

West Virginia Studies Resource Development

NOTE: This plan was developed with the 8th Grade standards and curriculum in mind, however, it can be adapted for Grades 6-7, as the attached lesson materials accommodate Grades 6-8.

Title of Lesson: The Brink of War: The Powder Keg Effect of the American Civil War.
Grade level: 8th Grade (West Virginia Studies)
Summary: Students will learn about the causes of the American Civil War and be able to identify the events that led to the Civil War. Students will learn about the compromises created by the the United States Congress and learn how those compromises led our country to the brink of war.
WV CCR Social Studies Standards: <ul style="list-style-type: none">• SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.• Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid).• Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).
Students will know and understand (content): <ul style="list-style-type: none">• What were the causes of the American Civil War?• What was the Missouri Compromise?• What was the Compromise of 1850?• What were the provisions of the Missouri Compromise and Compromise of 1850?
Students will be able to do (skills): <ul style="list-style-type: none">• Understand the importance of maintaining a balance between free and slave states;• Identify the provisions of the Missouri Compromise (Compromise of 1820);• Identify the provisions of the Compromise of 1850;• Understand the events that occurred in “Bleeding Kansas”;• Understand the political implications of slavery;• Be able to assess and explain the causes of the American Civil War;• Using primary and secondary sources, students will be able to analyze events, motivations, conditions and actions leading up to the Civil War;• Using primary and secondary sources, students will be able to identify and give examples of major compromises that permitted or restricted slavery in relation to territorial expansion;• Define the terms: slave state, free state, states’ rights, Missouri Compromise, Compromise of 1850, and popular sovereignty
Materials & Resources: <ul style="list-style-type: none">• A teacher created entrance ticket• A Crash Course History video. The link to the video is: https://www.youtube.com/watch?v=roNmeOOJCDY.• Disunion timeline cards and handouts from the American Battlefield Trust Middle School Curriculum (Lesson 1 Disunion). The link to the curriculum is: https://www.battlefields.org/sites/default/files/atoms/files/Disunion%20Lesson%20Package_Middle.pdf• The compromise activity cards from American Battlefield Trust High School curriculum (Lesson 1 Disunion) The link to handouts are: https://www.battlefields.org/sites/default/files/atoms/files/Disunion%20Lesson%20Package_High%20School.pdf

- **Missouri Compromise & Compromise of 1850 maps**

Learning Plan:

1. Start the class by having students view the film “The Election of 1860 & the Road to Disunion: Crash Course US History #18” using YouTube. The link to the YouTube video is: <https://www.youtube.com/watch?v=roNmeOOJCDY>.
2. Next discuss the causes of the American Civil War. Have students identify reasons why the southern states decided to secede from the union after viewing the video.
3. Ask students “How can disagreements be settled so that they do not lead to war?” Briefly review and comment on suggestions. Add “compromise” if not suggested during brainstorming, and have students define the term before asking students to identify the benefits and drawbacks of compromise and provide examples of compromises that they have made. What might happen if a compromise doesn’t work or people change their mind?
4. Ask students to use a teacher created Entrance Pass and identify three significant events or developments that led to the American Civil War that was discussed during the video and class discussion.
5. Have students share their entrance tickets. Tell students that the Civil War was like a powder keg and that any one event would have erupted or exploded into war. Make sure to review the Compromise of 1850 and the Missouri Compromise which were discussed during a previous class period. Have students discuss their answers.
6. Then show students the Missouri Compromise video from Mr. Betts class to review the political implications of slavery prior to the American Civil War. The link to the video is: <https://www.youtube.com/watch?v=sd5F6EnH6I0>
7. Place a copy of the maps for the Missouri Compromise and Compromise of 1850 and have students use the maps to analyze the guiding questions being asked to check for understanding of the compromises made during the period prior to the American Civil War. Ask students under each compromise if states/territories would enter the union as free or slave territory based on the provisions of the compromise. Also ask students as Western Virginians how would you feel about the compromise and its provisions.
8. Print out copies of the Compromise Scenario Cards from the American Battlefield Trust Curriculum so that there is a card for each of your students. Cut these out and place them in a hat. Have students pick out a Scenario Card from the hat. In their journal or on a blank sheet of paper, have your students complete the following: a. Identify your state and persona. b. Discuss whether your persona would agree or disagree that the compromises solved the issues of territorial expansion and slavery. Why or why not? Have students share their responses and ask students if those responses are appropriate assumptions based on the state and scenario that the students were assigned. The links to the curriculum can be located in the materials section.
9. Next ask students to look at history from today’s view point. Ask students what is one suggestion that might have helped prevent the Civil War? What would Northerners have liked about the idea? What would Southerners have liked about your idea?
10. Hand out the Disunion Timeline Information Cards from the American Battlefield Trust Curriculum. Have students read over the events on the card and place in order of a timeline in small groups. Allow students to display their timeline using the disunion cards on the whiteboard. The links to the curriculum can be located in the materials section.

11. After reviewing the events Hand out the Disunion Timeline Worksheet also located in the American Battlefield Trust Curriculum. Have students work in pairs to complete the worksheet. Check the handout after giving ample time to complete the activity.

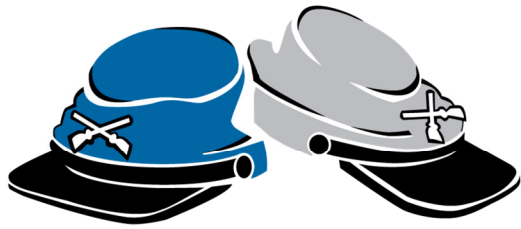
Checking for Understanding:

Students will be checked for understanding periodically throughout the lesson through the use of class discussion and the inclusion of an entrance ticket created by the teacher. Students will be given guided review questions in order to check for understanding of the material presented in the lesson.

Accommodations:

Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step-by-step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one-on-one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.

Higher level learners will be given excerpts of the Missouri Compromise and Compromise of 1850 to further research to identify the significance of the compromise provisions. Students will use the primary sources to cite concrete evidence of why the compromise was effective or ineffective prior to the American Civil War.



THE Civil War Curriculum

by the CIVIL WAR TRUST | Civilwar.org/curriculum

GOAL 1 | LESSON PLAN | MIDDLE SCHOOL

Pre-1860: Disunion

GRADES: Middle School

APPROXIMATE LENGTH OF TIME: Approximately 50 minutes

GOAL: Students will be able to identify and discuss the causes of the American Civil War.

OBJECTIVES:

1. Students will be able to compare the cultures and economies of the Northern and Southern states.
2. After reviewing portions of the Missouri Compromise, the Kansas-Nebraska Act, and the Declaration of Causes of the Seceding States, students will be able to discuss and summarize the documents' main points.
3. Students will be able to discuss the actions of John Brown at Harpers Ferry and reactions toward the event.

MATERIALS:

1. Entrance Pass
2. "An Overview of the American Civil War"
3. Disunion Timeline Information Cards
4. Disunion Timeline Worksheet
5. Disunion Timeline Worksheet Teacher Version
6. John Brown PowerPoint
7. John Brown Discussion Questions
8. Culture and Economies Chart
9. Culture and Economies Worksheet
10. Culture and Economies Worksheet Teacher Version

ANTICIPATORY SET/HOOK

1. Hand out the *Entrance Pass*, and on the *Entrance Pass* have the students define the term “Civil War.”
2. Read the first three paragraphs of James McPherson’s “An Overview of the American Civil War” together as a class.

PROCEDURE:

Activity 1

1. Hand out the *Disunion Timeline Information Cards*. Read over the events and discuss as a group.
2. Hand out the *Disunion Timeline Worksheet*. Have students work in pairs to complete the worksheet.

Activity 2

3. Print out a copy of the *John Brown PowerPoint* presentation with notes for yourself and the students before giving the presentation. The notes will show up in editing mode and on this print-out but will not be seen during the presentation.
4. Hand out the *John Brown PowerPoint* printout with notes to each student
5. As a class view the *John Brown PowerPoint* presentation.
6. Hand students copies of the *John Brown Discussion Questions*. Have students write their answers and then discuss as a class.

Activity 3

7. Hand out the *Culture and Economies Charts*; review the information with your students. Explain that while we cannot identify what every single person thought or did at the time, these charts (created from the 1860 census) help us create a snapshot of what the country was like.
8. Hand out the *Culture and Economies Worksheet*, and have students complete independently.

CLOSURE:

Discuss: What was tearing this country apart? Do you think the situation had to end in war? Had all other options to solve the disagreements been tried?

ASSESSMENT IN THIS LESSON:

1. Informal assessment through class discussion related to the *Disunion Timeline Information Cards*
2. Completed *Disunion Timeline Worksheet*
3. Informal assessment during John Brown discussion questions
4. Completed *Culture and Economies Worksheet*



Name: _____

Date: _____

Entrance Pass

Name: _____

What does the term “civil war” mean?

Can you provide an example of a civil war?

Name: _____

What does the term “civil war” mean?

Can you provide an example of a civil war?



An Overview of the American Civil War

BY DR. JAMES McPHERSON



(ives)

The Civil War is the central event in America's historical consciousness. While the Revolution of 1776-1783 created the United States, the Civil War of 1861-1865 determined what kind of nation it would be. The war resolved two fundamental questions left unresolved by the revolution: whether the United States was to be a dissolvable confederation of sovereign states or an indivisible nation with a sovereign national government; and whether this nation, born of a declaration that all men were created with an equal right to liberty, would continue to exist as the largest slaveholding country in the world.

Northern victory in the war preserved the United States as one nation and ended the institution of slavery that had divided the country from its beginning. But these achievements came at the cost of 625,000 lives--nearly as many American soldiers as died in all the other wars in which this country has fought combined. The American Civil War was the largest and most destructive conflict in the Western world between the end of the Napoleonic Wars in 1815 and the onset of World War I in 1914.

The Civil War started because of uncompromising differences between the free and slave states over the power of the national government to prohibit slavery in the territories that had not yet become states. When Abraham Lincoln won election in 1860 as the first Republican president on a platform pledging to keep slavery out of the territories, seven slave states in the deep South seceded and formed a new nation, the Confederate States of America. The incoming Lincoln administration and most of the Northern people refused to recognize the legitimacy of secession. They feared that it would discredit democracy and create a fatal precedent that would eventually fragment the no-longer United States into several small, squabbling countries.

The event that triggered war came at Fort Sumter in Charleston Bay on April 12, 1861. Claiming this United States fort as their own, the Confederate army on that day opened fire on the federal garrison and forced it to lower the American flag in surrender. Lincoln called out the militia to suppress this "insurrection." Four more slave states seceded and joined the Confederacy. By the end of 1861 nearly a million armed men confronted each other along a line stretching 1200 miles from Virginia to Missouri. Several battles had already taken place--near Manassas Junction in Virginia, in the mountains of western Virginia where Union victories paved the way for creation of the new state of West Virginia, at Wilson's Creek in Missouri, at Cape Hatteras in North Carolina, and at Port Royal in South Carolina where the Union navy established a base for a blockade to shut off the Confederacy's access to the outside world.



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But the real fighting began in 1862. Huge battles like Shiloh in Tennessee, Gaines' Mill, Second Manassas, and Fredericksburg in Virginia, and Antietam in Maryland foreshadowed even bigger campaigns and battles in subsequent years, from Gettysburg in Pennsylvania to Vicksburg on the Mississippi to Chickamauga and Atlanta in Georgia. By 1864 the original Northern goal of a limited war to restore the Union had given way to a

new strategy of "total war" to destroy the Old South and its basic institution of slavery and to give the restored Union a "new birth of freedom," as President Lincoln put it in his address at Gettysburg to dedicate a cemetery for Union soldiers killed in the battle there.

For three long years, from 1862 to 1865, Robert E. Lee's Army of Northern Virginia staved off invasions and attacks by the Union Army of the Potomac commanded by a series of ineffective generals until Ulysses S. Grant came to Virginia from the Western theater to become general in chief of all Union armies in 1864. After bloody battles at places with names like The Wilderness, Spotsylvania, Cold Harbor, and Petersburg, Grant finally brought Lee to bay at Appomattox in April 1865. In the meantime Union armies and river fleets in the theater of war

comprising the slave states west of the Appalachian Mountain chain won a long series of victories over Confederate armies commanded by hapless or unlucky Confederate generals. In 1864-1865 General William Tecumseh Sherman led his army deep into the Confederate heartland of Georgia and South Carolina, destroying their economic infrastructure while General George Thomas virtually destroyed the Confederacy's Army of Tennessee at the battle of Nashville.

By the spring of 1865 all the principal Confederate armies surrendered, and when Union cavalry captured the fleeing Confederate President Jefferson Davis in Georgia on May 10, 1865, resistance collapsed and the war ended. The long, painful process of rebuilding a united nation free of slavery began.



PRE 1860 – DISUNION TIMELINE CARDS

Missouri Compromise: (1820)

In 1818, Missouri sought admission to the Union as a slave-holding state. After two years of bitter debate, the Missouri Compromise was agreed upon. This compromise admitted Missouri to the Union as a slave state and admitted Maine as a free state to maintain the balance in the Senate. The compromise prohibited slavery north of latitude 36° 30' in the Louisiana Purchase territory, with the exception of Missouri, and allowed it south of that line.

Tariff of 1828: (1828)

Congress passed the **Tariff of 1828**, known as the “**Tariff of Abominations.**” The tariff earned this nickname because it made foreign products expensive for people to buy, especially if they did not have industry in their region producing similar items. This was the case in the South, which mainly produced raw materials. The tariff also meant less money went to foreign countries, which then bought fewer raw materials, such as cotton, from the South.

Nat Turner’s Rebellion (1831)

Nat Turner, a slave, along with about 60 other slaves led a violent rebellion that resulted in the deaths of more than 50 Virginians. Nat and many others were executed for their part, or suspected part, in the revolt. Nat Turner’s Rebellion struck long-term fear in the hearts of slave owners, which caused them to place new restrictions on slaves and prompted a national debate on the slavery question.

The Tariff of 1832

Also known as the Compromise Tariff, the Tariff of 1832 was passed by Congress in an attempt to appease the South after the Tariff of 1828. Unsatisfied, John C. Calhoun resigned from the vice presidency and South Carolina issues an *Ordinance of Nullification*, which declared both tariffs unconstitutional and would not be honored within the sovereign state of South Carolina. President Andrew Jackson issues his *Proclamation Regarding Nullification*, explaining its unconstitutionality and promising to use military force, if necessary. South Carolina repeals the Ordinance of Nullification after a new tariff is passed.

Compromise of 1850

Disagreements erupted over whether land acquired from Mexico after the Mexican-American War would become slave or free states. The compromise admitted California as a free state, and the inhabitants of the territories of New Mexico, Nevada, Arizona, and Utah would be allowed to decide whether or not to permit slavery in their territories when they applied for statehood. The compromise included the Fugitive Slave Act, which denied captured blacks legal power to prove their freedom and required U.S. marshals and deputies to help slave owners capture their property. The compromise also ended the slave trade in the District of Columbia.

Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852)

Published in response to the Fugitive Slave Act of 1850, it had sold two million copies worldwide within two years of being published. After the Bible, *Uncle Tom's Cabin* was the highest selling book of the 19th century. President Lincoln read *Uncle Tom's Cabin* before announcing the Emancipation Proclamation in 1862, and when he met Stowe, he exclaimed, "So this is the little woman who started this great war!"

Kansas-Nebraska Act (1854)

This act repealed the Missouri Compromise, which said that states north of the latitude 36° 30' would be free states. This allowed settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery within their borders when they applied for statehood. The Kansas-Nebraska Act split the Democratic Party and virtually destroyed the Whig Party. The northern Whigs joined the antislavery Democrats to form the Republican Party.

“Bleeding Kansas” (1856)

Disagreements over whether slavery should be allowed in Kansas led to violence among settlers.

Dred Scott Decision (1857)

Dred Scott, a slave, sued for his freedom on the grounds that since his master had taken him to live in free territories, he should be free. The controversial decision of the U.S. Supreme Court stated that no slave or descendant of a slave could be a U.S. citizen. As a non-citizen and a slave viewed as property, Scott was not entitled to file suit. The Court also ruled that Congress had no power to exclude slavery from the territories; therefore, the Missouri Compromise and other legislation limiting slavery were unconstitutional.

Lincoln-Douglas Debates (1858)

These debates between Abraham Lincoln and Stephen Douglas, sponsor of the Kansas-Nebraska Act, were primarily over the issue of slavery. The debates forged Lincoln into a prominent national figure and solidified his Republican Party's antislavery platform.

John Brown's Raid (1859)

John Brown and 22 other men raided the town of Harpers Ferry, Virginia, hoping to arm and free slaves. Brown and his raiders captured many of the town's most important citizens and held them hostage. Within 24 hours, Brown was captured and convicted of treason, murder, and conspiracy to incite slave rebellion. He was hanged that December.



Disunion Timeline Worksheet

Use the answers provided to answer the following questions concerning “Disunion” and “Sectionalism.”

Timeline Possible Answers	
“BLEEDING KANSAS”	COMPROMISE OF 1850
<i>DRED SCOTT vs. SANFORD</i>	HARRIET BEECHER STOWE’S <i>UNCLE TOM’S CABIN</i>
KANSAS-NEBRASKA ACT	LINCOLN-DOUGLAS DEBATES
MISSOURI COMPROMISE OF 1820	NAT TURNER’S REBELLION
TARIFF OF 1828	TARIFF OF 1832
JOHN BROWN	SLAVERY

1. These events established Lincoln as a prominent national figure and solidified his Republican Party’s antislavery platform: _____
2. This case went to the U.S. Supreme Court, where the Court decided that the Missouri Compromise and other legislation limiting slavery were unconstitutional: _____
3. This event led to the deaths of more than 50 Virginians and struck fear into the hearts of slave owners: _____
4. This event began as a disagreement over whether or not slavery should be allowed in Kansas: _____
5. This compromise admitted Missouri to the Union as a slave state, admitted Maine as a free state to maintain the balance in the Senate, and prohibited slavery north of latitude 36° 30’ in the Louisiana Purchase territory, with the exception of Missouri: _____

6. This document repealed the Missouri Compromise and helped to create the Republican Party: _____

7. This compromise includes land acquired from Mexico after the Mexican-American war, the admission of California to the Union and the Fugitive Slave Act, and it ended the slave trade in Washington, DC: _____

8. Man who raided the town of Harpers Ferry, Virginia in 1859 in an attempt to arm slaves: _____

9. This was passed by Congress to protect American industry by applying high tariffs on imported items: _____

10. This was published in response to the Fugitive Slave Act of 1850, and within two years two million copies had been sold worldwide: _____

10. This caused the resignation of John C. Calhoun from the vice presidency and an Ordinance of Nullification, and caused President Andrew Jackson to promise to use military force if South Carolina did not repeal the Ordinance of Nullification: _____



Disunion Timeline Worksheet (Teacher Version)

Use the answers provided to answer the following questions concerning “Disunion” and “Sectionalism.”

Timeline Possible Answers	
“BLEEDING KANSAS”	COMPROMISE OF 1850
<i>DRED SCOTT vs. SANFORD</i>	HARRIET BEECHER STOWE’S – <i>UNCLE TOM’S CABIN</i>
KANSAS-NEBRASKA ACT	LINCOLN-DOUGLAS DEBATES
MISSOURI COMPROMISE OF 1820	NAT TURNER’S REBELLION
TARIFF OF 1828	TARIFF OF 1832
JOHN BROWN	SLAVERY

1. These events established Lincoln as a prominent national figure and solidified his Republican Party’s anti-slavery platform: _____ LINCOLN-DOUGLAS DEBATES _____

2. This case went to the U.S. Supreme Court, where the Court decided that the Missouri Compromise and other legislation limiting slavery were unconstitutional: _____ DRED SCOTT vs. SANFORD _____

3. This event led to the deaths of more than 50 Virginians and struck fear into the hearts of slave owners: _____ NAT TURNER’S REBELLION _____

4. This event began as a disagreement over whether or not slavery should be allowed in Kansas: _____ “BLEEDING KANSAS” _____

5. This compromise admitted Missouri to the Union as a slave state, admitted Maine as a free state to maintain the balance in the Senate, and prohibited slavery north of latitude 36° 30’ in the Louisiana Purchase territory, with the exception of Missouri:
 _____ MISSOURI COMPROMISE OF 1820 _____

6. This document repealed the Missouri Compromise and helped create the Republican Party:
 KANSAS-NEBRASKA ACT

7. This compromise includes land acquired from Mexico after the Mexican-American war, the admission of California to the Union, and the Fugitive Slave Act, and it ended the slave trade in Washington, DC: COMPROMISE OF 1850

8. Man who raided the town of Harpers Ferry, Virginia in 1859 in an attempt to arm slaves:
 JOHN BROWN

9. This was passed by Congress to protect American industry by applying high tariffs on imported items: TARIFF OF 1828

10. This was published in response to the Fugitive Slave Act of 1850, and within two years two million copies had been sold worldwide: HARRIET BEECHER STOWE'S *UNCLE TOM'S CABIN*

10. This caused the resignation of John C. Calhoun from the vice presidency and an Ordinance of Nullification, and caused President Andrew Jackson to promise to use military force if South Carolina did not repeal the Ordinance of Nullification: TARIFF OF 1832



Name: _____

Date: _____

John Brown Discussion Questions

What was John Brown trying to do when he raided Harpers Ferry?

Why would he want to do this?

Were reactions to his actions the same throughout the country?

Who might be upset by his actions and reasons for taking action?

Who might be upset by his actions, but not his reasons?



CULTURE AND ECONOMIES CHARTS

CULTURE AND ECONOMICS - 1860		
	NORTH	SOUTH
	PERCENTAGE	PERCENTAGE
POPULATION	71%	29%
RAILROAD MILEAGE	72%	18%
BANK DEPOSITS	81%	19%
FACTORIES	85%	15%
WEALTH	75%	25%
LARGE FARMS (500+ ACRES)	16%	84%
IRON / STEEL PRODUCTION	92%	8%
VALUE OF EXPORTS	68%	32% ¹

¹ Historical Census Browser. Retrieved August, 2010, from the University of Virginia, Geospatial and Statistical Data Center: <http://fisher.lib.virginia.edu/collections/stats/histcensus/index.html>.

CULTURE AND ECONOMICS - 1860	
NORTH	SOUTH
MANUFACTURING	FARMING
FACTORIES	LARGE FARMS
GENERALLY DID NOT WANT SLAVE LABOR	GENERALLY IN FAVOR OF SLAVE LABOR
TEXTILES	CASH CROPS
MORE BANK DEPOSITS	FEWER BANK DEPOSITS
LONGER WINTER	SHORTER WINTER – LONGER GROWING SEASON



Culture and Economies Worksheet

Place an “X” in the box for the side that had the advantage for each question. Use your Culture and Economies Charts to help you.

QUESTION	NORTH	SOUTH
1. Which side had the advantage in railroads?		
2. Which side had the advantage in farm acreage?		
3. Which side had the advantage in value of exports?		
4. Which side had the advantage in population?		
5. Which side had the advantage in wealth?		
6. Which side had the advantage in iron/steel production?		
7. Which side had the advantage in factories?		
8. Which side had the advantage in bank deposits?		

Fill in the following blanks with either North or South.

1. Which side had large plantations and few factories? _____
2. Which side produced large amounts of textiles and had an economy based on manufacturing? _____
3. Which side was in favor of slavery? _____
4. Which side had a short winter that allowed farmers to have a longer growing season? _____
5. Which side had a larger population? _____

What advantages do you think the North had in winning a war?

What advantages do you think the South had in winning a war?



Culture and Economies Worksheet (TEACHER VERSION)

Place an “X” in the box for the side that had the advantage to each question. Use your Culture and Economies Charts to help you.

QUESTION	NORTH	SOUTH
1. Which side had the advantage in railroads?	X	
2. Which side had the advantage in farm acreage?		X
3. Which side had the advantage in value of exports?	X	
4. Which side had the advantage in population?	X	
5. Which side had the advantage in wealth?	X	
6. Which side had the advantage in iron/steel production?	X	
7. Which side had the advantage in factories?	X	
8. Which side had the advantage in bank deposits?	X	

Fill in the following blanks with either North or South.

1. Which side had large plantations and few factories? **South**
2. Which side produced large amounts of textiles and had an economy based on manufacturing? **North**
3. Which side was in favor of slavery? **South**
4. Which side had a short winter that allowed farmers to have a longer growing season? **South**
5. Which side had a larger population? **North**

What advantages do you think the North had in winning a war?

Accept any response that uses the information above to construct an answer listing a few reasons why these things would have helped the North win a war.

What advantages do you think the South had in winning a war?

Accept any response that uses the information above to construct an answer listing a few reasons why these things would have helped the South win a war.