’s not a metaphor, that’s just a statement of fact, a statement of what happened.” Can students give examples of ways the country was “built on” slavery?

## Homework:

Students should read Part II and complete “Study Guide—Part II” (TRB 23-24) or the “Advanced Study Guide—Part II” (TRB-25).

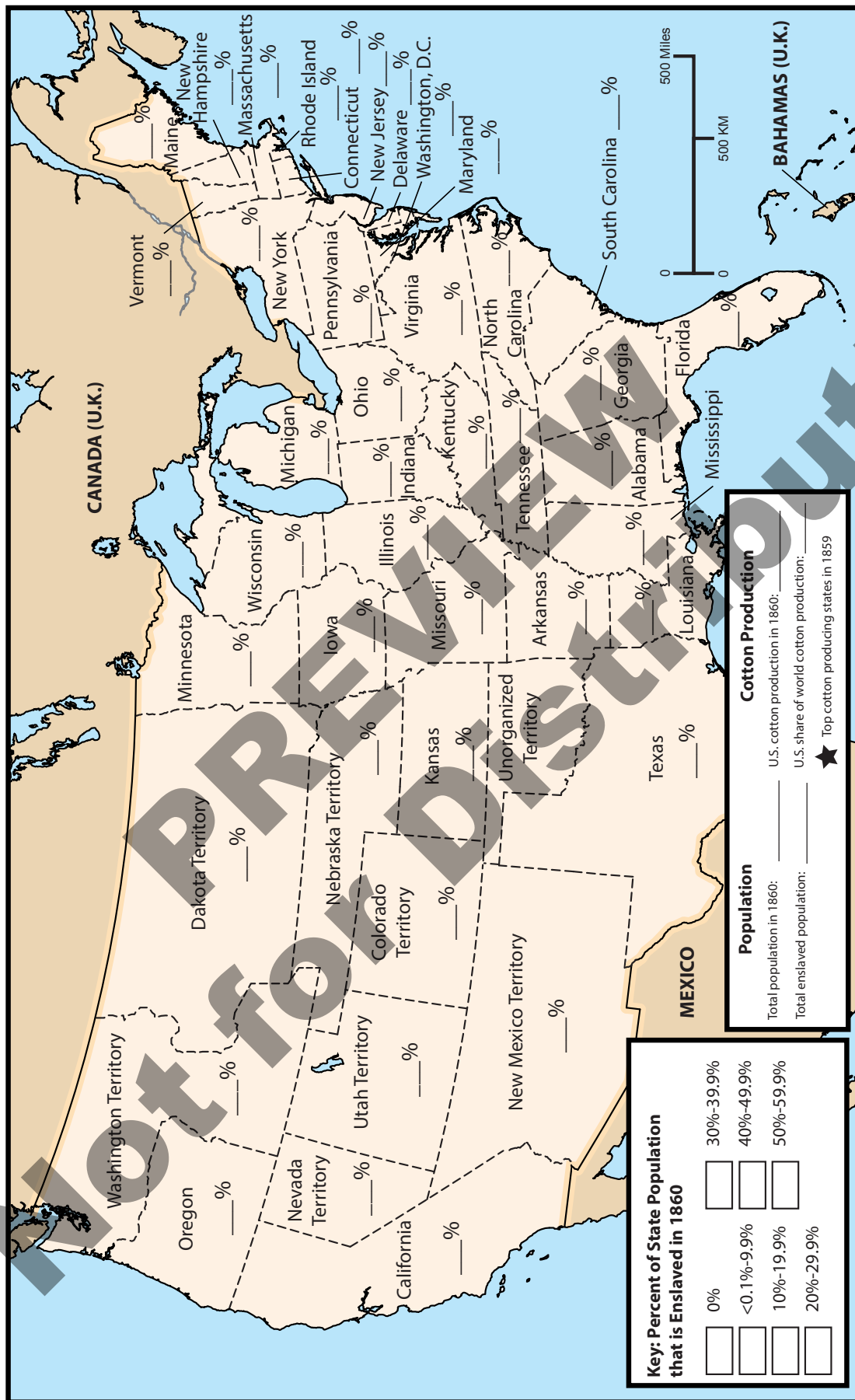


The United States in 1830



Name:

# The United States in 1861



## U.S. Population Data

*Instructions:* Use the data to answer the questions in “Questions—U.S. Population Data” and to fill in your maps.

**Table 1: 1830 U.S. Census Data**

District or Territory	Total Population	Enslaved Population	Percentage of State Population Enslaved
Maine	399,437	6	<0.1
New Hampshire	269,328	5	<0.1
Massachusetts	610,408	4	<0.1
Rhode Island	97,199	14	<0.1
Connecticut	297,675	25	<0.1
Vermont	280,657	0	0
New York	1,918,608	76	<0.1
New Jersey	320,823	2,254	0.7
Pennsylvania	1,348,233	403	<0.1
Delaware	76,748	3,292	4.3
Maryland	447,040	102,994	23.0
Virginia	1,211,405	469,757	38.8
North Carolina	737,987	245,601	33.3
South Carolina	581,185	315,401	54.3
Georgia	516,823	217,531	42.1
Kentucky	687,917	165,213	24.0
Tennessee	681,903	141,603	20.8
Ohio	935,884	6	<0.1
Louisiana	215,739	109,588	50.8
Indiana	343,031	3	<0.1
Mississippi	136,621	65,659	48.1
Illinois	157,445	747	0.5
Alabama	309,527	117,549	38.0
Missouri	140,455	25,091	17.9
Territory of Michigan	31,639	32	0.1
Territory of Arkansas	30,388	4,576	15.1
Territory of Florida	34,730	15,501	44.6
District of Columbia	39,834	6,119	15.4
United States and Territories	12,858,670	2,009,050	15.6

United States Census Bureau, Abstract of the returns of the fifth census <<https://www2.census.gov/library/publications/decennial/1830/1830b.pdf>>.

**Table 2: 1860 U.S. Census Data**

District or Territory	Total Population	Enslaved Population	Percentage of State Population Enslaved
Alabama	964,201	435,080	45.1
Arkansas	435,450	111,115	25.5
California	379,994	-	-
Connecticut	460,147	-	-
Delaware	112,216	1,798	1.6
Florida	140,424	61,745	44.0
Georgia	1,057,286	462,198	43.7
Illinois	1,711,951	-	-
Indiana	1,350,428	-	-
Iowa	674,913	-	-
Kansas	107,206	2	<0.1
Kentucky	1,155,684	225,483	19.5
Louisiana	708,002	331,726	46.9
Maine	628,279	-	-
Maryland	687,049	87,189	12.7
Massachusetts	1,231,066	-	-
Michigan	749,113	-	-
Minnesota	172,023	-	-
Mississippi	791,305	436,631	55.2
Missouri	1,182,012	114,931	9.7
New Hampshire	326,073	-	-
New Jersey	672,035	18	<0.1
New York	3,880,735	-	-
North Carolina	992,622	331,059	33.4

District or Territory	Total Population	Enslaved Population	Percentage of State Population Enslaved
Ohio	2,339,511	-	-
Oregon	52,465	-	-
Pennsylvania	2,906,215	-	-
Rhode Island	174,620	-	-
South Carolina	703,708	402,406	57.2
Tennessee	1,109,801	275,719	24.8
Texas	604,215	182,566	30.2
Vermont	315,098	-	-
Virginia	1,596,318	490,865	30.7
Wisconsin	775,881	-	-
Colorado Territory	34,277	-	-
Dakota Territory	4,837	-	-
District of Columbia	75,080	3,185	4.2
Nebraska Territory	28,841	15	<0.1
Nevada Territory	6,857	-	-
New Mexico Territory	93,516	-	-
Utah Territory	40,273	29	<0.1
Washington Territory	11,594	-	-
United States and Territories	31,443,321	3,953,760	12.6

United States Census Bureau. 1860 Census: Population of the United States <<https://www.census.gov/library/publications/1864/dec/1860a.html>>

### Note on Changing Borders in 1860 and 1861

The eighth United States census was conducted in 1860. By the time the results were published, several new states and territories had been established. For example, in 1861, the eastern part of Kansas Territory became the state of Kansas, and several other new territories, such as Colorado Territory, Dakota Territory, and Nevada Territory, were established. These states and territories were included in the publication of the 1860 census data. The map that you will be working with reflects U.S. borders as of 1861 to more closely match the census data as it was published.

Additionally, complete census data for the area labeled Unorganized Territory on the map is not available. You do not need to shade in this territory on the map.

**Table 3: Percent Increase in the Enslaved Population by State or Territory, by decade, 1790-1860**

This table shows the percent increase in the population of enslaved people in each state or territory over the course of ten-year time periods. The percent change tells us how large the increase or decrease in the number of enslaved people was during a certain time period relative to the number of enslaved people at the beginning of that time period. For example, a 100% increase means that the population doubled during the time period. The percent change = (the absolute change ÷ by the original amount) x 100.

State or Territory	1790-1800	1800-1810	1810-1820	1820-1830	1830-1840	1840-1850	1850-1860
Delaware	30.8	32.1	7.9	27.0	20.9	12.1	21.5
Maryland	4.5	6.8	2.7	3.9	13.4	1.1	3.9
Virginia	18.6	13.7	8.3	10.4	4.5	4.9	3.9
North Carolina	32.3	26.7	21.4	19.9	0.1	17.4	14.7
South Carolina	36.5	34.4	31.6	22.0	3.7	17.7	4.5
Georgia	103.0	77.1	42.2	45.4	29.2	35.9	21.1
Florida					65.9	52.9	57.1
Kentucky	224.6	99.7	57.3	30.4	10.3	15.8	6.9
Tennessee	297.5	227.8	79.9	76.8	29.3	30.8	15.1
Alabama		419.2	1,532.7	180.7	115.7	35.2	26.9
Mississippi		384.9	125.9	100.1	197.3	58.7	40.9
Louisiana			99.3	58.7	53.7	45.3	35.5
Arkansas			1,089.0	183.0	335.6	136.3	135.9
Texas							213.9
Missouri			255.5	145.5	132.1	50.1	31.5

The United States Bureau of the Census. A century of population growth from the first census of the United States to the twelfth, 1909, p. 134, Table 61. <<https://archive.org/stream/centuryofpopulation134/mode/2up>>



## Questions—U.S. Population Data

*Instructions:* Answer the questions below using data from “U.S. Population Data.” Follow the instructions to fill in the maps, “The United States in 1830” and “The United States in 1860.”

### Part I: Analyzing and Mapping 1830 Census Data

1. On the map, “The United States in 1830,” fill in the key with the total U.S. population and total number of enslaved people living in the United States in 1830.
2. In 1830, which state had the largest number of enslaved people?
3.
  - a. Using data from the “Percentage of State Population Enslaved” column of Table 1, label each state on the map with its percentage. (For example, write “38.0%” in the state of Alabama on the map.)
  - b. Color or shade in all of the boxes in the map key. Each shading should be distinct from others. It will be helpful to use darker or brighter shades for higher percentages.
  - c. Shade in each of the states on the map according to its percentage of enslaved people.

### Part II: Analyzing and Mapping 1860 Census Data

4. In the map key, fill in the total population and total number of enslaved people living in the United States in 1860.
5. In 1860, which state had the largest number of enslaved people?
6.
  - a. Using data from the “Percentage of State Population Enslaved” column of Table 2, label each state on the map with its percentage. (For example, write “45.1%” in the state of Alabama on the map.)
  - b. Color or shade in all of the boxes in the map key.
  - c. Shade in each of the states on the map according to its percentage of enslaved people.

### Part III: Analyzing Change Over Time

7. Refer to Table 3. For each decade between 1830 and 1860, circle or highlight the percentage of any state or territory in which the population of enslaved people increased by 50 percent or more. List these states here.
8. Based on the data and/or your map, make two observations about how the population of the United States changed from the 1830s to the 1860s. For example, your statements could address how many people were enslaved, where enslaved people lived, or any other patterns or changes that you notice. You should also use examples from the data to support your statement. One example of an observation could be: “From 1830 to 1860, the number of enslaved people increased by more than 1.9 million people.”

## Economic Data

*Instructions:* Use the following data to answer the questions in “Questions—Economic Data” and to fill in your map.

**Table 4: Cotton Production in the United States**

The following table includes data about U.S. cotton production, including data that indicates cotton’s importance to the U.S. economy as an export. U.S. exports are goods or services that the United States sells to other countries. Total U.S. exports is the value of everything that the United States sells abroad. The column “Cotton as share of all U.S. exports” demonstrates what percentage of that total amount of money comes from selling cotton. For example, if total U.S. exports during a certain year equal 100 million dollars, and the U.S. sale of cotton to people in other countries amount to 40 million dollars, the “Cotton as share of all U.S. exports” column will read 40 percent for that year.

Year	Cotton made in the United States (millions of pounds)	Cotton made in world (millions of pounds)	U.S. share of world production of cotton (millions of pounds)	Cotton as share of all U.S. exports
1791	2	469	<1%	
1801	40	531	8%	14% (in 1802)
1811	67	556	12%	22%
1821	150	630	24%	49%
1831	322	820	39%	42%
1841	559	1,044	54%	52%
1851	1,120	1,482	76%	63%
1860	1,536	2,500	61%	61%

Baptist, Edward E. *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books, 2016 reprint edition, 114.

**Table 5: Cotton Production by Individual States in Millions of Pounds**

State	1791	1801	1811	1821	1826	1833	1834	1839	1849	1859
North Carolina		4.0	7.0	10.0	10.0	10.0	9.5	51.9	29.5	64.6
South Carolina	1.5	20.0	40.0	50.0	70.0	73.0	65.5	61.7	120.0	141.0
Georgia	0.5	10.0	20.0	45.0	75.5	88.0	75.0	163.4	199.6	312.3
Florida					2.0	15.0	20.0	12.1	18.0	29.9
Alabama				20.0	45.0	65.0	85.0	117.1	225.8	440.5
Mississippi				10.0	20.0	70.0	85.0	193.2	194.0	535.1
Louisiana			2.0	10.0	38.0	55.0	62.0	153.9	71.5	311.0
Texas									23.2	193.1
Arkansas					0.5	0.8	0.5	6.0	26.1	163.0
Tennessee		1.0	3.0	20.0	45.0	50.0	45.0	27.7	77.8	132.0
All other states		5.0	8.0	12.0	25.0	13.0	10.0	4.5	1.6	24.7

Buchey, Stuart Weems. *Cotton and the Growth of the American Economy, 1790-1860*. Sources and Readings. New York: Harcourt, Brace & World, 1967, Table 3C.

## Questions—Economic Data

*Instructions:* Answer the questions below using data from “Economic Data.” Follow the instructions to fill in the maps, “The United States in 1830” and “The United States in 1861.”

1. Complete the statements below, using data from Table 4. Then fill in the key on the maps of the United States in 1830 and 1861.
  - a. In 1831, the United States produced \_\_\_\_\_ million pounds of cotton. This was \_\_\_\_\_ percent of all of the cotton produced in the world that year.
  - b. In 1860, the United States produced \_\_\_\_\_ million pounds of cotton. This was \_\_\_\_\_ percent of all of the cotton produced in the world that year.
2. Refer to the column “Cotton as share of all U.S. exports” in Table 4. By 1860, of the total value of all goods that the United States exported, what percent was from cotton?
3.
  - a. Refer to Table 5. In 1833, which five states produced the most cotton?
  - b. On the map of the United States in 1830, mark these five states with a star.
4.
  - a. Refer to Table 5. In 1859, which five states produced the most cotton?
  - b. On the map of the United States in 1860, mark these five states with a star.
5. Based on the data and/or your map, make two observations about how cotton production in the United States changed from the 1830s to the 1860s. Your statements could address how much cotton was produced, where it was produced, what role it played in the U.S. economy, or any other patterns or changes that you notice. You should also use examples from the data to support your statement. One example of an observation could be: *“Cotton production increased significantly in the United States from the 1830s to the 1860s, from 322 million pounds in 1831 to 1,536 million pounds in 1860.”*