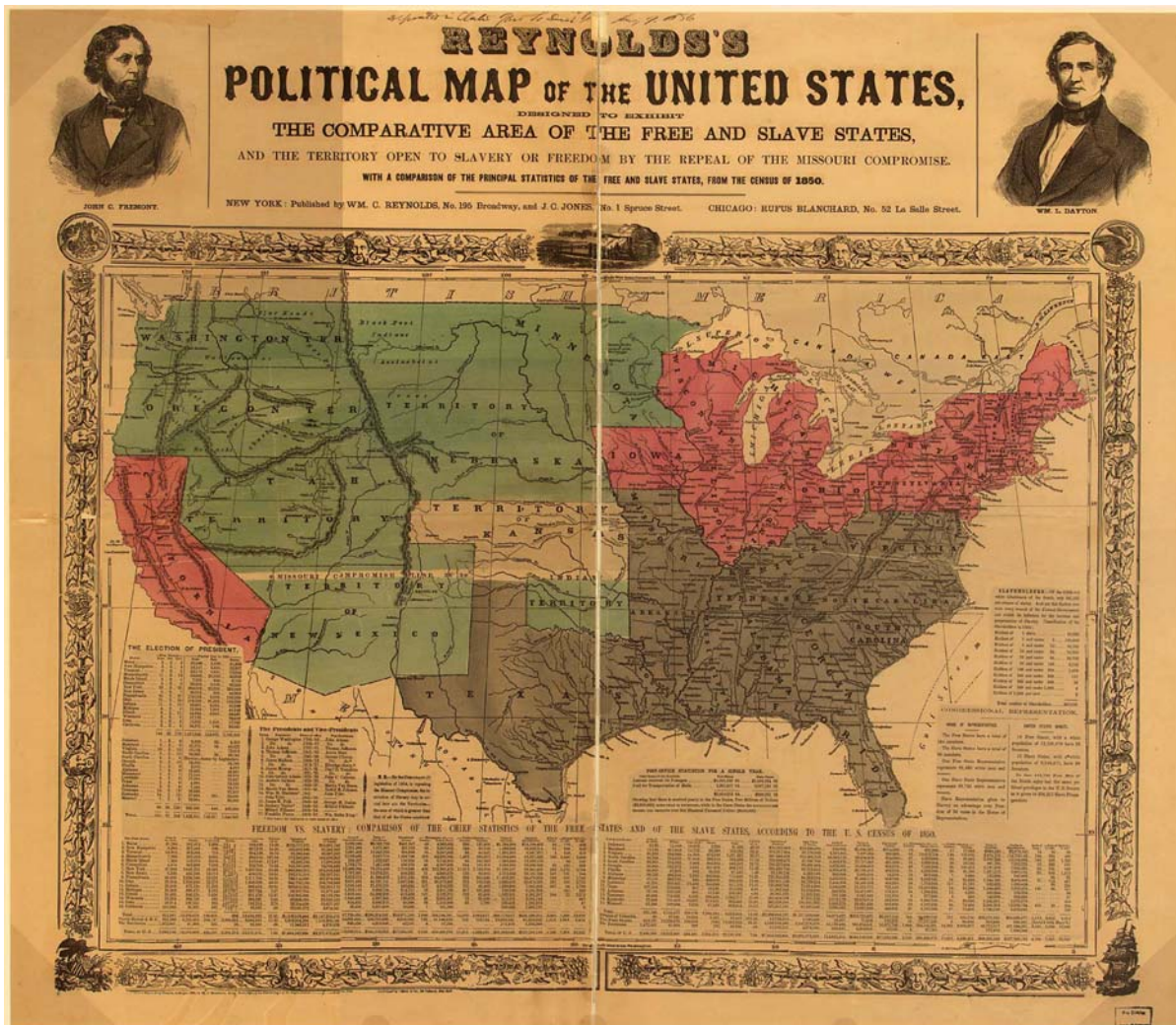


# CAUSES OF THE CIVIL WAR GAME



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CAUSES OF THE CIVIL WAR GAME: DIVISIVE ISSUES (1850 - 1860)

OVERVIEW: The CAUSES OF THE CIVIL WAR GAME confronts students with a series of decisions they must make based on the issues and events which led to the outbreak of the Civil War.

OBJECTIVES: By participating in this simulation game students will:

1. Apply their knowledge of the Antebellum Period by making decisions based on the issues which divided the nation.
2. Understand and apply the necessity of compromise in the formation of public policy in a democracy.
3. Develop and apply techniques necessary to effective group decision making.
4. Learn historical facts and concepts while having fun.

INSTRUCTIONS:

1. Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
2. Read the HOW TO PLAY section. Play out the PRACTICE GAME several times to familiarize yourself with the game and procedures.
3. Duplicate the following game items in the quantities (minimum) indicated:
  - a. page 4 HISTORICAL NOTES, 6 copies
  - b. page 5 PRACTICE GAME, COMPROMISE OF 1850, 6 copies
  - c. pages 7-8 BALLOT, 6 copies
  - d. pages 9-14 DECISIONS # 1-20, 6 copies
4. Sections of the classroom textbook dealing with the pre-Civil War period may be assigned for student reading. This will serve as an introduction to the issues and events upon which the game is based.
5. Follow steps 1 and 2 above when introducing the game to the class.

**GAME SUMMARY** (see GAME RULES SECTION for details)

Divide the class into 6 teams, each representing a major political group or part of the pre-Civil War period. Students read the HISTORICAL NOTES. Next play a practice round of the COMPROMISE OF 1850 GAME.

Based on the facts presented, their acquired knowledge, and their own judgment, each team votes on the issues presented. These votes are recorded on the team's BALLOT and evaluated by the teacher using the TEACHER CONFIDENTIAL SHEET.

A team making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the BALLOT. There is no penalty for an incorrect response. The class should now discuss the DECISION it has made.

The game actually begins with DECISION #1, THE NASHVILLE CONVENTION. Before making this DECISION, each team should review the HISTORICAL NOTES which summarize the goals and philosophy of the political group that each team represents. The game ends with DECISION #20. The teams with the most VICTORY POINTS are the winners.

## HOW TO PLAY:

### A. ORGANIZATION

1. Divide the class into 6 teams.
2. Assign each team a name which represents one of the six major political groups in the U.S. during the 1850's. These 6 groups are 1. NORTHERN DEMOCRATS (ND), 2. NORTHERN WHIGS (NW), 3. ABOLITIONISTS (AB), 4. SOUTHERN DEMOCRATS (SD), 5. SOUTHERN WHIGS (SW), 6. FIRE-EATERS (FE).
3. Distribute the following game materials to each team:
  - a. one BALLOT
  - b. one or more HISTORICAL NOTES
  - c. one PRACTICE GAME: COMPROMISE OF 1850
4. Write each team name on the chalkboard.

### B. PRACTICE GAME: COMPROMISE OF 1850

1. Students read the HISTORICAL NOTES to gain an understanding of the philosophy and goals of their team's political group.
2. Students read the introductory section to the PRACTICE GAME.
3. Within their teams, students read, discuss, and make DECISION A. They record their vote by circling either YES or NO on their BALLOT.
4. The BALLOTS are collected by the teacher.
5. The teacher records each team's vote on the chalkboard below each team's name.
6. The teacher then refers to the TEACHER CONFIDENTIAL SHEET and awards 10 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are recorded by each team on their BALLOT in the column labeled VICTORY POINTS. They are also recorded on the chalkboard (see SCORING EXAMPLE below).
7. The votes on the chalkboard are tallied resulting in a YES or NO decision on the issue. Each team whose vote agrees with the plurality decision (YES or NO) gains 5 BONUS POINTS. Teams record these points in the BONUS POINT COLUMN of their team's BALLOT. The teacher also records these BONUS POINTS on the chalkboard.
8. In case of a tie, the TIEBREAKER column on the TEACHER CONFIDENTIAL SHEET decides whether YES or NO wins.
9. Teams add their VICTORY POINTS and BONUS POINTS then record the results under SUBTOTAL. THE SUBTOTAL added to the TOTAL POINTS column yields a running total of each team's points. The teacher also keeps an accurate running count of each team's TOTAL POINTS on the chalkboard.
10. Repeat steps 3 through 9 for DECISIONS B, C, D, E, and F.
11. After the completion of DECISION F, compare the TOTAL POINTS of the 6 teams to determine the winners.
  - a. OVERALL WINNER: the team with the highest TOTAL POINTS
  - b. NORTHERN WINNER: the highest TOTAL POINTS of the northern teams (Northern Teams are ND, NW, AB).
  - c. SOUTHERN WINNER: the highest TOTAL POINTS of the southern teams (Southern Teams are SD, SW, FE).

### C. THE REGULAR GAME

1. Teams use their same TEAM NAME, BALLOT and HISTORICAL NOTES as in the PRACTICE GAME.
2. Distribute DECISION #1 to each team.
3. Within their teams, students read, discuss, and make DECISION #1.
4. Follow steps #4 through #9 under PRACTICE GAME for the REGULAR GAME DECISIONS 2A and 2B. NOTE THAT THE NORTHERN TEAMS DO NOT PARTICIPATE IN DECISIONS 2A AND 2B. Future DECISIONS allow for the northern teams to catch up in total points.
5. follow steps #4 through #9 for DECISIONS #3 THROUGH #20.
6. Determine the winning teams using the same procedure detailed in #11 above.

D. SCORING EXAMPLE

It is the last turn of the PRACTICE GAME (DECISION F). The chalkboard shows the 6 (line I) teams and their TOTAL POINTS through DECISION E (line II). On line III the teacher records how each team voted on DECISION F. On line IV, the three teams whose DECISIONS were correct gain 10 VICTORY POINTS.

The vote tally results in a tie (three NO and three YES). The TEACHER CONFIDENTIAL SHEET must be consulted to decide the winner. The TIEBREAKER column for DECISION F states that the NW vote decides the winner. The NW vote was YES therefore NW, AB, and SD (who voted YES) receive the 5 BONUS POINTS on line V. The 10 BONUS POINTS awarded to ND and NW on line V are the result of a note on the TEACHER CONFIDENTIAL SHEET (see TEACHER CONFIDENTIAL SHEET PART TWO under NOTES FOR BONUS F).

I.	ND	NW	AB	SD	SW	FE
II	50	50	50	40	60	40
III.	NO	YES	YES	YES	NO	NO
IV.		+10		+10		+10
V.		+5	+5	+5		
VI.	50	65	55	55	60	50

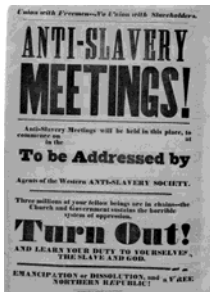
line VI shows the final TOTAL POINTS for each team. The winners for the PRACTICE GAME are:  
 OVERALL=NW with 65 pts.  
 NORTHERN=NW with 65 pts.  
 SOUTHERN=SW WITH 60 PTS.

The Democratic Party traces its roots back to the beginning of the Republic. It developed in opposition to the policies of the Federalists. The Democrats drew their main support from farmers and workingmen. The Party generally favored limited government involvement in people's lives and therefore opposed the tariff, federal aid for internal improvements (transportation and communication systems), and government involvement in banking.



The Democratic Party's long history and great success (winning all but two presidential elections from 1800 to 1856) inspired great party loyalty. The Democrats were great believers in Manifest Destiny - the idea that the United States should expand over the entire continent.

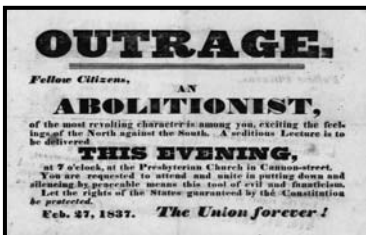
The Southern Democrats were fearful that their section would fall under northern control. Therefore these Southern Democrats defended state's rights against the federal government. They fought to maintain political balances (especially in the Senate) between North and South and were sensitive on the issue of slavery. Slavery was also an issue that divided the Northern Democrats.



The Whig Party began in the 1830's in opposition to President Jackson (a Democrat). The Whig Party, because it was a younger party, showed much less party unity than their Democratic rivals. The Whigs valued preservation of the Union and were masters of compromise (especially Henry Clay) during the antebellum (pre-Civil War) period. They were also often able to compromise the differences within the party on slavery between the southern planters and the large but moderate anti-slavery Whig element in the North. Business dealings between southern cotton planters and northern mill owners provided a strong intraparty bond.

The Whigs favored high tariffs to protect U.S. (mainly northern) industries from foreign competition. They also favored a national bank and federal aid for internal improvements.

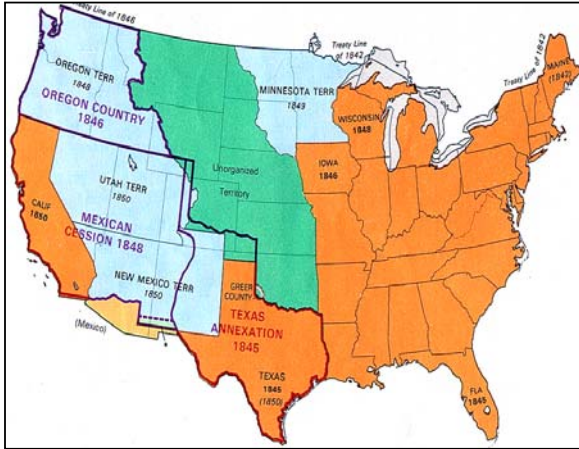
Two radical movements also affected the politics of the pre-Civil War period. The Abolitionists were militantly opposed to slavery and wanted to abolish it from the United States. In this struggle they employed many techniques including propaganda (speakers and newspapers), lobbying (trying to influence the passage of laws), the



Underground Railroad (aiding the escape of runaway slaves from the South to the North), and direct political action which included the formation of anti-slavery political parties.

The Fire-eaters were Southerners who defended slavery as a positive good. Not only did they think slavery was good for the South but that it should be encouraged throughout the nation. They favored the acquisition of more potential slave territory such as Cuba and other Central American lands for the United States. They often worked within the two major parties (Whigs and Democrats) of the time, but usually their main efforts were with the Democrats

## COMPROMISE OF 1850: PRACTICE GAME



Just as in 1820 with the Missouri Controversy, the proposed admission of a new state in 1849 aroused sectional feelings in the U.S. The 1848 Gold Rush to California had drastically increased both the population and problems in the new Pacific Coast territory. In 1849 the citizens of California drafted a constitution which excluded slavery and then applied for statehood. The Union reflecting the basis of the Missouri Compromise of 1820 is

currently composed of 15 free and 15 slave states.

You are a member of the Senate representing your group's interests. Consider, discuss, and then decide each of the following DECISIONS.

DECISION A: The Senate in 1850 votes on the issue of statehood for California. How do you vote? YES for statehood or NO for no statehood for California. CIRCLE EITHER YES OR NO ON YOUR BALLOT.

DECISION B: The state of Texas and the territory of New Mexico both claim land east of the Rio Grande River. It is proposed to grant this land to New Mexico and pay Texas \$10,000,000 in compensation. How do you vote? YES if you are for the proposal or NO if you are against the proposal.

DECISION C: The new territories of Utah and New Mexico are potential new states whose admission into the Union might again open up the slavery question. It is proposed that the concept of "Popular Sovereignty" be employed by allowing the residents of the two territories to decide for themselves if they want slavery. Until now the issue of slavery in new territories has been decided by Congress. How do you vote?

DECISION D: Slave-owners lose many slaves each year to the "Underground Railroad," which helps runaway slaves escape to the North. Congress is proposing a revised Fugitive Slave Law to force northern officials to aid in the capture and return of runaway slaves. How do you vote?

DECISION E: Slavery is legal in the nation's capital, Washington D. C., which lies between two slave states (Virginia and Maryland). A group of congressmen proposes ending the public sale of slaves in Washington D. C. Slavery itself, however, would still be legal. How do you vote on the issue of banning the sale of slaves in the nation's capital?

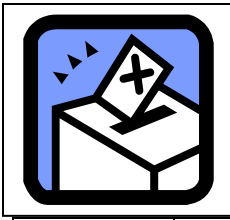
DECISION F: A group of Whig and Democratic Senators, with the support of the Whig administration (President Taylor and Vice-President Fillmore), suggest a compromise bill which would INCLUDE ALL OF THE PROVISIONS LISTED ABOVE in DECISIONS A through E. You must accept (VOTE YES) or reject (VOTE NO) for the entire package (A through E). How do you vote?

TEACHER CONFIDENTIAL SHEET

PRACTICE GAME COMPROMISE OF 1850

DECS 'N #	ND	NW	AB	SD	SW	FE	TIE BREAKER	BONUS POINTS
A	YES	YES	YES	NO	NO	NO	NO	5
B	YES	YES	YES	NO	NO	NO	NO	5
C	NO	NO	NO	YES	YES	YES	NO	5
D	NO	NO	NO	YES	YES	YES	NO	5
E	YES	YES	YES	NO	NO	NO	NO	5
F	YES	YES	YES	YES	YES	NO	NW	5

ND	NORTHERN DEMOCRATS
NW	NORTHERN WHIGS
AB	ABOLITIONIST
SD	SOUTHERN DEMOCRATS
SW	SOUTHERN WHIGS
FE	FIRE EATERS



BALLOT SHEET ONE: CIRCLE YOUR ANSWER

TEAM NAME \_\_\_\_\_

DECISION NUMBER	TOPIC	VOTE	VICTORY POINT	BONUS POINT	SUB TOTAL	TOTAL POINT
PRACTICE GAME	COMPROMISE OF 1850					0
A		YES/NO				
B		YES/NO				
C		YES/NO				
D		YES/NO				
F		YES/NO				
REGULAR GAME*****						
1	NASHVILLE CONVENTION	YES/NO				
2A	NASHVILLE RESOLUTIONS	YES/NO				
2B		YES/NO				
2C	PERSONAL LIBERTY LAWS	YES/NO				
3	ELECTION OF 1852	PIERCE, HALE SCOTT				
4A	TRANSCONTINENTAL RR	YES/NO				
4B		NORTH/SOUTH				
5	GADSDEN PURCHASE	YES/NO				
6	OSTEND MANIFESTO	YES/NO				
7A	KANSAS-NEBRASKA	YES/NO				
7B		YES/NO				
8	RUPUBLICAN PARTY	YES/NO				
9	ELECTION 1856	BUCHANAN, FREDMONT, FILMORE				
10	BLEEDING KANSAS	YES/NO				
11	BLOODSHED IN THE SENATE	YES/NO				
12A	DRED SCOTT	YES/NO				
12B		YES/NO				
12C		YES/NO				
12D		YES/NO				
13	TARIFF OF 1857	YES/NO				
14	SLAVERY BOOKS	YES/NO				

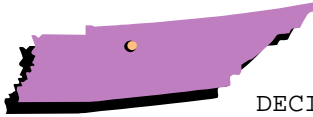


BALLOT SHEET TWO: CIRCLE YOUR ANSWER							TEAM NAME _____
DECISION NUMBER	TOPIC	VOTE	VICTORY POINT	BONUS POINT	SUB TOTAL	TOTAL POINT	
15	ELECTION IN ILLINOIS	WENTWORTH, DOUGLAS, LINCOLN					
15B		YES/NO					
15C		YES/NO					
16	JOHN BROWN	YES/NO					
17	HOMESTEAD ACT	YES/NO					
18	ELECTION OF 1860	DOUGLAS, BRECKINRIDGE, BELL, LINCOLN					
19	SECESSION	YES/NO					
20	FORT SUMTER	YES/NO					

# CAUSES OF THE CIVIL WAR DECISIONS

## THE NASHVILLE CONVENTION

During the debates on the Compromise of 1850 a Mississippi state convention called for a meeting in Nashville, Tennessee, to discuss how to protect the rights of southern slave states. Do you attend this convention? YES OR NO?



DECISION 2A AND 2B: NASHVILLE RESOLUTIONS (note: only the three southern teams participate).

DECISION 2A: Since slavery is legal in some states, and since residents of these states may move into new territories taking their slaves with them, therefore Congress must protect the rights of slaveholders in the territories. YES OR NO?

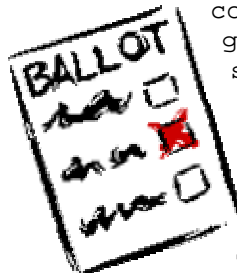
DECISION 2B: The southern states should secede (leave) from the Union and form their own independent country where slavery would be legal forever. YES OR NO?

DECISION 2C: PERSONAL LIBERTY LAWS (note: only the northern teams participate). The Fugitive slave Act made it difficult for runaway slaves. They could not testify on their own behalf. They were denied a jury trial. The commissioner who decided the case was paid twice as much if the accused runaway was returned to slavery. Many northern state legislatures considered the enactment of Personal Liberty Laws which would make the enforcement of the Fugitive Slave Act difficult. Do you support the Personal Liberty Laws? YES OR NO?



## DECISION 3: ELECTION OF 1852

The Democrats choose a "dark horse" candidate, Franklin Pierce of New Hampshire. Pierce had an undistinguished career as a lawyer, congressman (often voting with the southern Democrats) and general during the Mexican War. The Democratic platform strongly supported the Compromise of 1850, including enforcement of the Fugitive Slave Act.



The Whigs nominated a hero of the Mexican War, Winfield Scott, as their presidential candidate. The Whigs also supported the Compromise of 1850.

The Free Soil Party nominated John P. Hale, a Senator from New Hampshire. Its platform denounced the Compromise of 1850 and opposed any more slave states or territories.

Which candidate do you vote for? PIERCE, SCOTT, or HALE?

## DECISION 4: TRANSCONTINENTAL RAILROAD

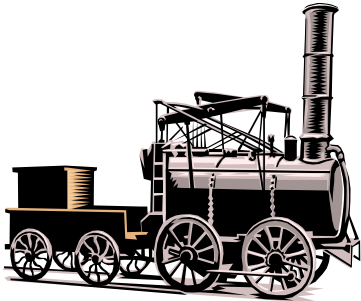
The admission of California into the Union and the organization of the Utah and New Mexico territories pointed out the need for improved communication between the settled East and the newly acquired West. Several political leaders suggest building a transcontinental railroad.

DECISION 4A: Do you favor building the transcontinental railroad?  
YES OR NO?

DECISION 4B: Should the railroad be built in the North or the South?  
NORTH OR SOUTH?

DECISION 5: THE GADSDEN PURCHASE

To secure one possible route for a transcontinental railroad, James Gadsden, minister to Mexico, has arranged a treaty to purchase land on the southern border of the New Mexico territory. The Senate must approve this treaty. How do you vote? YES OR NO AGAINST THE TREATY.



DECISION 6: THE OSTEND MANIFESTO

The concept of Manifest Destiny - that the U. S. should expand and dominate the entire continent - continued into the 1850's. The U.S. had earlier tried to buy Cuba from Spain, but the Spanish refused to sell the island which produced much sugar on slave plantations.

In 1854, under instructions of the Democratic Secretary of State, three U.S. ministers (ambassadors) met in Ostend, Belgium. They recommended that the U.S. again offer to buy Cuba and, if unsuccessful, use force to secure the island. Do you support this declaration? YES OR NO?

DECISION 7: KANSAS-NEBRASKA ACT

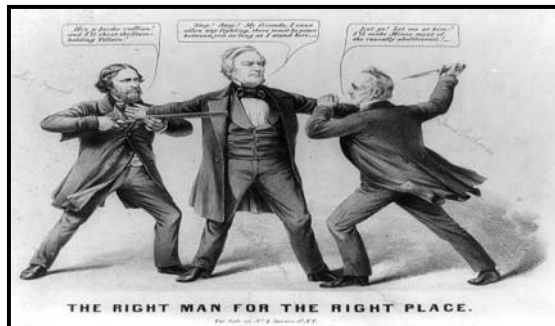
Another possible transcontinental railroad route passed through the unorganized Nebraska territory.

DECISION 7A: Do you favor organizing Nebraska into a territory which would lead to eventual statehood? YES OR NO?

DECISION 7 B: Stephen Douglas, a Democratic Senator from Illinois, proposes that the territory be split in two (into Kansas and Nebraska) and that the issue of slavery will be decided by the residents voting whether to have slaves or not. Giving the residents of the territories the right to decide by voting on having slaves or not is known as Popular Sovereignty. How do you vote on this proposal? YES OR NO?

DECISION 8: REPUBLICAN PARTY (not: only northern teams participate)

Groups of northerners opposed to the expansion of slavery, especially the potential introduction of slavery into Kansas and Nebraska, form a new political party in 1854. Will you join this new political party. YES OR NO?



DECISION 9: ELECTION OF 1856

The Democrats passed over President Pierce and nominated James Buchanan of Pennsylvania. Buchanan, like Pierce, was friendly to the South. The Democratic platform supported Popular Sovereignty.

The Republicans chose as their first presidential candidate, John C. Fremont, a famous explorer. In their platform the Republicans opposed the

extension of slavery into the territories.

A new party, nicknamed the "Know Nothings," nominated former Whig President Millard Fillmore. The Know Nothings opposed immigration and were anti-Catholic. Which Candidate will you vote for? BUCHANAN, FREMONT, or FILLMORE.

DECISION #10: BLEEDING KANSAS

The Kansas territory became a political and terrorist battleground in 1856. Anti-slavery emigrants from the North fought with pro-slavery groups mainly from neighboring Missouri. In 1857 the pro-slavery elements devised the Lecompton Constitution which protected slavery in Kansas. The proposed state constitution passed because most of the anti-slavery people refused to vote. Kansas applied for admission to the Union under the Lecompton Constitution. How will you vote? VOTE YES IF YOU AGREE WITH THE LECOMPTON CONSTITUTION OR NO IF YOU DISAGREE WITH IT.



DECISION #11 BLOODSHED IN THE SENATE.

Violence in Kansas over slavery spread to the floor of the Senate in 1856. Charles Sumner, Republican Senator from Massachusetts, delivered a speech entitled "The Crime Against Kansas" in which he repeatedly insulted the South, especially the state of South Carolina.

In retaliation to the speech, Preston Brooks, Congressman from South Carolina, assaulted and viciously beat Sumner with a cane. Sumner was seriously wounded and suffered from the effects of the attack for the rest of his life.

The House of Representatives proposes to censure (severely criticize) Brooks for his attack on Sumner. Do you support this censure? VOTE YES IF YOU ARE FOR THE CENSURE OR NO IF YOU ARE AGAINST.

DECISION #12: THE DRED SCOTT DECISION



Dred Scott was a slave who had been taken by his master from the slave state of Missouri to the free state of Illinois and then to the Wisconsin territory. He had lived on free soil for five years before being returned to Missouri. Scott sued his master for his freedom based on his length residence in free territory. The case worked its way up to the Supreme Court.

You are a Justice on the Supreme Court. How would you rule on the following issues?

DECISION #12A: By his residence in a state (Illinois) in which slavery is illegal, Dred Scott is declared a free man. VOTE YES OR NO.

DECISION #12B: By his residence in a territory (Wisconsin) in which Congress has outlawed slavery, Dred Scott is a free man. VOTE YES OR NO.

DECISION #12C: The case should be dismissed because, as a slave, Dred Scott has no standing in court and no right to sue. YES OR NO.

DECISION #12D: It is unconstitutional for Congress to outlaw slavery in any territory. YES OR NO.

DECISION #13: THE TARIFF OF 1857

Throughout most of the early history of the country, taxes on imports (tariffs) had been set by congress at fairly highly rates. Not only did these high tariff rates provide money for the government, but they also served to protect American industries from foreign competition. A surplus (excess) of money in the government treasury encourages Congress to propose a large reduction in tariff rates. Do you agree to the reduction in the tariff rates. YES OR NO.



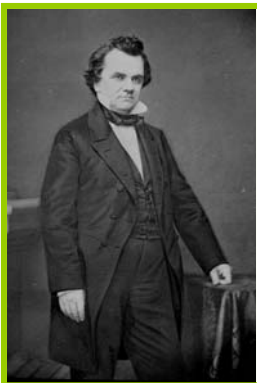
DECISION #14: BOOKS ON SLAVERY (note: only the southern teams participate)  
Two books had an immense impact on the public's impression of slavery. Uncle Tom's Cabin (1852) was a novel by Harriet Beecher Stowe picturing the human evils of slavery in The Impending Crisis in the South and How to Avoid It (1857), Hinton R. Helper used statistics to show that southern whites who did not own slaves were hurt the most by slavery.

Southern state governments propose banning both books in the South. How do you vote on banning these two books. YES OR NO.

DECISION #15: ELECTION IN ILLINOIS

Illinois was a political microcosm (small picture) of the entire country. Stretching from urban Chicago in the North to the rural southern lands adjacent to slave states, Illinois contained representatives of each major political faction in the U.S.

DECISION #15A: In 1858 three candidates were seeking their party's nomination for Senator from Illinois. First, John Wentworth, the



Republican mayor of Chicago. A former Democrat, he joined the Republicans in protest to the Kansas-Nebraska Act. Second, Stephen Douglas, a Democrat, best known for his support of the Compromise of 1850 and the Kansas-Nebraska Act. He is the incumbent Senator running for Reelection. Third, Abraham Lincoln, a Republican and former Whig Congressmen who is better known as a lawyer and party leader. Lincoln also changed parties as a result of the Kansas-Nebraska Act. Who do you vote for? WENTWORTH, DOUGLAS OR LINCOLN.

DECISION #15B: Senator Douglas is one of the country's outstanding debaters. A newspaperman suggests a debate between the candidates for the Senate. As an Illinois Democrat (ND, SD, FE) do you agree to the debate? VOTE YES OR NO. As an Illinois Republican (NW, SW or AB) do you agree to the debate? VOTE YES OR NO.

DECISION #15C: Which candidate do you think will win the election for Senator. SELECT DOUGLAS OR LINCOLN.



DECISION #16: THE CASE OF JOHN BROWN

John Brown, a veteran of the terrorist wars in Kansas, led a raid on a federal arsenal at Harper's Ferry, Virginia in 1859. Brown's plan was to seize the weapons in the arsenal and use them to lead a slave rebellion. The plan was a failure, resulting in the deaths of seven people and the capture of Brown. A jury finds Brown guilty of murder and treason. Would you impose the death penalty (hanging) on John Brown? VOTE YES FOR HANGING BROWN OR NO FOR NOT HANGING HIM.

DECISION #17: HOMESTEAD ACT

The Panic of 1857 stimulated interest in the government providing free land (160 acres) to any settler who moves into the new territories. The proposal came to a vote in 1860. How would you vote? YES FOR THE PROPOSAL OR NO AGAINST.

DECISION #18: ELECTION OF 1860

The election of 1860 featured three political parties: one badly split (Democrats), one sectional (Republicans), and one new (Constitutional Union). The four presidential candidates were:



STEPHEN DOUGLAS - Democratic Senator from Illinois - chief proponent of Popular Sovereignty.

JOHN BRECKINRIDGE - Buchanan's Vice President - a Democrat from Kentucky, whose platform featured the expansion of slavery and the acquisition of Cuba.

JOHN BELL - A former Democrat and later a Whig - a respected former Senator from Tennessee whose slogan was "the Union, the Constitution, and the enforcement of the laws".

ABRAHAM LINCOLN - Republican from Illinois - his platform included no extension of slavery, a high protective tariff, a transcontinental railroad, and free

homesteads (land) for settlers.

Who will you vote for? DOUGLAS, BRECKENRIDGE, BELL, or LINCOLN.

DECISION #19: SECESSION (note: only the Southerners participate)

Although Lincoln had repeatedly stated that he had no interest in interfering with slavery where it already existed, some Southerners were extremely upset with his election. Several southern state legislatures called for conventions to vote upon secession (leaving the Union and forming a new nation). How would you vote on the issue of secession? YES FOR SECESSION OR NO FOR STAYING IN THE UNION.

DECISION #20: FORT SUMTER (note: only northern teams participate)



Although South Carolina has seceded, the federal government still possesses and holds several military installations in the state. Among these is Fort Sumter, on an island in Charleston harbor. The Southerners demand that the Union abandon the fort, but Major Robert Anderson, the commander of the army garrison, refuses.

The Southerners decide to starve the fort's defenders into surrender. They threaten to fire upon any Union ship attempting to bring supplies to Fort Sumter.

What advice would you give President Lincoln? YES, SEND SUPPLIES AND RISK WAR; OR NO, ABANDON THE FORT TO THE REBELS.

TEACHER CONFIDENTIAL SHEET PART ONE

DECIS'N NUMBER	ND	NW	AB	SD	SW	FE	TIE BREAKER	BONUS POINTS
1	NO	NO	NO	YES	YES	YES	NONE	5
2a				YES	YES	YES	NONE	5
2b				NO	NO	YES	NONE	5
2c	YES/NO	YES	YES				NONE	5
3	PIERCE	SCOTT	HALE	PIERCE	SCOTT	PIERCE	PIERCE	5
4a	YES/NO	YES	YES	NO	YES	NO	ND	5
4b	NORTH	NORTH	NORTH	SOUTH	SOUTH	SOUTH	NONE	5
5	YES	YES	NO	YES	YES	YES	ND	5
6	YES	NO	NO	YES	YES/NO	YES	ND	5
7a	YES	YES	YES	NO	NO	NO	NONE	5
7b	YES	YES	NO	YES	YES	YES	ND	ND
8	NO	YES/NO	YES				NONE	5
9	BUCHAN	FILMORE/ FREMONT	FREMONT	BUCHAN	FILMORE	BUCHAN	BUCHAN	5
10	NO	NO	NO	YES	YES	YES	NO	5
11	YES	YES	YES	NO	YES	NO	AB	5
12a	YES	YES	YES	NO	NO	NO	NO	5
12b	YES	YES	YES	NO	NO	NO	NO	5
12c	YES	YES	NO	YES	YES	YES	NO	5
12d	NO	NO	NO	YES	YES	YES	NO	5
13	YES	NO	NO	YES	YES/NO	YES	ND	5
14	NO VICTORY POINTS AWARDED							
15a	DOUGLAS	LINCOLN	LINCOLN OR WNTH	DOUGLAS	LINCOLN	DOUGHLAS	DOUGLAS LINCOLN	5
15b	NO	YES	YES	NO	YES	NO	NO	5
15c	ALL TEAMS MARKING DOUGHLAS GAIN 10 VICTORY POINTS						NONE	NONE
16	YES	YES	YES/NO	YES	YES	YES	YES	5
17	YES/NO	YES/NO	YES	NO	NO	NO	ND	5
18	DOUGLAS	LINCOLN	LINCOLN	BRCKNDG	BELL	BRCKNDG	LINCOLN	5
19				YES/NO	NO	YES	NONE	5
20	NO	YES	YES					5