

Unit 6 Closed Captions Instruction Videos

Lesson 1 Mexican American War-

Section 1

00:00:01 TEACHER: You've learned that Mexico and the United States disagreed about the border between the newly acquired Texas territory and Mexico. You will also learn how this dispute ended up being one of the causes of the Mexican War. You will also look at the key events of the war and its results. But first, we'll look at how Manifest Destiny and the

00:00:21 desire to expand westward led the US government to strike a deal with Mexico.

Section 2

00:00:02 James Polk served as the Speaker of the House and the Governor of Tennessee. He defeated Henry Clay to win the presidential election of 1844. While running for president, he promised to annex Texas. He was also a strong proponent of westward expansion. He vocally called for war if Britain did not give up its claim to the Oregon territory.

00:00:23 And he also believed in Manifest Destiny. He also wanted to annex California, so he began to make that happen. In 1845, President Polk sent diplomat James Slidell on a secret mission to Mexico. He gave Slidell two key tasks-- settle the border dispute with Mexico in the state of Texas, and offer to buy New Mexico and California

00:00:46 for up to \$30 million. This way, the United States could get the western land it wanted. There was just one problem with this plan. Mexico was not interested. Mexican officials refused to meet with Slidell. The Mexican government was still angry that the United States had annexed Texas against Mexico's wishes.

00:01:07 Polk was so angry at this refusal that in 1846 he sent US troops into the disputed border area to enforce the American claim on the land. Led by General Zachary Taylor, the Americans set up camp on the north side of the Rio Grande. This land was claimed by both Mexico and the United States. Mexican officers demanded that Taylor leave. When he refused, the Mexicans attacked the US troops,

00:01:33 killing 11. Taylor sent a report to President Polk of the attack. Polk then began to publicly cry, or call out, for war.

Section 4

00:00:01 Congress declared war on Mexico on May 13, 1846 by an overwhelming vote. But soon, disagreements about the war surfaced. President Polk was a Democrat, and many of his fellow Democrats supported him and the war. In contrast, members of the opposing Whig party were some of the only congressmen who voted against the war. Supporters of annexation believed

00:00:27 that the war was justified. They said that Mexico was threatened to attack part of Texas. But others believed that Polk had provoked the war by sending American troops into the disputed border area. They thought that Mexico was too weak to be a real threat to the United States. One of the most vocal opponents of this was an

00:00:46 Illinois congressman named Abraham Lincoln. Finally, Southerners wanted to expand US territory into the Southwest by seizing land from Mexico. Any new states added in this area would be slave states under the Missouri Compromise of 1820. Abolitionists opposed the idea of expanding slavery, so they opposed the war with Mexico. The US military had to prepare quickly for war.

00:01:13 The US Army that took the field was made up mostly of volunteers. The regular American Army was not very big when the war began, with only about 7,000 troops. Officials called for 50,000 volunteers. Because the war was popular, thousands of men began to sign up. But there was a problem.

00:01:33 They were very inexperienced. The soldiers and many of the officers would have to learn on the battlefield. The US Army was smaller than the Mexican army when the war started, but the US troops did have the advantage of being better armed than the Mexican forces.

Section 6

00:00:01 TEACHER: What were the causes and effects of the Mexican-American War? You've learned about the causes of the war between Mexico and the United States. In this segment, you'll learn about the course of the Mexican-American War and the battles that took place. As soon as the war began, US forces turned its sights on seizing California.

Section 7

00:00:01 The first fighting in California came from an unexpected source. Although there were only a few hundred Americans living in California, a small group of them rebelled against the Mexican government there in June of 1846. The tiny rebel force gained control

of Sonoma, then California's capital. They created the bear flag, similar to the one shown here,

00:00:21 and declared themselves the Independent Republic of California, also called the Bear Flag Republic. But the Republic of California would not last. US Naval forces arrived in San Francisco in July of 1846, and claimed the region for the United States. The fighting continued for a few months. But by January 1847, the entire region was under US control.

Section 9

00:00:01 In Mexico, US forces fought against Mexican commander Antonio Lopez de Santa Anna. Santa Anna had a career full of dramatic changes in fortune. He began as a general in the Mexican army, and commanded their forces in their unsuccessful attempt to halt Texas's independence. He became dictator of Mexico in 1841

00:00:22 after leading a revolt. But he was overthrown and forced into exile in 1845. When Mexico went to war with the US, Santa Anna returned to lead Mexico's army once again. After the war, he went into retirement. Facing Santa Anna at the start of the war was US General Zachary Taylor. Taylor was a veteran of the War of 1812, and many battles

00:00:45 against American Indians. He was put in command of US troops at the start of the war. Still, Taylor led the US to several key victories and became a war hero. He was nicknamed "Old Rough and Ready," for his willingness to fight even when outnumbered. Riding this popularity, he ran for president in 1848 and won

00:01:06 as a member of the Whig Party. Unfortunately, he died of cholera 16 months after taking office. Winfield Scott had been a war hero of the War of 1812, and he also was winning key battles. Scott was a skilled and popular leader. He got the nickname, "Old Fuss and Feathers," because he insisted on his troops acting in a formal military manner.

00:01:31 In 1841, he was put in command of the entire US Army. He served in this post until 1861. Scott went on to win key battles in the Mexican American War. Like Taylor, Scott ran for the presidency as a member of the Whig Party. But he was the seated in 1852.

Section 11

00:00:01 TEACHER: The US won a series of battles as the war began. Polk achieved one of his important aims of the war when American forces were successful in defeating Mexican forces in New Mexico at the

Battle of Santa Fe. Next, Zachary Taylor captured the Mexican city of Monterrey. Another American commander, Winfield Scott, landed at the Mexican port city of Veracruz. He captured the city, then he marched 300 miles to the

00:00:29 Mexican capital of Mexico City. He captured the city and forced Mexico to surrender. The war ended in February with the Treaty of Guadalupe Hidalgo was signed.

Section 13

00:00:01 TEACHER: Let's look one last time at the lesson question. "What were the causes and effects of the Mexican-American War? You've learned how the United States defeated Mexico in the Mexican-American War. Now you'll learn how the US victory effected the United States. You will learn about the Treaty of Guadalupe Hidalgo

00:00:18 that ended the war, and how the newly-acquired territory impacted the debate on slavery.

Section 14

00:00:01 TEACHER: Even before the war ended, Congress was already debating on what to do when Mexico was defeated. Supporters of the war agreed that the United States should take control of some of Mexico's territory. Just how much was not clear. Only the US claims in Texas? Or should the US try to gain the rest of the Southwest, including California?

00:00:22 Some politicians wanted to take all of Mexico. This raised another question. Should slavery be allowed in the new territory taken from Mexico? The debate over slavery in the new territory had been a contentious problem as the US expanded across the continent. First the Missouri Compromise of 1820 had tried to settle this issue.

00:00:45 Remember, the compromise banned all slavery in the Louisiana Territory to the north of Missouri's southern border. This was the 36 degree, 30 minute line of latitude, and it was later extended to the West. Slavery was allowed in the territories to the south of that line. But the addition of a Mexican territory caused new problems.

00:01:08 What rules would govern slavery in this new territory? The debate over the expansion of slavery heated up in Congress. Southern politicians wanted slavery to expand. The Southern economy was heavily dependent on slave labor for its agriculture. However, many Northern politicians opposed the expansion of slavery.

00:01:29 By 1804, slavery was illegal in all Northern states. One of these Northerners was Democratic congressman, David Wilmot. Looking ahead to the possibility of acquiring land from Mexico, Wilmot wrote the Wilmot Provisio, and he did that in 1846. This was right after the war started, well before any territory had been won.

00:01:53 We're talking about the Republic of Mexico. We're talking about, "neither slavery shall ever exist in any part of said territory." As you can see, the provisio attempted to ban slavery in any land gained in the war. The provisio was passed twice in the House, but rejected both times in the Senate. As a result, it was never adopted.

00:02:18 However, the Wilmot Provisio and its debate in Congress pointed to the trouble ahead in the national debate over slavery and its territory's spread.

Section 16

00:00:01 TEACHER: After much argument in conversation between the two nations, in February 1848, the US and Mexico signed the Treaty of Guadalupe Hidalgo. This is the cover of the treaty, and the medallion that accompanied it. The treaty ended the Mexican American War, recognized the US claim to Texas, and established the border at the Rio Grande.

00:00:23 Mexico was forced to give up land in return for \$15 million. The Mexican Cession gave the US most of what is today known as the southwestern United States. The land the US received from Mexico was known as the Mexican Cession. The cession territory included the present day states of California, Nevada, New Mexico, Utah, and parts of

00:00:47 Arizona, Colorado, and Wyoming, as indicated on the map. This added up to more than 500,000 square miles of territory. Mexico was unhappy to lose so much of its territory. This led to poor relations with the United States for many years. The United States was not quite done expanding, however.

00:01:08 In 1853, the US negotiated a deal for \$10 million for 30,000 additional square miles of Mexico's territory. This purchase added part of Arizona and New Mexico to the United States, as you can see on the map where its indicated the Gadsden Purchase. The US government wanted this land so that they could build a railroad. They wanted to connect the Rio Grande to the Pacific Ocean,

00:01:35 via a southern railroad route. The Gadsden Purchase completed the expansion of the continental United States, the US not including Alaska and Hawaii.

Section 18

00:00:01 TEACHER: The end of the war left many unresolved problems. To begin with, thousands of Mexicans living in the Mexican Cession found themselves with an unclear status. Were they Americans or Mexicans? Families were divided by the new political border that separated the US and Mexico. Under the terms of the treaty of Guadalupe Hidalgo, many Mexicans living in the Mexican Cession became US citizens.

00:00:25 Disputes over property were common. The treaty protected the property rights of Mexican Americans. But as more white American settlers and prospectors came West, Mexican Americans were outnumbered. They were forced to prove ownership of their land and many were unable to do so to the satisfaction of American courts.

00:00:45 Many faced other types of discrimination as well. When the US acquired its southwestern territories, some Americans thought the land was useless. They claimed it was too dry and rocky for many people to live there. They were proved wrong. Today, the Southwest is a key part of American society and economy.

00:01:04 The states of Arizona, California, Nevada, New Mexico, and Utah had a combined population of over 50 million people in the year 2010. About 35% of that population was Hispanic compared to 16% for the US as a whole during that same period. California has the largest state economy. The region also has a strong cultural influence over the rest of the United States affecting

00:01:31 food, music, and art.

Section 20

00:00:02 TEACHER: The debate over whether slavery should be allowed in the new western territories continued to divide the nation between the pro-slavery South and the anti-slavery North. Author Ralph Waldo Emerson saw the danger of acquiring new western lands from Mexico. "The United States will conquer Mexico, but it will be as the man that swallows the arsenic, which

00:00:24 brings him down in turn. Mexico will poison us." Emerson and others knew the expansion would just make the arguments between the North and South worse. If you can see where he says, "poison us"-- this is

00:00:45 what he meant when he said the US would be poisoned by defeating Mexico. The debate between the North and South would not be resolved until the two sides fought a bitter and bloody Civil War.

Lesson 2 Temporary Compromise

Section 1

00:00:00 TEACHER: Our lesson question today is why did the nation agree to compromise over the expansion of slavery in 1850? In the warm up, you learned about an earlier compromise over the slavery issue. In this lesson, you will learn about the growing debate over the expansion of slavery into the territories.

00:00:24 You'll also learn how the California Gold Rush expedited the need for compromise. And you'll consider how all of these events led to the Compromise of 1850 and the growing divide over the future of slavery in the nation. In the first segment of this lesson, you will learn how the addition of territories in the West revived and intensified the debate over slavery.

Section 2

00:00:00 TEACHER: After winning the Mexican-American War, the United States acquired a large area in the West-- pictured here--from Mexico in the Mexican Cession. This area included the present day states of Utah, Nevada, California and parts of Arizona, New Mexico, Colorado, and Wyoming. This led to a debate over whether slavery

00:00:26 would be allowed in the Western territory acquired from Mexico. Southern states supported the spread of slavery. Northern states opposed it. American political leaders supported different positions on how to address the issue of slavery in the Mexican Cession. One position supported by many Northerners was the Wilmot Proviso, which would outlaw slavery in all new territories.

00:00:56 The Wilmot Proviso was voted on during the Mexican-American War, but rejected by Congress. Some supported the exact opposite position that slavery should be legal in all new territories. Between those two positions were two compromise ideas. One of these ideas was to extend to the Missouri Compromise line all the way west to the Pacific. Slavery would be legal below the line and banned above the line.

00:01:28 The other moderate idea was popular sovereignty. This meant that the people living in the territory could decide for themselves whether slavery was allowed there or not.

Section 4

00:00:00 TEACHER: With the election of 1848 approaching, the two major political parties, the Whigs and Democrats, tried to keep slavery from dividing their parties. The Whigs nominated Zachary Taylor, a war hero during the Mexican-American war. Although he was a slave owner, he took no position on the extension of slavery

00:00:24 to the territories. Democrats chose as their nominee for president Lewis Cass, a senator from Michigan and a supporter of popular sovereignty. Remember, popular sovereignty was one of the compromise positions that would allow the people living in the territories to decide whether slavery was allowed there or not.

00:00:47 Hoping to win support from voters in both the North and the South, neither party wanted slavery to become a major campaign issue. During the campaign of 1848, the Free-Soil Party formed. This new party included antislavery Whigs and Democrats in the North who were disappointed that their old parties did not take a stand against slavery. This cartoon here shows then Democrat and former president

00:01:20 Martin Van Buren on the ground, trying to smoke out Lewis Cass and make him take a stand on slavery. The Free-Soil Party also opposed the spread of slavery into any of the Western territories. And they nominated Van Buren as their candidate for president. The Free-Soil Party gained support from different groups in the North, including abolitionists--

00:01:51 the people who wanted slavery to end immediately-- small farmers and merchants, mill and household workers. Many white Northerners supported Free-Soilers, not because they opposed slavery on moral grounds, but because they believed enslaved workers would take away job opportunities in the West.

Section 6

00:00:00 TEACHER: Zachary Taylor, a war hero of the War with Mexico, won the presidency in 1848 in a close election. Each side won support in the South and the North. Taylor's promises won him support in the South. But some Southerners still supported a Democrat candidate. As you can see on this map, the election did not have a sectional divide, North and South, that we

00:00:28 will see in later elections.

Section 7

00:00:00 TEACHER: Today, we are exploring the lesson question, why did the nation agree to compromise over the expansion of slavery in 1850? In the first segment, you learned about the debate on slavery in the territories and the election of 1848. In the next segment of this lesson, you will learn about the California Gold

00:00:23 Rush and its impact on westward expansion and the slavery issue.

Section 8

00:00:00 TEACHER: Early in 1848, a carpenter discovered gold at Sutter's Mill on the American River in California. In the months that followed, news of the gold discovery spread across the country. New York newspapers reported the news in the summer of 1848. And President James Polk confirmed the gold discovery

00:00:23 in a December address to Congress. After the president's speech, thousands of people hiked and sailed to California. The image you see here is one of the many ads offering transportation to the gold fields, offers taken up by tens of thousands of Americans and others from around the world. The journey, whether by land or sea, was not easy.

00:00:49 Travelers faced numerous hardships including cholera, shipwreck, and attacks from American Indians. Though few prospectors struck it rich, people kept on coming throughout 1849. This is why these miners were called '49ers.

Section 10

00:00:00 TEACHER: After the discovery of gold, California's population soared seemingly overnight. San Francisco and Sacramento grew from small towns to large cities. This picture shows San Francisco crowded with ships and new buildings. California's population rose from 15,000 to 100,000

00:00:24 in less than two years. By the end of 1849, California had enough people to apply for statehood. California's application for statehood sharpened the already tense national debate over slavery. California wanted to enter the Union as a free state. This would upset the balance of 15 free states and 15 slave states already in the Union.

00:00:52 At that time, the number of free and slave states was equal and had been at the time of the Missouri Compromise in 1820. But no slave

territory was ready for statehood, so there was no way to restore the balance if California became a state. The possible admission of California as a free state

00:01:16 stirred southern fears about their loss of influence in national politics. If California became a free state, Southerners would lose the balance with the free states in the Senate. Without equality in the Senate, Southerners could no longer block antislavery legislation. And many feared that the North might

00:01:39 try to use their advantage to abolish or end slavery altogether. And finally, California's admission as a free state might set a precedent for the rest of the Western territories to become free states as well.

Section 12

00:00:00 TEACHER: President Zachary Taylor, pictured here, supported California's admission to the Union as a free state. Though a slave owner himself, Taylor opposed the creation of new slave states. He also wanted to resolve the California controversy as quickly as possible. Southern slave owners were shocked

00:00:23 at the president's position. They felt betrayed by one of their own. Remember, Taylor was indeed a slave owner.

Section 14

00:00:00 TEACHER: Let's take another look at our lesson question today. Why did the nation agree to compromise over the expansion of slavery in 1850? In the previous segment, you learned about how the discovery of gold in California increased the debate over slavery between the North and the South.

00:00:21 In the third segment of this lesson, you will learn about the Compromise of 1850 and how Americans responded to the agreement.

Section 15

00:00:00 TEACHER: The debate over California intensified in 1850. Kentucky Senator Henry Clay tried to bring the two sides together as a grand compromise. Clay was known as the Great Compromiser for his work in engineering the Missouri Compromise and resolving other [? cessional ?] disputes. In 1850, Clay proposed a package deal

00:00:21 that would give concessions to both sides. However, he could not get it passed through Congress. The compromise proposed by Clay was opposed by many groups. New York Senator William Seward led a

group of Northern radicals who opposed making any concessions to the South. Southern leader John C. Calhoun and his supporters opposed any compromise with the North.

00:00:43 President Taylor sided with the Northerners and threatened to veto or block any compromise passed by Congress. As tensions continued to rise, Northerners demanded prohibition of slavery in the territories, while many Southerners considered pulling their states from the Union. But the path to compromise was cleared

00:01:03 when President Taylor passed away suddenly from a stomach ailment. His successor, Millard Fillmore, was more open to finding a solution that all sides could live with and used his [? position ?] to get Northern Whigs in line. Clay's ideas were championed by Illinois Senator Stephen Douglas. Instead of a grand, all inclusive bill

00:01:24 proposed by Clay, Douglas proposed that Congress passed each measure individually. This allowed congressmen to oppose the individual measures they disagreed with. The end result was the same, however-- the Compromise of 1850 passed. Clay's grand compromise proposal included three major concessions to both sides.

00:01:45 To please the Northerners, California would be admitted to the Union as a free state. The slave trade, but not slavery, would be banned in the District of Columbia. Since that was the location of the nation's capital, many Northerners wanted to end slavery in DC to send a message to other nations that the US government did not support that institution.

00:02:08 Texas would give up claims in the Mexican Cession to New Mexico. Texans then claimed a large area of the Mexican Cession that included much of present day New Mexico and Colorado. The federal government disagreed, wanting this area to be part of the New Mexico territory. The South received a more effective law covering the return of fugitive slaves or people

00:02:32 who had escaped to the North. The Utah and New Mexico territories would be organized without restrictions to slavery. Residents in those territories would decide the question through popular sovereignty. Finally, Texas would receive \$10 million from the federal government in exchange for giving up its land claim to New Mexico.

Section 17

00:00:00 TEACHER: Americans in both the North and the South celebrated the agreement, which became known as the Compromise of 1850. Most citizens were happy that civil war was avoided and more importantly,

that the Union was preserved. The good feelings would not last, however. Remember, aside from California, the issue

00:00:22 of slavery in the West had yet to be decided. And there was one part of the compromise that would soon set off a firestorm of opposition. The new Fugitive Slave Law included harsh measures regarding enslaved persons suspected of escaping. Northern states had managed to get around the original Fugitive Slave Law of 1793, so enslaved people who escaped to the North

00:00:52 were automatically free. The new law of 1850 changed this situation by adding punishments to any Northerner who helped runaway enslaved persons. The law denied suspected runaways a trial by jury. And suspected runaways also could not testify on their own behalf. And a person could be re-enslaved by the testimony

00:01:19 of one white witness Furthermore, the law required all citizens to assist federal officials with its enforcement. Anyone who helped enslaved people escape faced heavy fines or jail. The Fugitive Slave Law sparked outrage across the North. Abolitionism gained support as the law forced Northerners to confront and take part in the injustices of the slavery

00:01:50 system. Many Northerners resisted enforcing the law and helped runaway enslaved persons to escape. Several states in the North passed personal liberty laws. These laws granted fugitives the right to a jury trial, banned the use of state jails to hold fugitives, and included other measures that hindered the enforcement of the Fugitive Slave Law.

00:02:16 Southerners resented this opposition to the Fugitive Slave Law, their biggest gain in the Compromise of 1850. Tensions started growing again between the North and the South.

Lesson 3 Changing Abolitionism

Section 1

00:00:01 Let's read the lesson question. How did the abolitionist movement change after the Fugitive Slave Act? You just learned this new law, the Fugitive Slave Act, was passed as part of the Compromise in 1850. In this lesson, we'll look more closely at the act and its different features. We'll explore its impact on the abolitionist movement, and

00:00:22 the impact on the Underground Railroad, the system for helping enslaved African Americans escape to freedom. Let's begin by taking a closer look at the features of the Fugitive Slave Act.

Section 2

00:00:00 TEACHER: Congress passed the Fugitive Slave Act as part of the compromise of 1850. A fugitive is someone who is on the run from the law. The act outraged many northerners because it forced citizens of free states to support southern slavery in these ways. African Americans could not testify in court. Free African Americans who were kidnapped by slave

00:00:23 hunters could not defend their freedom in court. Only the slave hunters could testify. Also, African Americans did not receive a jury trial. Slave hunters would make their case to the judge alone. And it was also illegal for anyone to help the fugitives in any way. Northerners were required to seize any African American that the slave hunter said was a slave.

00:00:45 Let's take a look at the effects of the Fugitive Slave Act. The Fugitive Slave Act had several effects, It made catching runaways easier. Slave hunters did not have to prove that someone was a fugitive. All they had to do was make a sworn statement that an African American was a runaway from slavery.

00:01:03 Law enforcement officials were paid for helping to capture supposed runaways, and could be fined up to \$1,000 for failing to capture runaways. African Americans who were captured as runaways had no way to defend themselves. They could not testify in court to prove they were free or explain why they had run away. African Americans who were known to be free in their town

00:01:26 could be reduced to slavery if one slave hunter or slave holder testified that they were enslaved. Many free African Americans were kidnapped and sent to slavery in the South. The act outraged northerners in free states, states that had passed personal liberty laws outlawing slavery. Those laws were overturned by the Fugitive Slave Act. Not only were free black northerners in danger of being

00:01:55 forced into slavery, white northerners were forced to support slavery. Citizens could be fined or imprisoned if they interfered with the fugitive's capture. For example, testifying that someone was a free black citizen in court could be punishable by law. They could also be punished for helping an enslaved person escape from slavery.

00:02:17 They could also be punished if they housed a fugitive. The image shows an example of a publication that expressed and spread outrage among people in the North over the law.

Section 4

00:00:01 After violating the laws banning slavery, the Fugitive Slave Act outraged many white Northerners, and led to a growth in the abolition movement. Average Northerners, people who had not been abolitionists in the past, became involved in the anti-slavery movement. Many Northern states passed new personal liberty laws. These laws ensured trial by jury for African Americans, and imposed serious punishment on those who wrongly claimed

00:00:26 an African American was a fugitive. The Underground Railroad, a network of safe houses and supporters that helped enslaved people escaped to freedom, expanded its operations. You'll learn more about this later. But not only white Northerners acted against the Fugitive Slave Act. The Fugitive Slave Act led some free African Americans to

00:00:49 leave the United States for Canada. But among those who would stay, there was an increased involvement in the abolitionist movement. Like their white neighbors, free African Americans helped shelter escaped enslaved people in violation of the law. They organized, spread the warning about the illegal capture, as in the announcement pictured on the

00:01:07 right, and raised awareness about the law. The anti Fugitive Slave Act sentiments were summed up in the life of one man named Anthony Burns. The capture of Anthony Burns showed Northern hostility toward the Fugitive Slave Act. Anthony Burns was born into slavery in Virginia in 1834. He escaped to Boston in February and March of 1854. Soon after, he wrote a letter to his brother in Virginia.

00:01:34 Burns's slaveholder intercepted the letter and used it to locate and capture Burns. News of Burns's capture spread, and a mob of white and African American citizens tried, and nearly succeeded, in freeing Burns from the jail in which he was held. They failed, of course, and Burns was sent back to Virginia under heavy guard, designed to prevent him from being free.

00:01:58 Burns was gone, but not forgotten. A Boston church raised money to purchase Burns less than a year after his capture. He lived the rest of life as a free man.

Section 6

00:00:01 TEACHER: Let's look at the lesson question again. How did the Abolitionist Movement change after the Fugitive Slave Act? You just learned about the impact of the Fugitive Slave Act. Now, let's look at the involvement in the Abolitionist Movement. Who started to get involved?

Section 7

00:00:01 TEACHER: The Fugitive Slave Act infuriated abolitionists. A leading example was William Lloyd Garrison. He'd been at the forefront of the abolitionist movement for over 20 years when the act was passed. After the passage of the act, Garrison became even more outspoken. Garrison used his abolitionist newspaper called, The, Liberator, to denounce or reject Fugitive Slave Act.

00:00:26 In addition to Garrison, there were numerous other abolitionists who fought against the Fugitive Slave Act. Frederick Douglass was an African American who escaped slavery. He saw the Fugitive Slave Act as a sign of how determined pro-slavery forces were in the United States. He predicted that only war could end slavery under such

00:00:47 conditions. Now, let's read what Frederick Douglass had to say in June 1860, less than a year before the start of the Civil War. "I have little hope of the freedom of the slave by peaceful means. The only penetrable point of a tyrant is the fear of death."

Section 9

00:00:01 TEACHER: The views of the abolitionists became increasingly radical. In July 1854, the non-violent William Lloyd Garrison publicly burned a copy of the US Constitution. And here's what Garrison had to say. "So perish all compromises with tyranny." Others, such as Reverend Luther Lee of Syracuse, New York, openly promised to defy the law and resist with force

00:00:25 any attempt to enforce it. Here's what Lee wrote in 1855. "I would never obey it. They could lock me up in the penitentiary on the hill. But if they had did such a foolish thing as that, I have friends enough on Onondaga County to level it to the ground before the next morning."

Section 11

00:00:01 TEACHER: In addition to Garrison, Douglass, and Reverend Lee, John Brown was an abolitionist whose support for the use of violence to fight and end slavery became a major point of conflict between the

North and the South away in the late 1850s. John Brown was active in an anti-slavery group in Massachusetts. He also took part in the violence that broke out in

00:00:21 "Bleeding Kansas" when pro and anti-slavery settlers fought to gain control of the territory. In 1856, he took part in the brutal murder of pro-slavery settlers at Pottawatomie Creek in Kansas. He was never arrested or charged in this attack. In 1859, he lead a raid in Harpers Ferry at a federal arsenal, this is a place where weapons are kept, hoping to spark an uprising of enslaved people.

00:00:49 Let's take a closer look at John Brown's raid that we briefly talked about in the last slide. In 1859, Brown prepared a small group of supporters for a raid on the federal arsenal at Harpers Ferry. His goal was use the guns there to start an armed uprising of enslaved African Americans. Many Southerner slave holders had a deep fear of such a thing happening.

00:01:12 Brown's group attacked the arsenal, but the hope for uprising did not occur. Instead, Brown spent two days fighting local militia until he was captured by US Marines led by Colonel Robert E. Lee. Brown was tried for his crimes, convicted, and hanged. Many in the North saw Brown as a hero.

Section 13

00:00:01 TEACHER: Now let's read the question one more time. "How did the Abolitionist Movement change after the Fugitive Slave Act?" You've just learned how the passage of this law increased support for abolition. In addition, the Movement grew more violent. Now let's learn about another form of protest against the Fugitive Slave Act-- the Underground Railroad.

00:00:22 What was it? And who used it?

Section 14

00:00:01 The Underground Railroad was not an actual railroad. It was a network of secret routes, safe houses, and people-- black and white-- who helped enslaved people escape to the North or Canada. The term Underground Railroad was first used in the 1830s. As the railroad expanded, so did the use of the term. There were some common routes from South to

00:00:23 North called lines. There were people who helped fugitives escape were called conductors. These conductors were very effective at

- moving thousands of slaves to freedom. It is estimated that between 40,000 and 100,000 people escaped to the North using the underground railroad. The Underground Railroad reached its peak activity
- 00:00:44 after the passage of the Fugitive Slave Act. Many routes headed north, while he went south to Florida. One conductor who knew the routes extremely well was Harriet Tubman. Harriet Tubman is the most famous member of the Underground Railroad. She was born into slavery herself.
- 00:01:02 Tubman escaped to Philadelphia in 1849. She went back into the South in 1850 to help her sister and two children escape slavery. Tubman made 19 trips back to the South, to lead about 300 enslaved people to freedom, risking her own freedom every time. Rewards for her capture eventually totaled about \$40,000.
- 00:01:26 Tubman was never captured, and helped the Union army during the Civil War. The goal of the Underground Railroad and conductors like Tubman were to get the fugitives to a free state or Canada. To do this, the fugitives followed several routes. The map you see here shows some of the established routes.
- 00:01:46 Fugitives got support and shelter from abolitionists, free African Americans, and some religious groups that provided food and shelter for the fugitives along the way. As you can see in this map, the final destination for thousands of slaves was the country of Canada. Many fugitive enslaved people went to Canada beginning in the 1830s. Canadian law said that any enslaved people would
- 00:02:10 automatically be set free once they entered Canada. After the Fugitive Slave Act was passed, thousands more African Americans fled to Canada every year. As you see in the, graph about a thousand people entered Canada every year until 1850. In the first year after the Fugitive Slave Act, about 5,000 people moved to Canada. This didn't mean that more people escaped from
- 00:02:34 slavery in that year. Instead, many fugitives living in the North moved to escape the risk of capture.

Section 16

- 00:00:01 **TEACHER:** As the Abolitionist Movement grew in the 1850s, so did the underground railway. More people willing to help enslaved people escape to freedom. Some fugitives had dramatic rescue stories. Shadrach Minkins escaped from slavery in Virginia. He settled in Boston but was captured while he was working as a waiter.

00:00:20 Abolitionist lawyers represented Minkins in court. But the Supreme Judicial Court in Massachusetts would not hear the case. An angry mob of abolitionists overcame armed guards to force their way into the courtroom. They got MInkins away from the court officers and hid him in an abolitionist's attic. Later, abolitionists helped him flee to Canada via the

00:00:42 underground railroad.

Lesson 4 Kansas and Nebraska

Section 1

00:00:00 TEACHER: How did the Kansas-Nebraska Act change the slavery debate? In the warm up, you saw that the expansion of the United States to the West raised the question of slavery and its expansion. You also learned about one attempt to answer this question-- the Missouri Compromise.

00:00:22 In this lesson, you'll learn about the debate over the organization of the territories, the Kansas-Nebraska Act and how it organized the region, and then the effects of that law. In this segment, you'll learn why people disagreed about opening Kansas and Nebraska for settlement and how this reignited the debate

00:00:48 over the spread of slavery. But first, let's take a look at the Missouri Compromise and how it affected the Kansas-Nebraska Act.

Section 2

00:00:00 TEACHER: People disagreed strongly about whether slavery itself was right or wrong. But another issue that concerned politicians on both sides of the issue was the balance of power in the Senate. Before the Missouri Compromise, there were 22 senators from free states

00:00:20 and 22 senators from the slave states. The question of Western territories threatened to shift that balance. In order for both sides to come to an agreement, they needed to compromise. The final bill added Maine as free and Missouri as a slave state. This was known as the Missouri Compromise.

00:00:43 This kept the balance.

Section 4

00:00:00 TEACHER: The Missouri Compromise kept the balance until the early 1850s when the remaining Louisiana Purchase lands were still

unorganized. Much of the land had been set aside for American Indians. However, many Americans wanted the government to open the area for new farms and the building of a railroad. Let's take a look at this map right here.

- 00:00:26 We can see that there is no railroads that connect to San Francisco, St. Louis, or Chicago, which are big Midwest and West towns. People wanted those regions connected. To do this, the US government forced American Indians from the land into what is now Oklahoma. But now that the land was opened for American settlement, another issue arose.
- 00:00:55 Northern and Southern state senators disagreed about organizing the region. Remember, organization would result into the establishment of the territories, territorial government, and eventually statehood. Northerners wanted the territory organized. Settlers wanted the land for farms.
- 00:01:18 Stephen Douglas, an influential senator from Illinois, wanted a transcontinental railroad with one end in Chicago. Now, Southerners opposed organization. Senators blocked all attempts to organize the land. Under the terms of the Missouri Compromise, the territories would be free.
- 00:01:42 Now, why does this matter? They were concerned this would allow Congress to begin passing anti-slavery legislation. This topic dominated political debate in the 1850s, and it was the most important issue to Southern politicians-- how to protect the institution of slavery.
- 00:02:08 The key figure from the discussions over Kansas and Nebraska was a man named Stephen A Douglas-- this guy right here. His nickname was the "Little Giant," and he was growing in influence in the Senate primarily because he helped to get the Compromise of 1850 passed. Douglas was a Democratic senator from Illinois.
- 00:02:32 And throughout his career, he was a strong supporter of US Western expansion. He wanted the Louisiana Purchase land open to settlement. He also hoped to encourage a transcontinental railroad route in this region that would benefit the city of Chicago in his home state. Douglas was a key figure in the push to organize the territories that became Kansas and Nebraska.
- 00:02:59 As you'll learn, this proposal, the Kansas-Nebraska Act, would create divide and debate.

Section 6

00:00:01 TEACHER: How did the Kansas-Nebraska Act change the slavery
debate? You have learned about Stephen A. Douglas's goal of
organizing territories out of some of the land that was part of the
Louisiana Purchase and how this related to the national debate about
slavery. In the segment, you'll learn about the solution to this problem--
00:00:25 the Kansas-Nebraska Act.

Section 7

00:00:00 TEACHER: As we just learned, Stephen Douglas was determined to
open up Western lands for settlement. Southern senators oppose
organization of this land because they fear the loss of power that would
result from the territories barring or prohibiting slavery. Douglas's
solution was the Kansas-Nebraska Act. The Kansas-Nebraska Act
proposed the creation
00:00:28 of two new territories called Kansas, as we see on the map, and
Nebraska. The Kansas-Nebraska Act meant that slavery would
immediately be allowed in both territories pending a popular
sovereignty vote. Popular sovereignty is a vote of the people within a
territory. As a result, the territories might permanently allow slavery.
00:01:00 The fact that the Kansas Nebraska Act might allow slavery north of the
Missouri Compromise line, had a major impact on the national slavery
debate. By allowing popular sovereignty to decide the slavery issue, it
would overturn or negate the Missouri Compromise. And we can see
the line right here, which is also called a 36 30 line. And if you
remember, anything north
00:01:27 was supposed to be no slavery. Many Southerners were happy to be rid
of this Missouri Compromise. Now slave holders could move into
territory that they had always thought it would be off limits. Many
Northerners were outraged at the breaking of an old compromise and
because slavery would immediately be permitted in these territories
pending
00:01:55 a popular sovereignty vote. Though the law was controversial, it passed
on the strength of a solid Southern support in Congress. However,
there were many critics to the new law as well.

Section 9

00:00:01 TEACHER: Reaction to the passage of the Kansas-Nebraska Act was
strong both in the government and in the country at large. Supporters
of the law celebrate its passage claiming it returned the power to the

states as the Constitution intended, it would protect the rights of slave holders, the bill would encourage settlers from slave states

00:00:28 to move to the new territories. Now, antislavery lawmakers opposed the law for many reasons. They wanted to reserve western lands for small farmers. They did not want big plantations with enslaved workers in the West. Although some believed slavery was morally wrong, most opposed slavery because it hurt white workers

00:00:52 and felt that the act gave slave states too much power. They were also upset that the act overturned the Missouri Compromise, and now slavery was being allowed where it had been prohibited for more than 30 years. Though the act passed with the support of President Franklin Pierce, the outrage it created remained, especially among slavery's opponents, including a future president

00:01:16 of the United States. The passage of the Kansas-Nebraska Act would encourage Abraham Lincoln to re-enter politics. Now, let's look at this quote right here. "Repeal the Missouri Compromise. Repeal all compromises. Repeal the Declaration of Independence. Repeal all past history.

00:01:37 You still cannot repeal human nature. It still will be the abundance of man's heart that slavery extension is wrong. And out of the abundance of his heart, his mouth will continue to speak." Abraham Lincoln, October 16, 1854.

Section 11

00:00:01 TEACHER: How did the Kansas-Nebraska Act change the slavery debate? In the last segment, you learned about the debate over slavery and the passage of the Kansas-Nebraska Act. In this segment, you'll examine the violent reactions to the Kansas-Nebraska Act by those on both sides of the slavery question.

Section 12

00:00:01 TEACHER: As we have seen, the passage of the Kansas-Nebraska Act was extremely contentious in Congress. Now let's take a look at the terrible violence that accompanied the territory's road to statehood. The majority of the first people who settle Kansas came from the nearby slave state of Missouri. These pro-slavery Missourians were called border ruffians.

00:00:24 This group was largely made up of white men who were too poor to be slave holders themselves. Encouraged by fiery speeches from such

congressmen as David Rice Atchison of Missouri, and eager to extend the reach of slavery into the new territories, the border ruffians attacked and intimidated bordering free state towns and settlements. Antislavery groups from the Northeast also sent settlers.

00:00:52 They were called free soilers. Each side was trying to influence the final vote on whether or not Kansas would have slavery by sponsoring as many settlers as possible.

Section 14

00:00:00 TEACHER: The competition between border ruffians and free spoilers for control of Kansas produced great conflict. In 1855, elections in Kansas to select a territorial government were marred by border ruffians, fraud, and intimidation. Pro-slavery forces officially won the disputed election, but the antislavery side set up its own government, and both sides claimed victory. Antislavery Kansans wrote the Topeka Constitution

00:00:35 banning slavery in the state. In response to the Topeka Constitution, the pro-slavery government wrote the Lecompton Constitution. This was the government President Pierce and Buchanan recognized, despite a congressional committee finding the election illegal. Both sides had supporters and opponents in the US government. Neither was able to win official recognition.

Section 16

00:00:01 TEACHER: Unable to compromise, violence broke out between the border ruffians and free soilers in 1855, giving the territory the nickname Bleeding Kansas. Pro-slavery and free soil forces fought for control of Kansas. In May, 1856 a pro-slavery mob attacked the town of Lawrence, which was a hotbed of free soil support. The aftermath of this attack is pictured here. So we can see here is the town of Lawrence,

00:00:33 and it was burned down. In revenge, an antislavery group led by John Brown murdered five pro-slavery settlers at Pottawatomie Creek. The violence between pro-slavery and antislavery forces was a preview to the kind of violence that would take place during the Civil War.

Lesson 5 Dred Scott and the Slavery Debate

Section 1

00:00:01 TEACHER: What were the causes and effects of the 1857 Dred Scott decision? You've just learned about the growing struggle between the North and the South over slavery in the early 1800s and Congress' attempt to minimize that conflict. In this lesson, you'll learn how the slavery debate as the nation expanded, and how it began to tear the Union apart. First, let's look at the history of the slave debate in
00:00:25 the US in the first half of the 1800s.

Section 2

00:00:00 In 1819 there was an even split of the states that banned slavery, or free states, and states have allowed slavery, or slave states. There were 11 slave states and 11 free state. This meant that there was an equal number of senators representing free and slave states in the Senate. This equal representation kept both sides from passing laws to either end or advance slavery.

00:00:25 However, this fragile balance of free versus slave states was tested 1819, when Missouri petitioned to join the union as a slave state. Because it was being created out of a newly acquired territory, Missouri's statehood raised questions about whether slavery would expand in the West, and how far north it could exist. Congress came up with the Missouri Compromise in 1820,

00:00:49 to prevent this problem from happening again. Missouri was admitted to the Union as a slave state. To keep the balance of power, Maine was admitted as a free state. A north-south boundary was drawn at 36 degrees, 30 minutes north. In the future, of any state north of this line would be a free state, and any state South would be a slave state.

00:01:12 This line only applied to the Louisiana Territory. It did not extend all the way across the continent. The Missouri Compromise helped maintain peace until the late 1840s. And when the US acquired new territory, the debate over slavery in the West began again. In 1848, the US won the Mexican War, and acquired vast territory in what is now known as the Southwest.

00:01:38 This territory is shown here on the map in green. California soon applied for admittance to the Union as a free state. This would upset the balance in the Senate, giving the free states a numerical advantage. The renewed debate over slavery led to the Compromise of 1850. The Compromise of 1850 was meant to give both sides of

00:02:01 the slavery debate something to keep them happy. It included the following features. California was admitted as a free state. The slave trade was banned in Washington, DC. The Fugitive Slave Act gave

slave holders greater power to hunt down and capture enslaved people who escaped slavery. Northerners were furious because the act forced them to cooperate with slave hunters or face

00:02:27 fines and prison sentences. With popular sovereignty, the Missouri Compromise line was erased, and the West was opened to the slavery debate once again.

Section 4

00:00:01 TEACHER: In 1854, Congress passed the Kansas-Nebraska Act, which established the territories of Kansas and Nebraska. The act declared that popular sovereignty would decide the slavery question in these new territories. This meant residents would vote to determine whether or not they would allow slavery. The feature of this act overturned the Missouri

00:00:24 Compromise, angering many Northerners who believed the slavery question in the Louisiana territory had already been decided. Nebraska was not considered suitable for slavery. But the act led to a struggle to win the control of Kansas as thousands of newcomers flooded the territory. Proslavery settlers wanted slavery allowed. Antislavery settlers wanted a ban.

00:00:50 Settlers of both beliefs poured into the territory with the hope of turning the vote to their favor. Soon, the conflict turned violent, and the territory became known as "Bleeding Kansas." A new political party was formed as opponents of the Kansas-Nebraska Act formed the Republican Party. The party opposed the spread of slavery into the new areas. The spread of slavery was the most important issue of the

00:01:17 election of 1856. John C Fremont, a Republican, embraced Free Soil ideas, vocally opposing the spread of slavery into the territories. James Buchanan, a Democrat, favored popular sovereignty and warned a Republican victory would lead to civil war. Millard Fillmore from the American or Know-Nothing Party took no position on slavery at all.

00:01:43 While Buchanan easily won, this election showed a sharp North-South divide. Fremont did not carry a single state in the South. It was clear from this election that party lines were drawn on one issue. It was the first time that this had happened.

Section 6

00:00:01 TEACHER: You've seen how the slavery debate grew more and more heated as the United States expanded. The tensions between those who

avored slavery and those who opposed it would grow as the 1850s progressed. In the midst of this national debate, one enslaved man would test the Missouri Compromise and the very institution of slavery.

Section 7

00:00:01 TEACHER: Dred Scott was born into slavery in Virginia. Scott and his wife were taken by their slave owner to the free state of Illinois and then to the free Wisconsin territory where they lived for a few years before returning to the South. After the slaveholder died, Scott sought freedom for himself and his family. Scott based his claim on the fact that he lived on free

00:00:24 soil where slavery was forbidden. He took his case to a St. Louis court in 1847. In 1850, a Missouri jury ruled in Scott's favor. His owner's widow appealed the decision. Higher appeals courts overturned that ruling, returning Scott and his wife to their owner. Scott eventually appealed this case to the Supreme Court. Let's look at Scott's argument first.

00:00:53 Scott argued at each step that when an enslaved person entered a free state or territory, that person became free since slavery was prohibited in this new location. Since state and federal law banned slavery in Illinois and Wisconsin when Scott lived there, he became free. Now let's look at Sandford's argument. Sandford argued that under the fifth amendment, a person's

00:01:17 property could not be taken away without due process in the courts. Since Scott was property, he could not be set free by the laws of another state without due process. Next we'll take a quick look at the justice of the Supreme Court who listened to these arguments.

Section 9

00:00:01 Roger Taney was born to a wealthy Maryland family. His father owned a large plantation and many enslaved people. He was named chief justice of the United States Supreme Court in 1836. He used the ruling to try to decide the slavery issue once and for all. The court ruled 7-2 in favor of Sandford.

00:00:23 The ruling it included the following provisions. No African American, free or slave, could be a citizen of the United States, enslaved people were property. Therefore, Scott had no right to sue in court in the first place. Neither Congress nor territorial legislatures could ban slavery in the territories. And slave holders were free and take their slave into any

00:00:47 territory, and legally hold them. Only state governments had the right to ban slavery. The Missouri Compromise was then deemed unconstitutional.

Section 11

00:00:01 You've read about the Dred Scott decision that African Americans did not have citizenship. What became of that ruling? The ruling was reversed by the 14th Amendment to the Constitution, which was ratified in 1868, and gave citizenship to most people born in the US. Today, African Americans enjoy not only citizenship, but a full range of legal protections against

00:00:27 discrimination and other unfair treatment, as do people of all races and ethnicities.

Section 12

00:00:01 TEACHER: What were the causes and effects of the 1857 Dred Scott decision? Dred Scott v. Sanford was a shocking decision that challenged the delicate balance on slavery that had been maintained in the country. Now you will learn how the nation reacted to the Supreme Court's decision.

Section 13

00:00:01 People in North and South disagreed about the decision. In the South, people welcomed the decision. It strengthened legal protection of slavery. They believed the argument was over. In the North, people feared that Northern anti-slavery laws would soon be useless. They worried that slave holders would soon be free to bring their enslaved people legally to the North.

00:00:25 Many believed it was part of a movement to make slavery legal everywhere.

Section 15

00:00:01 The ruling was a blow to Republicans who wanted to end the spread of slavery into the territories. The decision outraged Northerners and increased anti-slavery feelings in the North. People who had not cared one way or another about slavery began to oppose it. Many people who were happy to leave slavery alone as long as it remained in the South began to fear what might happen in

00:00:25 the future. The reaction also strengthened the Republican Party as they headed into the election of 1860.

Section 17

00:00:01 Now it's important to remember the Dred Scott decision did not start the abolitionist movement. Let's take a quick second to review the conception of the anti-slavery movement. The Second Great Awakening, a religious movement in the Northeast, fueled the movement. Preachers denounced slavery as immoral and sinful. Unlike the Free-Soil, or anti-slavery movements, which

00:00:23 sought to end the spread of slavery, the abolitionists called for the immediate emancipation of all enslaved people. In 1833, the American Anti-Slavery Society was founded, a non-violent groups that denounced slavery on moral grounds. By the 1850s, more people were joining the movement. The movement was also growing more radical.

00:00:48 Radical means you're going to take an extreme approach to enact change. In this case, the movement was growing more violent. In 1856, abolitionist John Brown attacked proslavery settlers in Bleeding Kansas. Brown would leave Kansas, trying to create an uprising of enslaved people in the South, starting in Harper's Ferry, Virginia.

00:01:11 In 1859, abolitionist vigilante John Brown led a raid on the armory at Harper's Ferry, Virginia, which is now West Virginia. However, his desire to start an uprising of enslaved people failed, and he was quickly arrested, tried, and then hanged. The attack enraged the South, and people there began to fear the prospect of revolt by enslaved people.

00:01:38 This had always been their greatest fear. Too many in the North, he was a martyr, a brave man who died a noble cause for which he believed in. Only three years after the Dred Scott decision, the next presidential election was held. Slavery was the central issue. Four candidates ran for president. Republican Abraham Lincoln won.

00:02:00 And, as predicted by James Buchanan four years earlier, his election would trigger the Civil War before he even took office.

Lesson 6 Lincoln

Section 1

00:00:00 TEACHER: Let's take a look at the lesson question. How did Abraham Lincoln become the leader of the new Republican Party? In the 1850s, the question of how to handle the slavery issue as new states and

territories were added to the United States was on every leader's mind. The differences between the North and the South tore the existing political parties apart.

00:00:22 In this segment, you will learn how the Republican Party formed in the 1850s as a reaction to the Kansas-Nebraska Act, which address slavery in the Western territories.

Section 2

00:00:01 The Kansas-Nebraska Act of 1854, sponsored by senator Stephen Douglas, sharpened the debate over slavery. Douglas is shown here. The act created the Kansas and Nebraska territories. It allowed for popular sovereignty within each territory to decide whether they would or would not have slavery. Popular sovereignty means a vote of the people.

00:00:26 The act overturned the Missouri Compromise of 1820, which had outlawed slavery in the territory that was now Kansas and Nebraska. Douglas though his act was a compromise. But it angered many in the North. After the act was passed, violence erupted between the anti-slavery and pro-slavery settlers in Kansas. The Republican Party was formed in 1854 in direct

00:00:50 opposition to the passage of the Kansas-Nebraska Act. Many political factions in the North came together to make the new party-- the anti-slavery, or Conscience Whigs; the Free-Soilers, who wanted to make sure Western land went to farmers and not slave owners; and the Northern Democrats, who opposed the Kansas-Nebraska Act and the spread of slavery into the West.

Section 4

00:00:01 TEACHER: The Republican Party formed in 1854 at a meeting held in Ripon, Wisconsin, at the place shown here. It is based on the following platform. The Republicans oppose the Kansas-Nebraska Act. They wanted to modernize the nation, expand banking, and build railroads. They also believe in free labor or the right of white men to get work without having to compete with slave labor.

00:00:24 They opposed the Dred Scott decision, which allowed slavery in all US territories. The first Republican presidential candidate was John C. Fremont who won 11 of 16 Northern states in 1856, but lost to Democrat James Buchanan.

Section 6

00:00:01 TEACHER: The Republican Party is still one of the two major political parties in the United States today. Some of its current goals are to maintain a strong military force, reduce government spending, reduce regulation of business to help the economy grow, and lower taxes for all Americans.

Section 7

00:00:01 TEACHER: How did Abraham Lincoln become the leader of the new Republican Party? You now know the forces and events that changed the political landscape in the mid-1800s and helped lead to the creation of the Republican Party. In this segment, we'll look at Abraham Lincoln's character and the political skills that guided his career. We'll also look at his complex views on slavery.

Section 8

00:00:01 Abraham Lincoln was the 16th President of the United States. He led the nation through the American Civil War. Lincoln was born in poverty in a one-room cabin in Kentucky. He was a self-educated lawyer and state legislator. He opposed the expansion of slavery into the West. And he was elected president in 1860. Abraham Lincoln began his career as a shopkeeper and

00:00:23 post master. He then became a surveyor, a person who measures land for building and setting boundaries. In 1832, he served as a captain in the Black Hawk War. The Black Hawk War was a conflict between white settlers and American Indians in northern Illinois and Wisconsin. In 1835, he began his first term in the Illinois state

00:00:46 legislature as a Whig. He was reelected three times after that term. While in the legislature, he taught himself law, and was admitted to the bar in 1837. He also served a single term in the US House of Representatives as a Whig, from 1847 1849. After completing his single term, he chose not to run again, because his opposition to the Mexican

00:01:10 War made him unpopular. He returned home to Illinois and resumed his career as a lawyer. After several successful years of practicing law, of Lincoln ended his retirement from politics. When the Kansas-Nebraska Act became law in 1854, Lincoln did not want to see slavery spread in the West. And he joined the new Republican Party in 1856.

Section 10

00:00:01 TEACHER: Lincoln's views on slavery were complicated. He outlined those views in a speech at Peoria, Illinois, in 1854. You can see a portion of the speech here. Publicly, he objected to the Kansas-Nebraska Act and the use of popular sovereignty as a way of deciding the future of slavery in the new territories. He said he believed that the African Americans had natural

00:00:23 rights, and that slavery itself was wrong. But Lincoln did not want at this time to argue for the abolition of slavery in the US completely. He thought it was impossible that African Americans and whites could live as true equals. Lincoln personally believed slavery was wrong, but he also did not want the issue of slavery to split the country forever.

00:00:44 Therefore, while he forcefully believed that slavery should not spread to the new states and territories, he also did not call for slavery to be abolished in the South, where it already existed.

Section 12

00:00:01 TEACHER: Let's take another look at the question. How did Abraham Lincoln become the leader of the new Republican Party? You've learned about the political journey of Abraham Lincoln from a young Whig who retired from politics only to be driven back into the arena by the same forces that helped create the Republican Party. In this segment, you'll learn how the path of Lincoln's own

00:00:22 career and the Republican Party came together at a critical moment in US history.

Section 13

00:00:02 TEACHER: Lincoln decided to run against Stephen Douglas for the US Senate in 1858. At that time, US senators were not elected directly by the voters. Voters cast their ballots for local legislator, who chose a senator. Lincoln would be the new senator for Illinois if the Republican Party won a majority in the state

00:00:20 legislature. Lincoln and Douglas both agreed to a series of debates across the state of Illinois. Stephen Douglas was a US senator from Illinois who had the nickname Little Giant, because he was short, but very forceful and dominant as a leader. Today, he is best known for his 1858 debates against Lincoln.

00:00:40 Douglas was a Democratic Party leader who believed in popular sovereignty. He wanted a transcontinental central railroad route from Chicago, and he wrote the Kansas Nebraska Act to get Southern

support for his goal. Abraham Lincoln ran against Stephen Douglas in 1858 for the US Senate seat from Illinois. They disagreed on how to handle slavery.

00:01:04 Neither Douglas nor Lincoln called for the total abolition of slavery in 1858. Douglas sponsored the Kansas Nebraska Act, supported popular sovereignty, thought slavery could be treated as a local issue. Now, Lincoln opposed the Kansas, Nebraska Act, did not support popular sovereignty, did not want slavery to spread.

00:01:28 Neither Douglas nor Lincoln called for the total abolition of slavery in 1858. Now, as you read this quotation from Stephen Douglas during the debate, let's take a good listen to this. "If the people are opposed to slavery, they will elect representatives to that body who will, by unfriendly legislation, effectually prevent the introduction of it in their midst.

00:01:52 If on the contrary, they are for it, their legislation will favor its extension." Douglas felt that people in each state should decide the slavery question. He wanted to keep the issue local instead of having a national policy. Now let's read this response from Lincoln. "Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall

00:02:16 rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all states." Now, the word arrest means stop. Lincoln felt popular sovereignty was the wrong policy. He believed the Union would eventually become all free or all slave.

Section 15

00:00:01 The Democrats won a majority of the Illinois legislature, and Douglas kept his Senate seat. But Lincoln's campaign and his performance in the debate made him a national figure. Republicans remembered Lincoln as they looked to the 1860 presidential election. Lincoln delivered a famous speech on June 16, 1858, at the Illinois Republican Convention in

00:00:24 Springfield, Illinois. In it, he argued that, "a house divided against itself cannot stand." He meant that if the nation did not come to an agreement on slavery, it would not survive. Lincoln worried that the Dred Scott decision would lead to slavery being legalized in all states. He felt that the United States would become all slave or all free, and he did not want to see it become all slave.

Section 17

- 00:00:01 TEACHER: As the 1860 presidential election approached, the Republicans met in Chicago to choose their candidate for president. Lincoln's showing in the Lincoln-Douglas debates put him in the running. Lincoln emerged as the compromise candidate for the Republicans when neither of the front-runners could gain enough support to win the nomination.
- 00:00:20 Lincoln's victory in the 1860 election would spark the Civil War.

Lesson 7 Southern Secession

Section 1

- 00:00:01 How did the election of 1860 lead to Southern secession? In the warm up you learned about the events that led to increasing tensions over slavery in the United States, and that these tensions came to a head in the presidential election of 1860. In this lesson, we'll take a closer look at these events that led to the South seceding from the Union. First, you will learn about the sharp political divisions
- 00:00:24 that existed in 1860. Then you'll learn about the election of 1860, and the southern response to these election results. Now let's take a look at the Democratic Party, and how they split over the issue of slavery.

Section 2

- 00:00:00 TEACHER: The Democratic Party is the oldest political party in the United States and had seen many changes by the time the election of 1860 approached. From 1828 to 1856, the Democratic Party won all but two of the presidential elections. Party conventions were held to officially nominate a candidate for the presidency. At the 1860 Democratic Convention, Southern and
- 00:00:26 Northern Democrats differed sharply about slavery, and on which candidate they would choose. Northern Democrats supported Stephen A Douglas's idea of popular sovereignty-- putting the issue to the vote of the people. Southern Democrats wanted to adopt a policy that would ensure the spread of slavery into all new territories, and therefore the protection of the institution.
- 00:00:50 Because no candidate was chosen at the first convention, a second convention was held. The Northern Democrats met again in Baltimore. The Southern Democrats were angered that the convention firmly

supported popular sovereignty in the territories. Stephen A Douglas won the nomination at this convention. In response, the Southern Democrats held their own

00:01:12 Southern rights convention. Kentucky's John C Breckinridge became the Southern Democrats' nominee. The Southern Democrats promoted a federal slave code, by which slavery would be allowed everywhere.

Section 4

00:00:00 TEACHER: While the Democratic Party was split in two, the Republican party was choosing its candidate. The Republican Party was started in the mid-1850s from anti-slavery elements of the Whig and Democratic parties. The Republicans' Chicago convention was well organized. The image you see here was a scene from the convention. Abraham Lincoln won the nomination. Lincoln opposed slavery's spread, but he was not seen as

00:00:27 a radical on the question of slavery. Remember, this time the North generally opposed the spread of slavery. There was not wide support for abolishing slavery. Republicans felt Lincoln, who was from the western state of Illinois, would win the north and the west in 1860, and these votes would be enough for him to win the presidency. The Republican position on slavery was spelled out in its

00:00:51 platform, the official statement of the party's views and goals. The republican platform declared slavery to be morally wrong. It also opposed its spread into any territory. The Republicans knew that such a stance would not win them votes in the south. They had to focus on the north and the west instead.

Section 6

00:00:01 In the 1860 election, the Democrats and Republicans held different views. The Democrats were divided among themselves. The party split into two. Northern Democrats supported popular sovereignty, letting voters in the territory decide whether or not to allow slavery. Southern Democrats wanted a federal slavery code that

00:00:21 would allow slavery everywhere. The Republicans were united. The Republicans considered slavery wrong, and opposed its spread into any territory.

Section 7

00:00:01 TEACHER: How did the election of 1860 lead to Southern secession? You've learned about the political divisions that existed between the two parties leading up to the election of 1860. The Democrats were divided and nominated two candidates. The Republicans were more united, yet their beliefs sharply contrasted those of both Democratic candidates.

00:00:23 On the eve of the election, there ended up being four candidates from three different parties, the Democrats, the Republicans, the Constitutional Union Party. Let's now take a look at the course of the election of 1860.

Section 8

00:00:01 The Constitutional Union Party was formed in 1860. It believed that Republicans and Democrats were too focused on slavery. It felt that slavery should not be the central issue of the election. The party wanted to respect the Constitution and the Union. John Bell of Tennessee became the party's 1860 nominee.

00:00:23 The 1860 presidential election now had four major candidates. Abraham Lincoln, Republican-- Lincoln's anti-slavery position would find appeal in the North and the West. Stephen A. Douglas, Democrat-- Douglas, who was from the North, would be Lincoln's main opponent in the North. John C. Breckenridge, Southern Democrat--

00:00:46 the Southern Democrats' slavery position would be popular in the South. John Bell, Constitutional Union Party-- Bell, a Southerner, didn't want to focus on slavery. But he felt that he would do well in such places as those slave states that bordered the North, for example Kentucky and his home state of Tennessee.

Section 10

00:00:00 TEACHER: Lincoln easily won the 1860 election. He took almost all the northern states, which you can see here in green, and the two western states, which you can see here in green as well. Now let's study this map a little closer. Remember, the Republican strategy was to win the highly populated northern states, which were worth the most electoral votes, including states like Ohio,

00:00:22 Pennsylvania, and New York. Lincoln won 180 electoral votes, a clear majority, because only 153 were needed to secure victory. Although he won the most votes of any candidate, he did not win a majority of the popular vote. There he took only 40%. But the Republican strategy did succeed. Although there is one little catch here, if you look at the

00:00:47 map, Lincoln did not win a single southern state. Lincoln's victory in the south clearly upset them. It is clear that the slave states could be outvoted by the northern and western states. The slave holding South felt weak and vulnerable. They believed the institution of slavery was in jeopardy. Southerners began meeting to discuss secession, or withdrawal from the United States.

00:01:14 In Louisiana, for example, secession flags flew right after the election. Newspapers reported that secession would begin immediately. The picture you see here shows pro-secession rallies in the south following the news of Lincoln's victory.

Section 12

00:00:00 TEACHER: You just learned about the outcome of the election of 1860. Let's look at the lesson question again. How did the election of 1860 lead to Southern secession? As a result of the split of the Democratic Party, the Republicans were able to win the election of 1860. Abraham Lincoln became the 16th president of the United States.

00:00:21 This greatly concerned the South, who believed that he would press for an end to slavery. Now, let's take a look at how the South reacted to Lincoln's election.

Section 13

00:00:01 TEACHER: Lincoln's victory, as you might guess, was not very popular in the South. After Lincoln won, South Carolina called a state convention in December. On December 20, 1860, the convention voted 169 to 0 for secession. Its stated reasons were that the Northern states had refused to cooperate with the return of fugitive slaves.

00:00:24 The convention also called for a confederacy of Southern states. A confederacy is an alliance among groups, in which they agree to work with one another. Other Southern states quickly followed South Carolina. Florida, Georgia, Alabama, Mississippi, and Louisiana voted for secession in January of 1861. Texas voted to secede the following month,

00:00:50 in February of 1861.

Section 15

00:00:01 TEACHER: Not all slave holding states favored secession. Kentucky Senator John C. Crittenden wanted to avoid secession. He proposed a

plan to protect slavery in the Southern states, that is prevent Congress from outlawing it there. He wanted to use the Missouri Compromise line of latitude, 36 degrees, 30 minutes north, as the basis for all future decisions about slavery in territory acquired or organized by the United States. In other words, slavery would be allowed south of this line, but not north of it. This proposal failed. Southerners realized that there was little territory south of the line for the expansion of slavery. Republicans opposed the possible spread of slavery everywhere. On February 4, 1861, delegates from Mississippi, Florida, Alabama, Georgia, and Louisiana met to form a new Confederate government. Jefferson Davis was named president of the Confederacy. He is pictured here. The Confederacy announced that it was independent from the United States.

00:00:24

00:00:46

00:01:08

On March 11, 1861, a Confederate Constitution was drafted, the first page of which is pictured here. It was very similar to the US Constitution. However, slavery was recognized and protected.