



# HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **11th Grade** | Unit 5

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# HISTORY & GEOGRAPHY 1105

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**LIFEPAC Test is located in the center of the booklet.** Please remove before starting the unit.

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# A Nation Divided and United

## Introduction

During the years after the War of 1812, the population of the United States increased rapidly. Industry expanded, agricultural production boomed, settlers began to move into new territories, roads and canals were constructed over mountains and through dense forests, and the cry of “Manifest Destiny” could be heard across the nation.

Manifest Destiny was the idea that the citizens of the United States had a God-given right to extend their way of life from the Atlantic to the Pacific and that no physical barrier or human force could stop the settlement of these lands. This idea became a prevalent thought in the minds of many United States citizens. The expansion into new territories across the continent was a direct link in the chain of events leading to the Civil War.

Each time new territory was acquired by the United States, the troublesome question of slavery was raised. Many people in the anti-slavery faction of the North and West persisted in thinking that slavery in the territories would result in the economic superiority of the South and the demise of free enterprise. The proslavery faction, in contrast, feared the destruction of the “Southern lifestyle” unless the balance between free states and slave states could be maintained.

The increase in universal white male suffrage was another factor that helped create the sectionalism that paved the way for the war. After the Declaration of Independence, state laws in the thirteen states stipulated that only white men with considerable property or those who paid high taxes were allowed to vote. These laws were still in effect after the War of 1812. Between 1816 and 1821 six new states were admitted to the Union that allowed all white men to vote without regard for property qualifications. With the addition of these new states, the eastern and southern states began to relax their voting restrictions; many men who had never shown an interest in politics began to participate in the elective process. For the first time the “common” man had the opportunity of electing people to office who would encourage the federal government to adopt policies primarily beneficial to his sectional needs.

In the years following the War of 1812, the United States extended its boundaries from the Atlantic coast to the Pacific coast. With this expansion came issues that divided one section of the nation from another. As the United States grew, the way of life changed from one section to another. Southern living, for example, was entirely different from that of the West or Northeast.

In this unit you will study the conditions of life in the East, the West, and the South. You will also study the Civil War and the reconstruction efforts after the war.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC<sup>®</sup>. When you have finished this LIFE PAC, you should be able to:

1. Describe the physical and sociological features of the South, the West, and the Northeast.
2. Define issues which caused the polarization of the nation prior to the Civil War.
3. Review both the Northern and the Southern views of these issues.
4. Identify the leading personalities of the Civil War era and explain the consequences of their actions.
5. Identify generalizations about the effect of slavery on owners and slaves.
6. Define the strengths and weaknesses each side possessed in facing the Civil War.
7. Identify major battles of the war and how each victory or defeat contributed to the outcome of the war.
8. Outline effects of the war on the North and the South.
9. Examine the reconstruction efforts made after the Civil War.
10. Recognize that God is no respecter of persons and that we are all equal in his sight.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

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# 1. REGIONAL LIFESTYLES

In this section and the next you will examine the prewar lifestyles of three regions and see how these differences in lifestyle contributed to sectionalism and the problems that followed.

## Section Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Describe the physical and sociological features of the South, the West, and the Northeast.
2. Define issues which caused the polarization of the nation prior to the Civil War.
3. Review both the Northern and the Southern views of these issues.

## Vocabulary

**Study these words to enhance your learning success in this section.**

<b>agrarian</b> .....	Organized or designed to promote agricultural interests.
<b>artisan</b> .....	One trained in some mechanical art or trade.
<b>drainage basin</b> .....	A land drained by a river and its tributaries.
<b>fall line</b> .....	Place where rivers descend in falls or rivers from a piedmont to a plain.
<b>growing season</b> .....	The period between the last killing frost in the spring and the first killing frost in the fall.
<b>piedmont</b> .....	Hilly land at the foot of mountains.
<b>sod</b> .....	Soil filled with the roots of grass, herbs, and so forth.

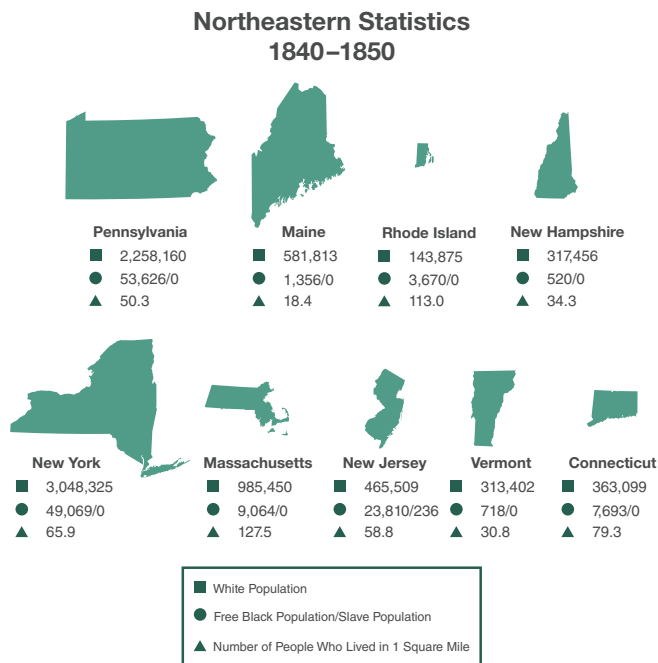
**Note:** All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

## REGIONAL LIFESTYLES: THE EAST AND WEST

**Life in the East.** In 1850 more than half of the factories in the United States were located in the Northeast with two-thirds of the nation's production value centered in that region. The Northeast was unsuitable for large-scale farming because of the mountainous terrain and the short **growing season**—only three months in some places. However, the rough, rocky mountains with rivers coursing down their sides were an ideal source for the power necessary to run the machinery in the new mills and factories of the budding Northeastern textile industry. They also had a ready source of cotton in the South.

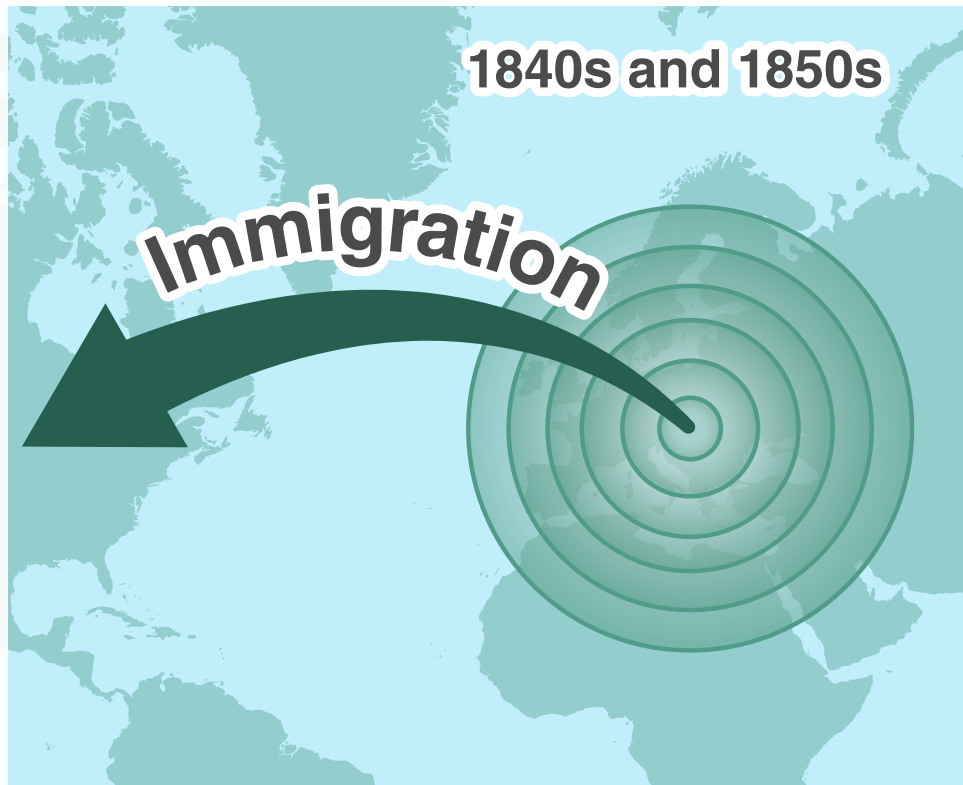
Because the growing season was short and the hard, rocky ground kept agricultural production near the subsistence level, more people lived in the cities of the Northeast to find work than in either the West or the South.

In the years preceding the Civil War, a new wave of immigrants came to the United States, fleeing the potato famine of 1845 and 1846 in Ireland. A few of the immigrants remained in the southern entry



From *Idea and Action in American History*, M. Brady & H. Brady; Prentice-Hall, Inc.: Englewood Cliffs, NJ; 1977. Used by Permission.

- Ireland 2.9 M
- Germany 1.5 M
- England 420,000
- France 180,000
- Scotland 40,000
- Switzerland 30,000
- Netherlands 20,000
- Belgium 20,000
- Italy 15,000
- Wales 15,000
- Poland 5,000



ports of Charleston and New Orleans. However, the majority swelled the numbers in the northern cities where they found work in the factories. By 1857 the number of factory workers had risen to 1.2 million, and the industrial labor force to almost 1 million people working an average of sixty-eight to seventy-two hours a week.

City workers developed machines and products to make their lives easier. Charles Goodyear's vulcanized rubber was patented in 1844 and was used for boots and shoes. Elias Howe's sewing machine was patented in 1846. The telegraph was patented by Samuel Morse in 1862 and increased intercontinental communications. These inventions are examples of some of the machines and products of the period.

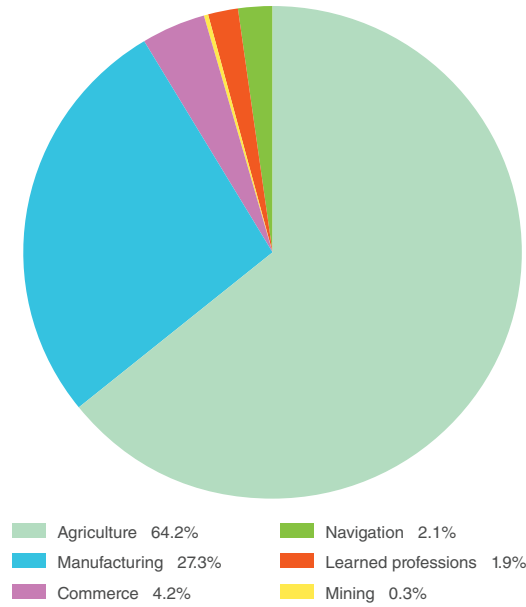
The major cities of the Northeast—Philadelphia, Trenton, New York, Buffalo, Hartford, Providence, and Boston—had cobblestone streets, gas lanterns posted on brick or flagstone sidewalks, and gutters that ran down the middle or sides of the streets carrying the sewage. The more enlightened cities had street cleaners, watchmen who handled thieves and looters, and chief engineers who coordinated the efforts of volunteer firemen. The shops of small **artisans**, merchants, cabinetmakers, silversmiths, candle makers, blacksmiths, clock makers, milliners, printers, and grocers lined the streets. Horse-drawn carriages rumbled across the cobblestones while hawkers called out, selling water, milk, wood for fuel, fruit, and hot foods such as boiled corn and gingerbread. Other peddlers bought rags, old metal, and rope.

Brick or board houses lined the streets of the residential areas, and a few public and religious schools and academies were available for those who were able to pay tuition. Tenement houses became home for some factory workers; other factories provided small houses near the plant for their laborers. Black freedmen and Indians lived in the cities of the North. They ran small businesses, were service workers in homes and inns, and worked in the factories like other common people of the time.

Wealthy merchants and industrial capitalists wielded vast political power because of their great wealth. The general public tended to agree with their political and industrial leaders, whatever their own social or economic class. During that period, the people of the Northeast became more concerned about the needs of those around them. Most of the great reform movements flowered in this region of the country. The demand for public education, prison

### Northeastern Statistics 1840–1850

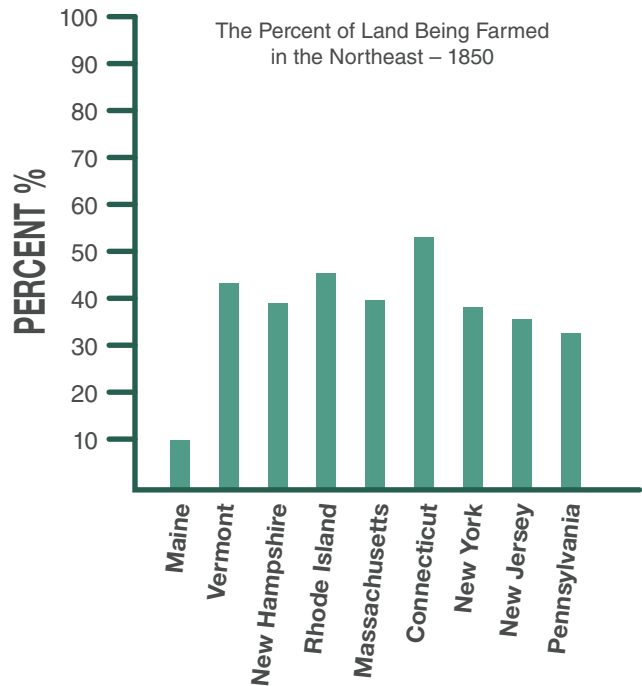
Workers in the Northeast – 1840



From *Idea and Action in American History*, M. Brady & H. Brady; Prentice-Hall, Inc.: Englewood Cliffs, NJ; 1977. Used by Permission.

### Northeastern Statistics 1840–1850

The Percent of Land Being Farmed in the Northeast – 1850





reform, assistance for the physically handicapped, care for the insane, women's rights, temperance, ideal societies, and **abolition** all found support in that region. The Northeast favored governmental

aid to business, the protective tariff, and controlled bank credit. It did not, however, favor westward expansion, especially if it included slavery.

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**Study the statistics of the Northeastern states from the charts and fill in the blanks.**

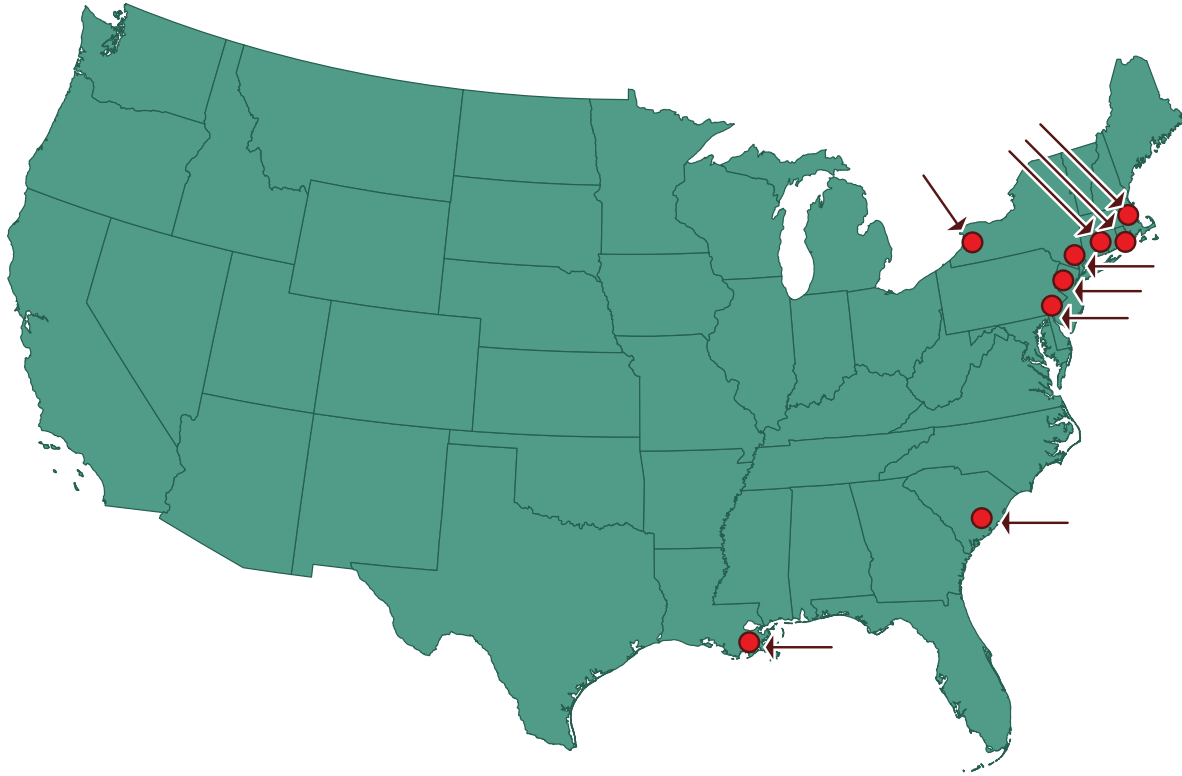
- 1.1 The largest Northeastern state was \_\_\_\_\_ with a white population of \_\_\_\_\_ people.
- 1.2 The smallest Northeastern state was \_\_\_\_\_ with a white population of \_\_\_\_\_ people.
- 1.3 The most densely populated state was \_\_\_\_\_ with \_\_\_\_\_ people per square mile.
- 1.4 The state with the highest percentage of land being farmed was \_\_\_\_\_.
- 1.5 In Maine only \_\_\_\_\_ percent of the land was used for farming.

**Match the countries with the number of immigrants.**

- |      |               |              |
|------|---------------|--------------|
| 1.6  | _____ Ireland | a. 420,000   |
| 1.7  | _____ Germany | b. 180,000   |
| 1.8  | _____ Poland  | c. 15,000    |
| 1.9  | _____ France  | d. 2,900,000 |
| 1.10 | _____ Belgium | e. 5,000     |
| 1.11 | _____ England | f. 20,000    |
| 1.12 | _____ Italy   | g. 1,500,000 |

Complete this map activity.

1.13 Write the numbers of the cities listed below at their correct location on the map.



- |                 |             |               |
|-----------------|-------------|---------------|
| 1. Charleston   | 4. Trenton  | 7. Boston     |
| 2. New Orleans  | 5. New York | 8. Providence |
| 3. Philadelphia | 6. Hartford | 9. Buffalo    |

Choose the best answer(s).

1.14 Two emerging factors after the War of 1812 that contributed to development of sectionalism were:

- \_\_\_\_\_ a. the stricter voting laws
- \_\_\_\_\_ b. the demise of free enterprise
- \_\_\_\_\_ c. an increase in the number of men voting
- \_\_\_\_\_ d. a rapid decrease in the population of the United States
- \_\_\_\_\_ e. the concept of Manifest Destiny



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