

Name: _____ Hour: _____

“While You Were Fighting the Civil War...” Part I: Changing How Money Works

Introduction

- When the southern states began seceding after the election of President Abraham Lincoln in 1860, Senators of Representatives from those states _____ to fight in the upcoming war or serve in the new Confederate government.
- That left the national Congress under the control of _____.
- They were mostly Republicans (like Lincoln) who strongly supported American _____, westward _____, higher education, etc.
- Without southern Democrats in the mix, northern Republicans could _____ (and they did).

I. Financing the War

(A) The federal government began printing _____.

1. Before this, the government minted mostly _____ - gold or silver coins whose value didn't depend on a specific bank or government.
2. States were prohibited by the _____ from printing OR coining money.
3. Many banks printed paper money, but its value was tied to the reliability of the bank itself.
4. These new bills were called “_____” (because of the green ink used to print them) and their value was tied to the future of the Union / United States.

(B) Congress instituted a _____.

1. Before this, taxes were tied to sales, trade, property, etc. You paid a small tax with each transaction.
2. _____ are taken directly from what you earn. (This was made fully constitutional when the 16th Amendment was ratified in 1913.)

(C) Both paper money & income taxes _____ after the Civil War.



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“While You Were Fighting the Civil War...” Part II: Protecting American Businesses

Definitions:

“_____”: A tax on imported goods.

“_____”: A tariff primarily intended to raise money.

“_____”: A tariff primarily intended to protect businesses.

- (A) Tariffs mostly benefited _____ (which were mostly in _____).
- (B) Tariffs make products _____ for everyone, but some people were OK with that.
- (C) Tariffs can upset foreign _____, who may institute their own tariffs in retaliation. (In the 19th century, this made it harder for _____ to sell their crops overseas.)
- (D) During the Civil War, THE SOUTH wasn't around, so THE NORTH could _____. These remained in effect, of course, even after the war ended.

The Morrill Tariff (March 1861)

- ❖ Primarily a _____
- ❖ Received a very negative reaction from _____
- ❖ British newspapers reported that the South had seceded largely BECAUSE OF _____ (which was incorrect *and* impossible)
- ❖ For the first two years of the war, England considered _____
- ❖ After the _____ (Jan. 1st, 1863), that was no longer an option.
- ❖ After the war, southerners began promoting what's known as the “_____” - the idea that the south had a noble culture, that slavery wasn't so bad, and that the Civil War wasn't primarily about slavery. They promoted the idea that secession was largely in response to northern _____, which was (and is) historically completely unsupportable.



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“While You Were Fighting the Civil War...” Part III: Promoting Ag-Ed & Westward Expansion

(A) The Morrill Land Grant Act (1862) - Background

1. As far back as the Northwest Ordinance (1787), the U.S. had looked for ways to promote _____ as the nation expanded.
2. A century later, most formal education still focused on _____ - rhetoric, history, law, religion, etc. (A few schools had science or engineering, but not many.)
3. Most _____ required apprenticeship or working your way up - not college, or even high school.
4. Some started pushing for something more practical - education that would help people _____ - farming and ranching and civilizing the frontier.
5. 1855 - first _____ founded by Michigan State University. Other states soon ask Congress to help them do something similar.

(B) The Morrill Land Act (1862) - How It Worked

1. Provided federal _____ to each state to be utilized in pursuit of colleges devoted to _____ and “the mechanical arts” (A&M)
2. The amount of land was based on each state’s _____.
3. Many states sold their grants to finance _____ focused on agriculture & the mechanical arts (think “vocational training,” but fancier) or fund the _____ of existing institutions to include the relevant departments.
4. The South had opposed this plan - they didn’t want ambitious, college-educated farmers _____ with established southern growers in the seemingly unlimited lands to the west.
5. By 1862, Southern opposition no longer mattered.
6. Morrill amended his bill to include _____ alongside the agricultural and mechanical arts. (The war hadn’t been going well.)
7. A follow-up was passed in 1890 requiring land-grant colleges to either prohibit _____ in admission policies OR establish _____ separate programs and facilities for people of color. This laid the groundwork for many of the schools we today think of as HBCUs: “Historically Black Colleges and Universities.”

(C) The _____ (1862) - 160 Acres of land in the west for any homesteader or family.

I. GOALS

- Make it easier for homesteaders to acquire _____
- “_____” the frontier by settling western territories
- Build national _____ by extending the nation in “productive” ways.

2. Requirements

- Pay a small _____
- Must live on the land for at least _____
- Must “_____” the land (build a home, plant crops, etc.)

3. Impact

- Motivated U.S. to remove remaining _____ to reservations
- Created need for more _____ and railroad stations across the west
- Added both _____ and _____ diversity.

(D) The Pacific Railway Act (1862)

1. Created two companies – the Union Pacific and _____.
2. Connect east & west by laying tracks across _____.
 - The Central Pacific started in Sacramento, California (which had been populated thanks to the Gold Rush) and built _____
 - The Union Pacific started in Omaha, Nebraska, and built _____.
 - (Eventually, they'd meet somewhere in _____.)
3. It took a bit longer than expected, thanks to the interruption of the Civil War, but eventually the tracks were completed and _____ in Utah in 1869.

