In December of 1860, after Lincoln won the presidential election, Southern states began seceding from the United States in an effort to preserve their way of life**. What was it exactly about that way of life that southerners were so determined to preserve?** For decades prior to the war, tensions between the North and South continued to escalate as both regions traveled down different paths of advancement. The North, fueled by an immigration boom, industrialized, whereas Southern reliance on "King Cotton" kept them agriculturally tied to the land and dependent on the institution of chattel slavery.

**Objective**

Which side possessed the overall advantage at the start of the Civil War?

(Consider the **economic**, **military**, and **diplomatic balance** of the North and South)

**Activities**

1. The class has just been divided between the North and the South. Within your group, divide yourselves into three subgroups: Economic, Military, and Diplomatic
2. Grab your laptop and cluster together in your **subgroups.** Follow the instructions on your particular chart, and provide detailed answers to the provided questions. **Be sure to use the web addresses below to answer your questions. Not only are the questions specifically tied to each site, but the websites are really cool…and I mean really cool!**
3. Develop an argument as to why you believe your side is likely to win the war (why your side’s advantages outweigh your disadvantages). In doing so, you must address your side’s particular strengths and weaknesses. In addition, each side will need to define its victory conditions; that is, how will you be able to tell if your side has won the war?
4. Complete your chart and argument by the end of class. Each sub-group will be presenting its findings to the class on Tuesday, December 13.

**Sources**

**Military**

**“Meet the Army Commanders!”**

[**http://teachingamericanhistory.org/static/neh/interactives/cmdrs/**](http://teachingamericanhistory.org/static/neh/interactives/cmdrs/)

**President Abraham Lincoln’s Proclamation Calling Militia and Convening Congress, April 15, 1861: http://www.teachingamericanhistory.org/library/index.asp?document=411**

**President Jefferson’ Davis’s message to the Confederate Congress, April 29, 1861: http://www.yale.edu/lawweb/avalon/csa/m042961.htm**

**Economic**

[**http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil\_war.swf**](http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf)

[**http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/north-south-comparisons**](http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/north-south-comparisons)

**Diplomatic**

**Speech by Sen. James Henry Hammond (Democrat-South Carolina) before the United States Senate, March 4, 1858:**

[**http://teachingamericanhistory.org/library/index.asp?document=1722**](http://teachingamericanhistory.org/library/index.asp?document=1722)

**“The Secession of Virginia and the American Civil War,” Illustrated London News, May 18, 1861:** [**http://beck.library.emory.edu/iln/browse.php?id=iln38.1089.111**](http://beck.library.emory.edu/iln/browse.php?id=iln38.1089.111)