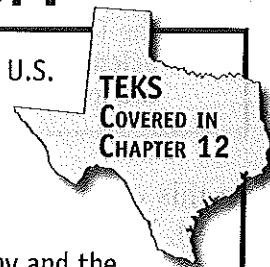




MANIFEST DESTINY AND THE RISE OF SECTIONALISM



- **History 1** The student understands traditional historical points of reference in U.S. history through 1877.
 - **History 1A** Identify the major eras and events in U.S. history through 1877, including ... westward expansion [and] sectionalism.
 - **History 6B** Explain the political, economic, and social roots of Manifest Destiny.
 - **History 6C** Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.
 - **History 6D** Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
 - **History 6E** Identify areas that were acquired to form the United States....
 - **History 7B** Compare the effects of political, economic, and social factors on slaves and free blacks.
 - **History 7C** Analyze the impact of slavery on different sections of the United States.
 - **History 7D** Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- **Geography 10A** Locate places and regions of importance in the United States during the 19th century.
- **Economics 12A** Identify economic differences among different regions of the United States.
- **Economics 12B** Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.
- **Economics 12D** Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- **Government 17B** Explain constitutional issues arising over the issue of states' rights.....
- **Government 18C** Evaluate the impact of selected landmark Supreme Court decisions, including *Dred Scott v. Sandford*, on life in the United States.
- **Citizenship 20C** Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.
- **Citizenship 21A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
- **Citizenship 21C** Summarize a historical event in which compromise resulted in a peaceful resolution.
- **Citizenship 22B** Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass.
- **Culture 23A** Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- **Culture 23D** Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
- **Culture 24A** Describe the historical development of the abolitionist movement.
- **Culture 24B** Evaluate the impact of reform movements, including ... abolition.
- **Science, Technology, and Society 27A** Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.

CONTINUED

- **Science, Technology, and Society 27B** Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.
- **Science, Technology, and Society 27C** Analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.
- **Science, Technology, and Society 27D** Explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.
- **Science, Technology, and Society 28B** Identify examples of how industrialization changed life in the United States.

In this chapter, you will learn how the United States expanded its borders to the Pacific coast. You will also learn how Americans became increasingly divided by sectional differences in the two decades before the Civil War.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|------------------------|----------------------------|---------------------------------|
| ■ "Manifest Destiny" | ■ Free Blacks | ■ John C. Calhoun |
| ■ Mormons | ■ Sectionalism | ■ Theory of Nullification |
| ■ Annexation of Texas | ■ Abolitionists | ■ States' Rights |
| ■ James Polk | ■ Harriet Beecher Stowe | ■ Underground Railroad |
| ■ U.S.-Mexican War | ■ <i>Uncle Tom's Cabin</i> | ■ <i>Dred Scott v. Sandford</i> |
| ■ Mexican Cession | ■ Frederick Douglass | ■ Kansas-Nebraska Act |
| ■ Gadsden Purchase | ■ Henry David Thoreau | ■ Popular Sovereignty |
| ■ Immigration | ■ Civil Disobedience | ■ Republican Party |
| ■ Eli Whitney | ■ Transcendentalism | ■ Lincoln-Douglas Debates |
| ■ Nat Turner Rebellion | ■ Underground Railroad | ■ John Brown's Raid |

ESSENTIAL QUESTIONS

- What role did "Manifest Destiny" play in westward expansion?
- Was the U.S.-Mexican War justified?
- What were the effects of territorial expansion on our nation?
- Could the divisions created by sectionalism have been avoided?
- How might the attempt at political compromises have been altered to lessen the threat of Civil War?
- Can Chief Justice Taney be blamed for the onset of the Civil War?

— IMPORTANT IDEAS —

- A. The United States expanded westward to the Pacific Ocean by acquiring a series of new territories. These territories included the **Louisiana Purchase**, the purchase of **Florida**, the **annexation of Texas**, the acquisition of part of the **Oregon Territory**, the **Mexican Cession**, and the **Gadsden Purchase**.
- B. Americans came to believe it was their fate, or "**Manifest Destiny**," to occupy North America from the Atlantic to the Pacific Ocean. Manifest Destiny had political, economic, and social roots. Americans felt they needed these territories to be secure against foreign powers and that these lands would bring new wealth. Finally, Americans believed God had ordained them to occupy the West.
- C. By the mid-nineteenth century, the nation consisted of three different regions or "sections." Many Americans felt greater loyalty to their section than to the country as a whole. This strong regional loyalty was known as **sectionalism**.
- D. The **North** was the most industrialized. Factory workers produced manufactured goods. Farmers raised livestock to supply food to towns and cities. Railroads connected natural resources with factories and consumers.
- E. The **West** became the "**breadbasket**" of the country, growing wheat and other crops. Cities developed on the banks of the Great Lakes and along major rivers.
- F. The **South** was transformed by the invention of the **cotton gin** and the growing demand for cotton by English and Northern factories. Plantation owners grew, harvested, and shipped cotton with large forces of slaves.
- G. Immigrants contributed to both economic and demographic growth in this period. **Irish immigrants** came to escape the famine in Ireland. **German immigrants** came to escape political repression. Many Irish settled in cities in the Northeast, while Germans often settled in Ohio, Michigan and Wisconsin.
- H. Northern states abolished slavery. Some Southern slaves were freed by their owners and became **free blacks**. Most moved to the North.
- I. **Abolitionists** wanted to abolish slavery. **William Lloyd Garrison**, **Frederick Douglass**, and **Harriet Tubman** were leading abolitionists. Harriet Beecher Stowe's *Uncle Tom's Cabin* revealed the brutality and violence of slave life.
- J. Some slaves escaped slavery in the South on the **Underground Railroad**.
- K. **Henry David Thoreau** developed the strategy of **civil disobedience**, refusing to obey laws a citizen believed to be unjust. Slavery apologists, like **John C. Calhoun**, argued that slavery was justified by the Bible.
- L. The struggle over slavery focused on the issue of its extension into new territories. Southerners feared the North would take control of Congress and abolish slavery. Under the **Compromise of 1850**, California was admitted as a free state, and the **Fugitive Slave Law** was greatly strengthened.
- M. The system of compromise started to breakdown when the **Kansas-Nebraska Act** let settlers decide if they wanted slavery, adding violence to the issue.
- N. The **Republican Party** was founded against the further spread of slavery.
- O. The **Dred Scott decision**, holding that African Americans had no right to citizenship, and that Congress could not limit slave owners' control of their property, ended the possibility of further compromise of the issue.

AMERICA EXPANDS WESTWARD

When the United States signed the peace treaty with Great Britain in 1783, its borders were the Mississippi River to the west, Canada to the north, and Florida to the south. In addition to the original thirteen colonies, the new United States then acquired recognition of its control of the Northwest Territory.

You have already learned about the **Northwest Ordinance** in 1787. This act established principles and procedures for the admission of new states. Over the next decades, the new republic rapidly expanded its territory across the continent.

LOUISIANA PURCHASE, 1803

In 1803, France offered to sell its land from west of the Mississippi River to the Rocky Mountains. The **Louisiana Purchase** doubled the size of the United States and gave it control of the key port of New Orleans, where the Mississippi River empties into the Gulf of Mexico.

THE PURCHASE OF FLORIDA, 1819

Spain was losing its hold on its colonial empire in South America. Its colonies had already risen in revolt. In this weakened state, Spain sought to sell Florida. Americans negotiated the purchase of Florida from Spain in 1819 for \$5 million.

"MANIFEST DESTINY"

Many Americans came to believe that it was America's "**Manifest Destiny**," or fate, to extend the borders of the nation to the shores of the Pacific. This belief was in keeping with the belief that Americans were a "chosen people" with a divine mission to spread democracy, Christianity and Western culture. Occupying the entire breadth of North America from the Atlantic to the Pacific would also strengthen the nation's security and provide new economic opportunities.

THE POLITICAL, ECONOMIC, AND SOCIAL ROOTS OF "MANIFEST DESTINY"

Expanding Democracy. Americans believed they had a God-given mission to extend their system of democracy. Americans hoped to establish a democratic republic that reached to the Pacific, which would serve as an example to the world.

Pioneering Spirit. The pioneer spirit was seen as the perfect expression of American individualism. Americans admired the rugged pioneers who advanced into Texas, Oregon, California and the Southwest.

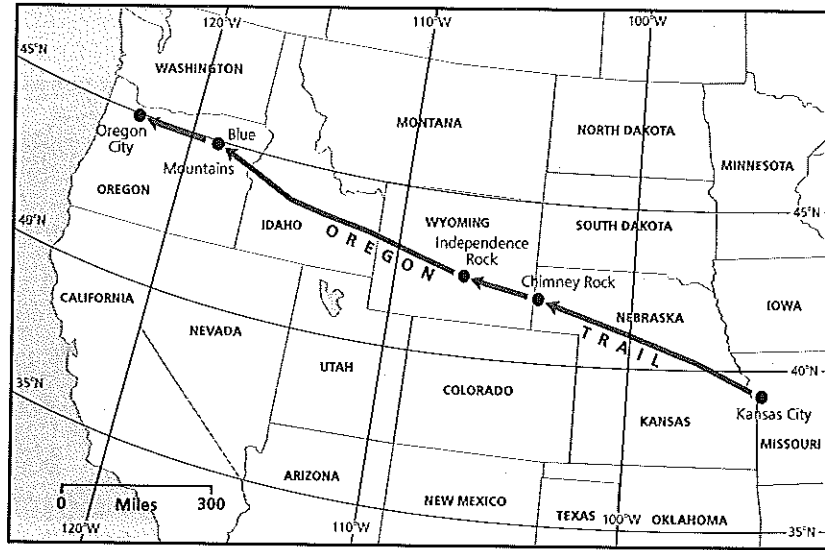
Security. Occupying the middle of the continent from coast to coast would discourage threats from rival powers like England, Spain, or Russia.

Romanticizing the West. Many Americans romanticized the West — in paintings, popular prints, and literature — as an ideal of nature.

Future Prosperity. Many Americans believed their future prosperity depended on the land and wealth to be gained from westward expansion. The success of farmers in Texas and the discovery of gold in California encouraged this belief.

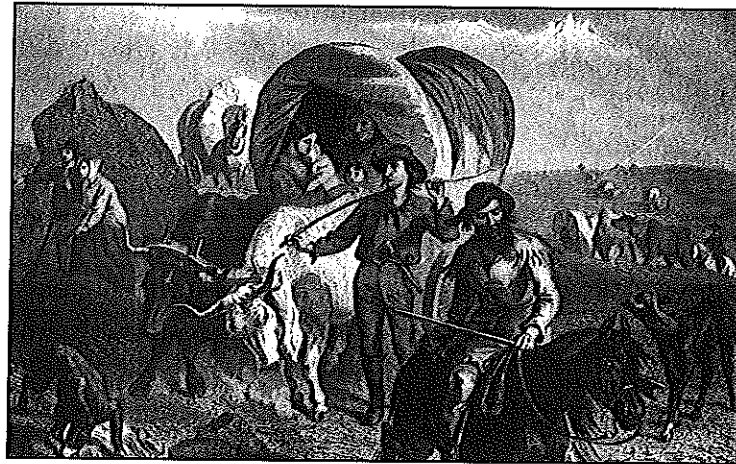
OREGON TERRITORY (1846)

In 1818, Great Britain and the United States had agreed to joint control of the Oregon Territory, which reached as far north as the latitude $54^{\circ} 40'$. In the 1840s, large numbers of pioneers began moving along the **Oregon Trail** to the fertile Willamette Valley in Oregon. Thousands caught "Oregon Fever." Groups crossed the 2,000-mile trail in covered wagons. After crossing the Rocky Mountains, most of these pioneers moved to Oregon, but some moved southwest to California — then still a part of Mexico. The trail was often treacherous — over deserts, rivers, and mountains — and more than 20,000 people died along the route.



THE MORMONS IN UTAH

The **Mormons** were founded in upstate New York in 1830 by Joseph Smith, at the time of the "Second Great Awakening." They moved from New York to Ohio, Missouri, and Illinois, but were driven out of these states because of their unique religious beliefs, which included marrying several wives. In 1847, their leader, **Brigham Young**, led them westward by covered wagon to the Great Salt Lake in Utah, a seemingly desolate and barren region in the Great Basin, which could be cultivated only through irrigation. Here they found comfort in their isolation. By the time of Young's death in 1877, 125,000 Mormons lived in Utah.



The move West by followers of Joseph Smith.

THE ANNEXATION OF TEXAS (1845)

In the 1820s, a group of Americans reached an agreement with the government of Mexico to settle in the region of Mexico known as "Texas." As the number of Anglo-American settlers increased, the Mexican government feared losing control of the area. In 1830, the Mexican government announced a law prohibiting additional settlers from immigrating to Texas from the United States.

These restrictions failed to stop the flow of American immigrants. Most settlers simply ignored the Mexican law. By 1834, there were more than 30,000 Americans in Texas, compared to less than 8,000 Mexican-born citizens.

Anglo-Americans living in Texas still objected to the ban on further immigration. They held a series of conventions demanding its repeal. When Mexican troops attempted to seize a cannon at Gonzales, fighting erupted. Texas volunteers took control of San Antonio. Mexican general and dictator **Santa Anna** marched a large army to Texas and slaughtered Texans at the Alamo and Goliad early in 1836.



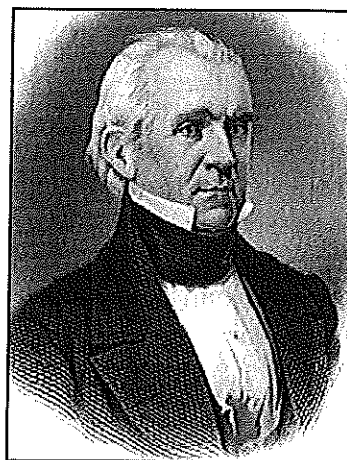
Texans defend the Alamo against the forces of General Santa Anna.

Meanwhile, Anglo-American Texans declared their independence from Mexico. News of the massacres at the Alamo and Goliad inspired their actions.

Texas Wins Independence. Led by **Sam Houston**, the Texan rebels captured Santa Anna at the **Battle of San Jacinto**. To regain his freedom, Santa Anna signed a treaty recognizing Texas as an independent republic. Texas almost immediately asked to be annexed by the United States. The U.S. Congress, however, was divided over whether to admit a new slave state to the Union. They also feared such action would lead to war with Mexico. President Martin Van Buren opposed annexation of a new slave state. Congress therefore declined the request, and Texas became an independent republic. Houston's victory at the Battle of San Jacinto earned him the Presidency of the new Republic of Texas.

The Election of James Polk. In the election campaign of 1844, candidate **James K. Polk** promised to annex Texas and to obtain the Oregon Territory to its northernmost point. Unlike his opponent Henry Clay, Polk seized on the popular desire for westward expansion and captured the election. Once in office, President Polk compromised with the British over Oregon. He extended the existing eastern line between Canada and the United States westward across the Oregon Territory.

In 1845, Congress then voted to annex Texas. Even those divided on the issue of slavery could see the possibility of admitting new Northern states to preserve the existing balance of slave and free states. They feared letting Texas remain independent would block American westward expansion.



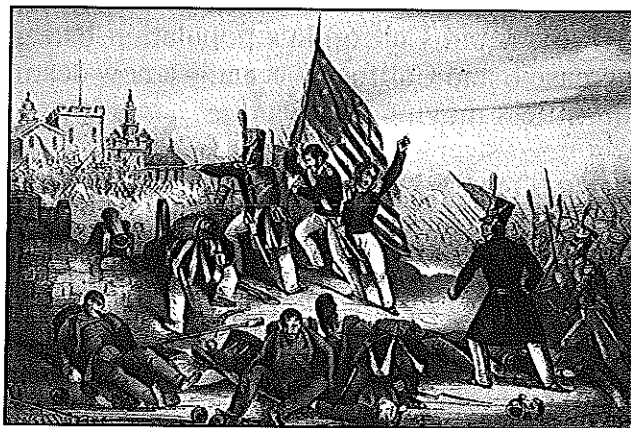
*James Polk
(1795–1849)*

A joint Congressional resolution stated that if any new states were to be created out of the lands of Texas, those north of the "Missouri Compromise Line" should enter as free states, while those south of the line should choose whether or not to permit slavery. Many Americans feared that the annexation of Texas, with its boundaries in dispute, was likely to lead to war with Mexico. Northern critics suspected that the whole project was being carried out in the interests of slavery.

U.S.-MEXICAN WAR (1846–1848)

Shortly after Texas was annexed, a dispute broke out between the United States and Mexico over the southern border of Texas. Was the border to be the Rio Grande or the Nueces River? President Polk ordered troops into the contested area.

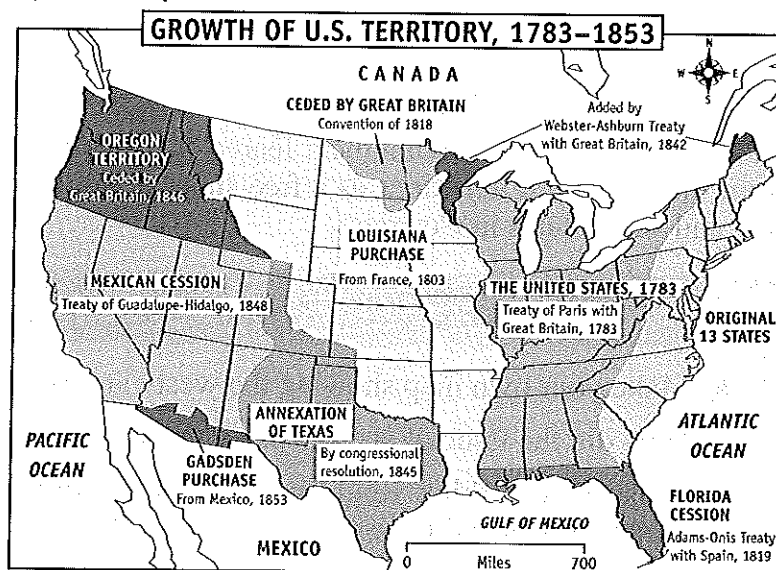
Hoping to use the incident to extend America's borders, Polk declared war on Mexico. Americans living in California also rebelled and declared their independence. U.S. troops landed in Mexico and marched to Mexico City. Mexico was defeated and forced to give up California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. In the **Treaty of Guadalupe Hidalgo**, the United States agreed to pay Mexico \$15 million for these areas, known as the **Mexican Cession**.



In the Mexican-American War, more than 1,700 Americans were killed.

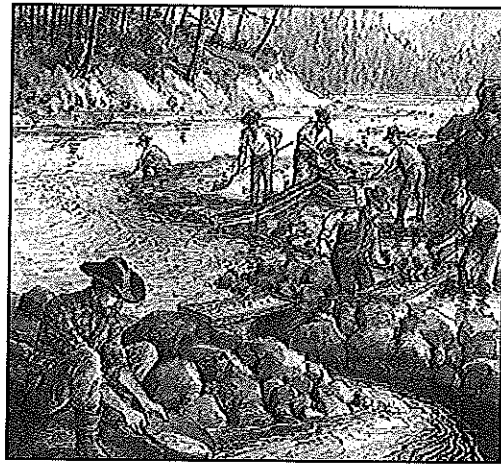
GADSDEN PURCHASE (1853)

In 1853, the United States completed its expansion in the Southwest with the **Gadsden Purchase**. This small slice of territory was purchased from Mexico for \$10 million. President Franklin Pierce was anxious to insure U.S. possession of the area. As the railroad age progressed, business-oriented Southerners saw that a railroad linking the South with the Pacific Coast would greatly expand trade opportunities. The area was seen as the most practicable route for a southern railroad to the Pacific. James Gadsden, U.S. minister to Mexico, was responsible for negotiating the deal.



THE CALIFORNIA GOLD RUSH

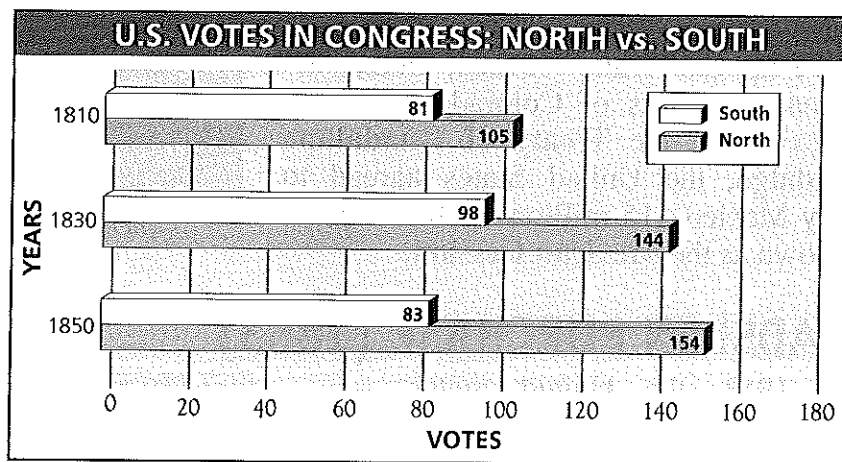
In 1848, just as peace with Mexico was being signed, gold was discovered in California in the foothills of the Sierra Nevada. Word of the discovery quickly spread, and thousands of "Forty-Niners" arrived in California the following year. By 1850, San Francisco had grown to a population of 100,000. Those who participated in the Gold Rush came from many backgrounds, but few were women. Saloons sprang up in mining towns and San Francisco, while the prices of household goods soared. The Gold Rush lasted only a few years before mining companies took over, but California's population had greatly increased, and California became a new destination for settlers moving westward.



Prospectors panning for gold.

WESTWARD EXPANSION POSES A NEW CHALLENGE

America's expansion westward created a troubling political issue — should these newly acquired territories permit or prohibit slavery? Closely associated with this was another important issue: representation in Congress. Southern states wanted to be sure that the number of slave states in Congress remained roughly equal to that of the free states. Southerners feared that if a new state were admitted to the Union from these western territories as a free state, it would upset the existing balance between free and slave states in Congress.



APPLYING WHAT YOU HAVE LEARNED

- ★ Make your own map showing the westward expansion of the United States.
- ★ How did the issue of slavery delay the annexation of Texas?
- ★ What do you think would have happened to the rest of North America if the United States had not expanded westwards?
- ★ What consideration did the governments of the United States and Mexico give to the rights of Native American Indians on these lands?



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing how the United States obtained each of these territories to extend its frontiers to the Pacific Ocean.

[illegible]

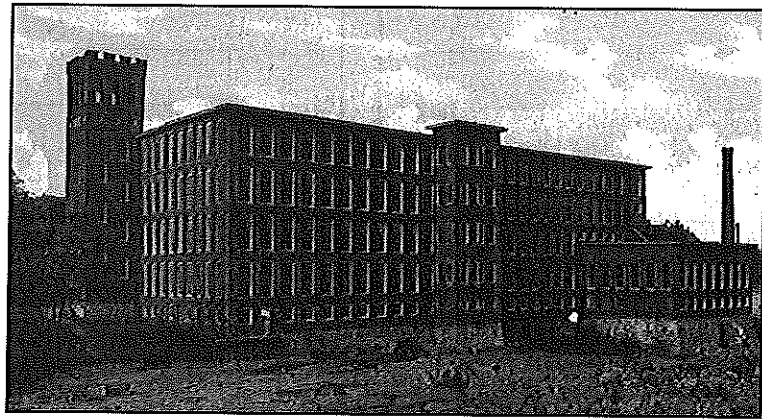
SECTIONAL DIFFERENCES GROW

America's westward expansion, population growth, and advances in technology led to important developments in patterns of settlement. The number of large American towns and cities increased. The diversity of people within these larger communities also grew. Finally, industrialization heightened existing regional differences. The three main regions were known at the time as "sections":

THE NORTH

The North (*now the Northeast of the United States*) was the first of these areas to industrialize. It became a center for manufacturing, shipping and small farms.

Economic Changes. With industrialization, processes of production were divided up and reorganized. Skilled craftsmen were replaced by unskilled workers who worked in large workshops or factories. Gradually, the number of workers in Northern factories increased.

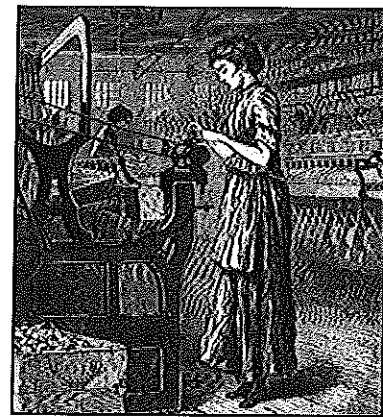


Large textile mills like this became common throughout Northern cities.

Social Changes. Northern cities mushroomed in size. Wealth became concentrated in the hands of the richest families. Inequalities between the rich and poor increased. The size of the middle classes also expanded. There were many new opportunities for merchants, bankers, managers, foremen, sales clerks, and professionals. Even life in the countryside was transformed. Instead of mainly growing foods for themselves, Northern farmers began growing hay and raising sheep, cattle, and pigs to sell wool, milk, and meat. When their source of income declined, young people from farm families moved to the cities. By 1860, half the population of the North made its living in occupations other than farming. People began buying ready-made clothes, cast-iron stoves, coal, and kerosene lamps. Middle-class families could afford central heating, indoor plumbing, and wall-to-wall carpeting.

The Plight of the Factory Workers. Workers and the laboring poor were the chief victims of the new industrial society.

Workers often faced unemployment when factories reduced production. Working families could often not make ends meet on the wages of one family member. Women and children also had to work to meet the necessities of life.



Women and children workers were common in Northern factories.

Many women and children worked in factories. In 1840, the federal government agreed to the ten-hour workday on public projects. A few states also passed ten-hour workday laws.

THE WEST

The Appalachians had once posed an obstacle to the opening of lands further west, but the availability of cheap land and construction of the National Road and canals opened the region to settlers. Pioneers carried their possessions in Conestoga wagons. After the construction of the Erie Canal, farmers could send their produce up the Mississippi River to the Great Lakes, over the Erie Canal and down the Hudson River to New York City. The Midwest, with its flat land and fertile soil, became the main producer of grains like wheat and corn. Farmers began using machines like the mechanical plow, reaper, and thrasher. The West replaced the North as the nation's "**Bread Basket**" — growing corn and wheat, and milling flour.



Settlers moving west with a Conestoga wagon.



Settlers to the West set about clearing the land and preparing it to grow crops.

The attraction of the West was more than just farmland for settlers — the lure of timber, gold, silver and grazing lands was an important motive for many to endure the hardships of the region. White settlers poured across the Mississippi to establish ranches, dig mines, and farm the land. Some free blacks also came West, convinced that economic prosperity could be found there.

APPLYING WHAT YOU HAVE LEARNED

- ★ What role did geography play in helping to make the North and West different?
- ★ What role did technological advances play in helping to shape each of these regions?

IMMIGRANTS SETTLE IN THE NORTH AND WEST

During these decades, the population of the North and West was also swelled by immigration — especially from Ireland and Germany.

Irish Immigration. In 1845, a new disease struck the potato crop in Ireland. Large numbers of people in Ireland lived on potatoes and had no food. During this period, over a million Irish people starved to death. The **Irish Potato Famine** led to a massive increase in Irish immigration to the United States. Even after the famine ended, large numbers of Irish continued to come to America. By 1870, one out of every five people in New York City had been born in Ireland.

Irish immigrants faced a series of hardships that began with their journey across the Atlantic. On overcrowded ships, diseases often spread quickly among passengers. Although most Irish immigrants worked on farms in Ireland, many moved into cramped and unsanitary apartments in cities like New York, Philadelphia and Boston. Since most of these immigrants lacked money, education and skills, they took jobs as laborers or servants. One of the most serious problems Irish immigrants faced was ethnic prejudice. Many Americans discriminated against them because of their Catholic religion. Employers often refused to hire Irish immigrants. To deal with these problems, Irish immigrants formed societies, published newspapers in their native language, started their own community libraries, and found support from the local Catholic Church.

German Immigration. Starting in the 1830s, a large number of Germans began leaving their homeland for America. Some Germans came for political reasons. A revolution for national unity and popular representation in Germany failed in 1848–1849, leading some Germans to flee. Even more German immigrants came in the following years for economic opportunities. Germany's population was growing rapidly, and there was not enough land or jobs to satisfy the needs of many German families.

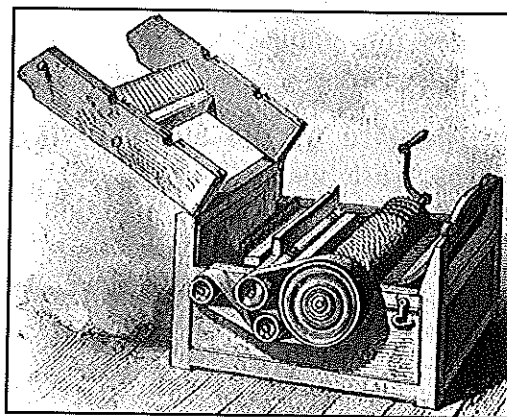
With increased competition between railroads and steamships, the cost of travel to America became much cheaper. Many Germans packed their bags and took a chance in coming to America. Later, other family relatives came to join them. Between 1830 and 1880, more than one quarter of all immigrants to the United States were German. Some went to cities in the Northeast, like New York. Others settled in Midwestern states like Ohio, Michigan and Wisconsin.

German immigrants also faced many difficulties when they arrived. Most spoke only German. They had a hard time communicating in English. Many Germans moved to rural areas to become farmers. Those who settled in big cities often lived in overcrowded homes. Many were skilled craftsmen who brought their talents to America. Most of the immigrants worked hard so that they and their children could lead better lives.

THE SOUTH

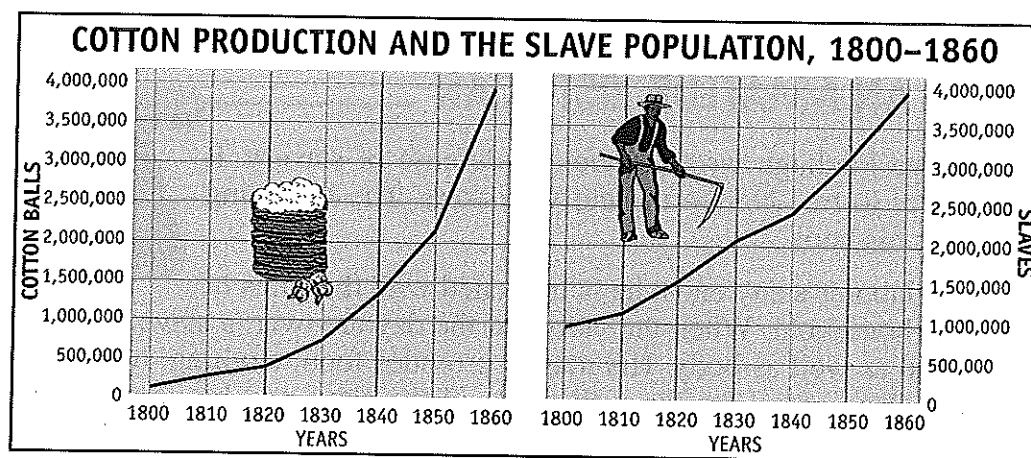
At the time of the Constitutional Convention, it appeared that slavery in the United States would gradually die out. The prices of tobacco, rice, and indigo were falling, and planters in Virginia were introducing wheat, which did not require slave labor. Thomas Jefferson denounced slavery as despotism, although he did not free his own slaves.

Impact of the Cotton Gin. In 1792, however, the inventor **Eli Whitney** developed the **cotton gin** — a machine that combed through cotton and separated out the seeds. One machine could do the work of fifty workers separating the seeds by hand. As a result of this invention, cotton cultivation became profitable. Plantation owners began using more slaves, and the price of slaves more than doubled almost overnight. Over the next forty years, the plantation system and cultivation of “**King Cotton**” spread throughout the South. It was hard to satisfy the enormous demand for raw cotton from the factories of the Northeast and England.



Eli Whitney's Cotton Gin.

In Jacksonian times, the South actually had a variety of economies based on its geographic diversity. In the Piedmont and Appalachian regions of Virginia, North Carolina, Georgia, and Tennessee, families were mainly subsistence farmers, who may have grown a few cash crops. Few farmers had slaves. On the Atlantic Coastal Plain, however, plantation owners used slave labor to grow cotton, rice, and tobacco for export to Northern cities and European markets. Major Southern cities, like New Orleans and Charleston, served as ports for shipping Southern exports.



What relationship do you see between these two graphs?

An over-emphasis on the cultivation of cotton and other cash crops led some Southern states to ignore improvements in industry and transportation. Southern plantations often exhausted the soil, fell into debt, and failed to develop new technologies. The South fell behind the North in the number of railroads, factories, and schools. Southern cities generally remained small and lacked industry.

THE PECULIAR INSTITUTION: SOUTHERN SLAVERY

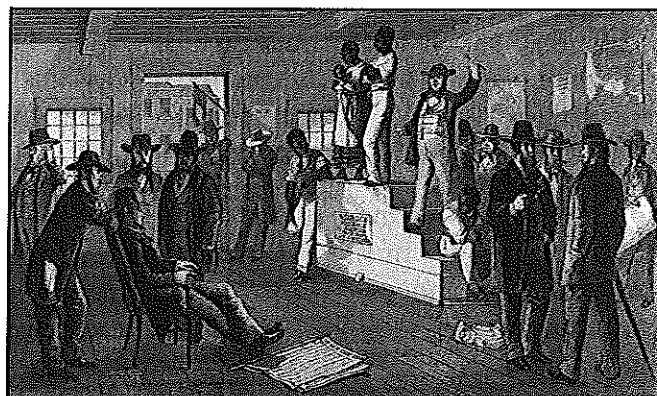
Throughout the South, most white families had no slaves. Slaves were generally owned by wealthy Southern landholders who grew cash crops, such as rice and sugar. Many slaves endured back-breaking work on plantations as field hands. Slaves were divided into gangs and assigned tasks like plowing and harvesting.

The Life of the Slave. Living conditions for slaves were usually primitive. Enslaved workers generally lived in one-room cabins with their families and ate simple, unbalanced meals of cornmeal, pork, and molasses. Slaves lacked sanitary facilities or running water.

A few slaves, however, became skilled blacksmiths or carpenters and were hired out by their owners. Even then, their wages remained the property of their owners. Slaves were permitted to marry and have children — the main source of new slaves after the slave trade became illegal in 1808. Slaves were denied basic human rights: they could be beaten or be sold apart from their families at the whim of their owners.



An African-American family under slavery.



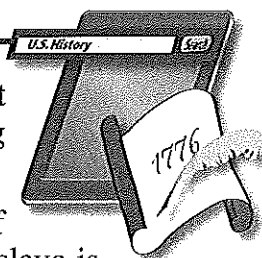
Slaves were often auctioned off without regard to keeping families together.

ACTING AS AN AMATEUR HISTORIAN

In 1857, George Fitzhugh wrote a book in defense of slavery. It compared slaves to free Northern factory workers. The following excerpt is from his book.

“When the laborer’s day ends, he is burdened with the cares of family and household. When the labors of the day are over, a slave is free in mind as well as body. His master provides food, clothing, housing and everything else needed for the well-being of the slave and his family. Slaves in the South are the happiest, and freest people in the world. The children, the aged, and sick are not burdened by labor, and have all their necessities provided for them. Negro men and boys work, on average, not more than nine hours a day. The [free Northern] worker must work or starve. He is more a slave than the Negro because he works longer and harder for less than the slave.”

How does Fitzhugh argue that slaves are better off than Northern workers?



Despite their horrible living and working conditions, many slaves held onto their rich African heritage through music, religion, and folklore. Many also resisted slavery by not cooperating, by escaping, committing sabotage or theft. In some cases, open rebellion was carried out. **Nat Turner's Rebellion** in 1831 caused a wave of fear among slave owners. The uprising terrorized white Southerners. As a result, Southern lawmakers passed stricter regulations, tightly controlling the activities of both enslaved and free blacks.

THE FREE BLACKS

Benjamin Franklin and others organized an end to slavery in Pennsylvania, which became the first state to abolish it in 1780. Most other Northern states passed laws gradually eliminating slavery, while many Southern states then passed laws making it easier for slave owners to free individual slaves.

After the American Revolution, thousands of slaves were freed. In 1800, there were already 100,000 free blacks in the United States, while by 1810, three-quarters of the African Americans in the North were free. On the eve of the Civil War, about ten percent of African Americans in the United States, about a half a million people, were free.

Even free blacks however, lived in an atmosphere of racial prejudice. Some stayed in Southern cities where they became skilled craftsmen. A large number moved to the North, especially to port towns, where they worked in dockyards or opened shops in their own neighborhoods. Free African Americans also opened their own churches, which became centers for education and community life. Discrimination against free blacks increased as white workers began facing new competition from immigrant laborers. In the South, free blacks had few legal rights.

THE RISE OF SECTIONALISM

By the mid-1800s, each of these sections of the country had developed its own distinctive way of life. These differences led to **sectionalism** — the greater loyalty many Americans felt toward their own section than to the country as a whole. In particular, Southerners felt their way of life was being threatened by the North. Northerners feared the South wanted to spread slavery throughout the nation. The North's focus was on business and industry, as they concentrated on manufacturing, shipping, and trading goods. By contrast, the South's economy centered around plantations, cash crops, and steady agricultural growth.

APPLYING WHAT YOU HAVE LEARNED

- ★ Look on the Internet or in your local library to find examples of pictures or paintings of each section of the nation at this time. What does an examination of these pictures or paintings tell you about that particular section?
- ★ Make a map showing sectional differences before 1860. Use boxes with labels to identify the political, economic, and social features of each section.

[illegible][illegible][illegible]

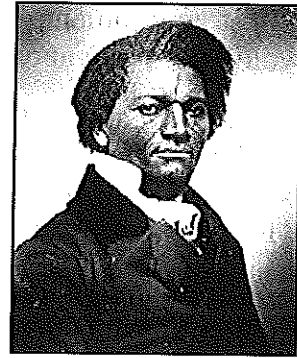
The Free Blacks

ABOLITIONISTS AND STATES' RIGHTS

Abolitionists believed that slavery was morally wrong and wanted to end it. In the decades leading up to the Civil War, abolitionist leaders were men and women of high moral purpose and courage who sought to make the issue of slavery a focus of national politics. At first, most abolitionists were widely denounced. Mobs sometimes attacked them even in the North. Southerners burned antislavery pamphlets and excluded them from the mails. The U.S. Congress imposed the “gag rule” to avoid considering abolitionist petitions. **John Quincy Adams**, who had returned to Congress after his term as President, spent much of the final years of his political life fighting against this gag rule.

In 1833, the British Empire abolished slavery. By 1838, more than 1,350 antislavery societies existed in the United States with almost 250,000 members. The book *Uncle Tom's Cabin* (1853) by **Harriet Beecher Stowe** depicted the evils of slavery and stirred the public conscience of the North.

William Lloyd Garrison and other abolitionists, including former slaves **Harriet Tubmann** and **Frederick Douglass**, published anti-slavery writings and delivered speeches throughout the North. They were also active in the “Underground Railroad,” which helped many fugitive slaves to escape to Canada.



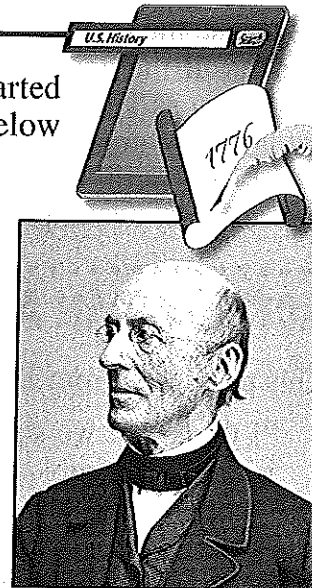
Frederick Douglass
(1818–1895)

ACTING AS AN AMATEUR HISTORIAN

William Lloyd Garrison was a prominent abolitionist who started his own newspaper, *The Liberator*, in 1831. The passage below appeared in Vol. 1, No. 1:

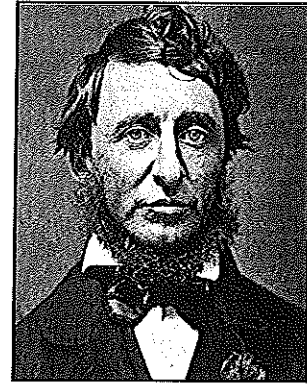
“I will be as harsh as truth, and as uncompromising as justice. On this subject [abolition of slavery] I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire, to give a moderate alarm; tell the mother to gradually [pull] her baby from the fire into which it has fallen; — but urge me not to use moderation in this cause. I will not [hesitate] — I will not retreat a single inch — AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead....”

Describe one goal that Garrison was trying to achieve in *The Liberator*.



William Lloyd Garrison
(1805–1879)

Thoreau's Civil Disobedience. A student of the American writer Ralph Waldo Emerson, **Henry David Thoreau** (1817–1862) moved to a simple home next to Walden Pond to live alone with nature. He was jailed for one night for failing to pay his taxes. He did this to protest against a government that enforced slavery and which he felt had wrongly gone to war with Mexico to extend slavery.



Henry David Thoreau
(1817–1862).

In 1848, he delivered a lecture explaining his actions. He turned the lecture into an essay entitled “**On the Duty of Civil Disobedience**,” in which he argued the moral necessity of resisting slavery. Thoreau believed it was the duty of citizens to disobey unjust government policies. Just speaking out against unjust acts would not bring about an end to them.

Thoreau argued that only backing up your words with action would yield results. Disobedience must occur through nonviolent acts of **civil disobedience** — such as refusing to pay taxes. Citizens should even be willing to go to jail. He declared, “Under a government which imprisons any unjustly, the true place for a just man is also a prison.”

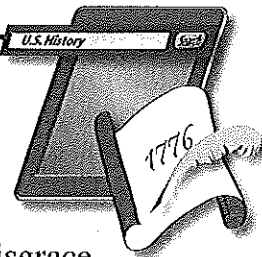
Thoreau and Transcendentalism. Emerson was the founder of transcendentalism. Emerson and Thoreau believed that people were born with an inner sense that enabled them to recognize moral truths. Using this inborn guide, or conscience, people can make their own moral decisions without relying on information obtained from everyday living, or experience. This inner moral sense **transcended**, or went beyond, our experiences.

Because the transcendentalists trusted their inner moral guiding spirit, they were individualists. If the government adopted a law that offended their consciences, they would resist it, just as Thoreau did. Thoreau's writings encouraged others to resist unjust government laws. He greatly influenced such later defenders of human rights as Mohandas Gandhi and Dr. Martin Luther King, Jr. Both adopted Thoreau's concept of civil disobedience to successfully accomplish their goals.

ACTING AS AN AMATEUR HISTORIAN

This passage is from Thoreau's *On the Duty of Civil Disobedience*:

“I think that we should be men first, and subjects afterward. It is not so desirable to cultivate a respect for the law, so much as for the right. How does it become a man to behave toward the American government today? I answer that he cannot without disgrace be associated with it. I cannot for an instant recognize that political organization as my government which is the slave's government also.”



- ★ What is Thoreau saying in this paragraph?
- ★ What argument does Thoreau give to justify not paying his taxes?

The Underground Railroad. Some slaves escaped from the South with the help of the **Underground Railroad** — a vast network of people who helped fugitive slaves escape to the North or Canada (where slavery had been abolished). People allowed the escaping fugitives to rest in their barns, cellars, or houses. These safe places were called “stations.” The fugitive slaves usually moved by foot at night, helped on their journey by a “conductor.” They took advantage of the protection offered by nature, by hiding in swamps, bayous, forests, and waterways. They would generally travel 10 to 20 miles, until they reached the next station. There they would rest and eat, hiding in barns and other out-of-the-way places until they moved on to the next station. Some runaways sought refuge in cities such as Baltimore and New Orleans, where they tried to blend in with free blacks living there.



Escaping along the Underground Railroad.

ACTING AS AN AMATEUR HISTORIAN



This passage by Frederick Douglass was taken from his book, *My Escape from Slavery*. Douglass was a gifted writer and speaker. In this passage, he describes his escape from slavery and how dehumanizing slavery was:

“Though I was not a murderer fleeing from justice, I felt perhaps quite as miserable as such a criminal. The train was moving at a very high rate of speed for that [period] of railroad travel, but to my anxious mind it was moving far too slowly. Minutes were hours, and hours were days during this part of my flight. After Maryland, I was to pass through Delaware — another slave state, where slave-catchers awaited their prey, for it was not in the interior of the state, but its borders, that these human hounds were most vigilant and active. The border lines between slavery and freedom were the dangerous ones for the fugitives....”

Why did Douglass fear when he came to a border crossing?

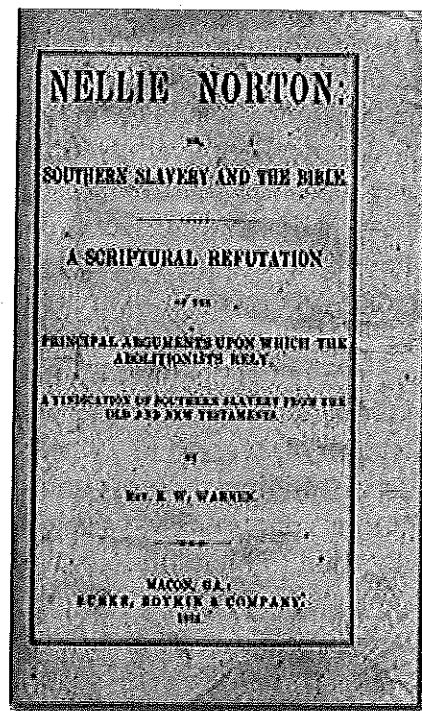
APPLYING WHAT YOU HAVE LEARNED

- ★ Investigate the abolitionist movement on the Internet and make a map showing some of the major stations of the Underground Railroad.
- ★ In your school library, public library, or on the Internet, read excerpts from Harriet Beecher Stowe’s *Uncle Tom’s Cabin*.

STATES' RIGHTS AND THE DEFENSE OF SLAVERY

The issue of slavery became closely tied to states' rights. Southerners argued that the federal government was failing to respect the arrangement in the Constitution that had bound the states together. They thought the federal government's growing powers were being used by the North and the West against the South to charge high tariffs and to challenge the preservation of slavery. Apologists for slavery pointed out it was written in the Bible. They argued Southern slaves were far better off than workers in the North toiling in factories. The slave-owner felt responsibility for the welfare and health of his slaves, while the factory-owner recognized no such duty towards his workers.

John C. Calhoun had stated in 1828 that a state had the right to **nullify** a federal law within its borders or even to **secede** from the Union if it wished. South Carolina threatened to secede in 1832 but was stopped by President Andrew Jackson's threat of force. The principle of **states' rights** and state sovereignty would eventually lead several Southern states to secede from the Union in 1860–1861.



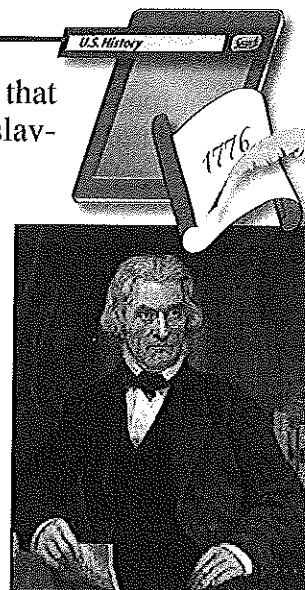
Southerners often justified slavery with passages from the Bible.

ACTING AS AN AMATEUR HISTORIAN

In 1837, Calhoun stood on the floor of the Senate and declared that slavery was a “positive good.” He was firmly convinced that slavery was essential to the civilized South:

“I hold that in the present state of civilization, where two races of different origin, and distinguished by color and other physical differences, as well as intellect, are brought together, the relation now existing in the slaveholding states between the two, is, instead of an evil, a positive good. There never has yet existed a wealthy and civilized society in which one portion of the community did not live on the labor of the other.”

- ★ What is Senator Calhoun's argument in this passage?
- ★ How might you have responded to him if you had been a Senator in 1837?



*John C. Calhoun
(1782–1850)*



Complete the graphic organizer below describing the accomplishments of each abolitionist. Look on the Internet for more information:

[illegible]

FAILURE OF POLITICAL COMPROMISE

Different sectional interests and the debate over slavery were tearing the nation apart. To keep the Union together, Congressmen had agreed to a series of compromises. The **Missouri Compromise** (1820) and the **Compromise of 1850** temporarily kept the peace. However, in the late 1850s, these compromises broke down, making a conflict between the North and South almost inevitable.

The Missouri Compromise (1820). You have already learned how, during the “Era of Good Feelings,” this compromise prohibited slavery in most of the Louisiana Purchase above the “Missouri Compromise Line.” It set a pattern by admitting one free state and one slave state into the Union at the same time.

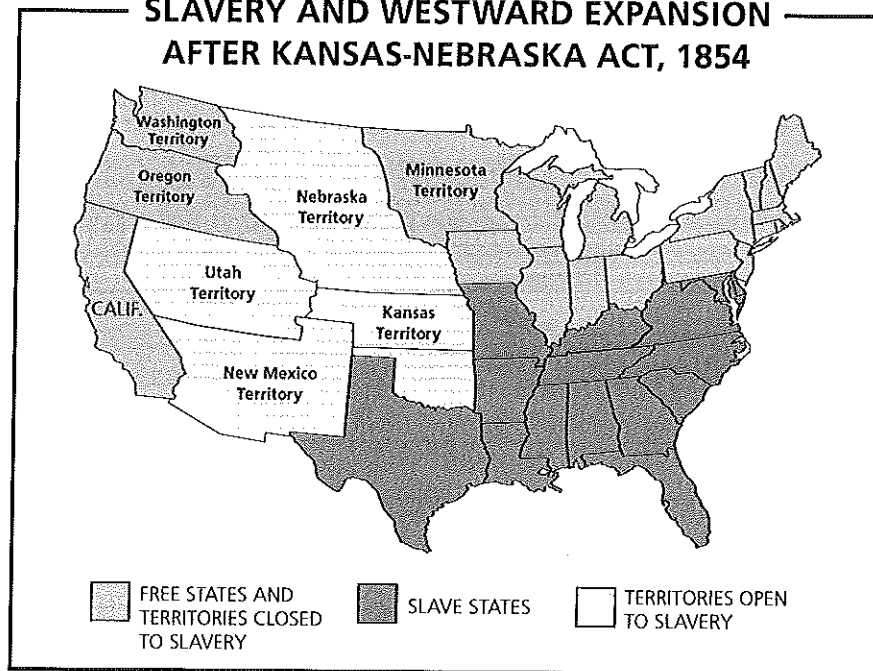
The Compromise of 1850. After the U.S.-Mexican War, the same issue came up as in 1820. Should the new lands of the Mexican Cession be slave or free states? The first territory to have enough inhabitants to seek admission was California. After bitter debate, Henry Clay came up with his last great compromise. This compromise admitted California as a free state. In exchange, Congress passed a tighter **Fugitive Slave Law**, letting Southern slave owners hunt down slaves who escaped to the North. The new Fugitive Slave Law was severely criticized in Stowe’s *Uncle Tom’s Cabin*, (1853).

Kansas-Nebraska Act.

The period of compromise started to unravel in 1854. Senator Stephen Douglas of Illinois proposed the new doctrine of “**popular sovereignty**” — people in a territory would decide for themselves whether that area should have slavery. In 1854, Congress passed a law allowing settlers in the two territories to decide for themselves whether or not to permit slavery. This overturned the Missouri Compromise.

Senator Stephen Douglas had proposed this bill to get Southern support for a railroad in the North. But the act led to bloodshed in Kansas between the supporters and opponents of slavery. Both sides sent supporters into the territory to win the vote.

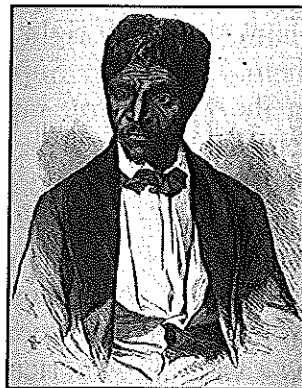
**SLAVERY AND WESTWARD EXPANSION
AFTER KANSAS-NEBRASKA ACT, 1854**



Founding of the Republican Party (1854). Critics of the Kansas-Nebraska Act formed a new political party, the **Republican Party**. Republicans agreed to let slavery continue in the South, but they opposed any further extension of slavery into any of the new territories.

Dred Scott v. Sandford (1857). A Southern slave, Dred Scott, was taken by his owner to the North and then back into slavery in the South. Scott sued for his freedom. Having been on free soil, he argued that he could not be taken back into slavery.

Decision/Significance. In 1857, Chief Justice Roger Taney read the Supreme Court's decision. As a "descendant of African born slaves," Dred Scott was declared to be a non-citizen, and therefore was not entitled to bring a lawsuit before the court. Taney further asserted that Africans could never become U.S. citizens since Africans were not included when the Constitution was written. Taney then ruled that slaves were property, and that Congress had no right to take away a slaveholder's property. This meant that Congress could not lawfully prohibit slavery in new territories: since slavery was still legal, the Missouri Compromise of 1820 was unconstitutional. Chief Justice Taney's ruling meant that slavery could spread.



Dred Scott

ACTING AS AN AMATEUR HISTORIAN

In 1857, 80-year-old Chief Justice Taney was a Southern supporter of slavery who was intent on protecting Southerners from attacks by abolitionists. In delivering the Court's majority opinion in *Dred Scott v. Sandford*, he said:

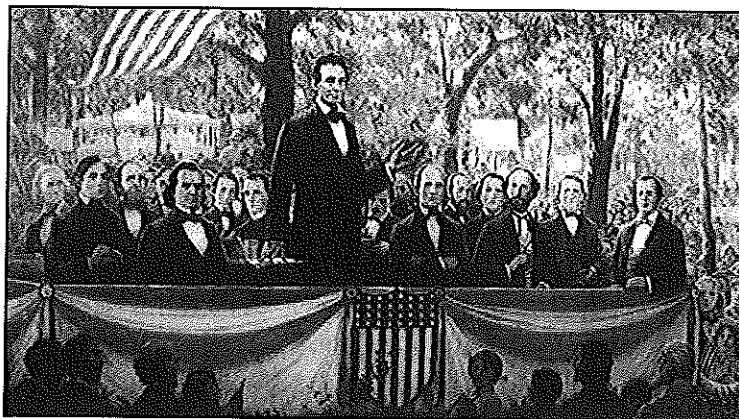
"[African Americans] had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold and treated as an ordinary article of merchandise, whenever profit could be made by it. [Referring to language in the Declaration of Independence] it is too clear for dispute, that the enslaved African race were not intended to be included, and formed no part of the people who framed and adopted this declaration...."

Most abolitionists were enraged at this decision, but Frederick Douglass found a bright side, believing that the decision would bring slavery to the attention of the nation and would be a step toward its ultimate destruction. Was Douglass justified in his optimism about the case?

Lincoln-Douglas Debates. The *Dred Scott* decision questioned the power of Congress to control the spread of slavery. In 1858, Lincoln challenged Senator Stephen Douglas, author of the Kansas-Nebraska Act, to a series of formal debates. Douglas had introduced the doctrine of popular sovereignty to the slavery question.

Under this doctrine, the population of a territory could decide for themselves whether or not to permit slavery. Lincoln told listeners that African Americans were human beings with the rights guaranteed by the Declaration of Independence. Lincoln condemned the *Dred Scott* decision and promised to oppose the further spread of slavery.

Lincoln further explained that he favored popular sovereignty, but since African Americans were human beings, no person could claim a moral right to enslave them. Unlike the Supreme Court in the *Dred Scott* case, Lincoln felt that African Americans were entitled to the basic rights guaranteed in the Declaration of Independence: life, liberty, and the pursuit of happiness. Lincoln went further in seeing slavery



Lincoln-Douglas Debate at Charleston, Illinois.

as a stain on American society, the world's first experiment in true self-government. The nation, he said, "cannot endure permanently, half slave and half free."

ACTING AS AN AMATEUR HISTORIAN

In 1858, delegates met in Illinois at the Republican State Convention. They chose Abraham Lincoln as their candidate for the U.S. Senate. Lincoln spoke to his Republican colleagues:

"We are now into the fifth year, since a policy was initiated of putting an end to slavery agitation. In my opinion, it will not cease, until a crisis shall have been reached, and passed. 'A house divided against itself cannot stand.' I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved — I do not expect the house to fall — but I do expect it will cease to be divided. It will become all one thing or all the other. Either the opponents of slavery, will [end] the further spread of it...; or its advocates will push it forward, till it shall become lawful in all the States, North as well as South."

Based on this speech, how would you summarize Lincoln's views on slavery?

John Brown's Raid. In 1859, John Brown, a white abolitionist, launched a slave revolt at Harpers Ferry. He planned to spark slave uprisings in both Kansas and Virginia. The uprising was quickly crushed, and Brown was tried and executed. His attempted uprising sounded an alarm bell among Southerners who feared future slave revolts. Meanwhile, Brown was seen as a hero to many in the North. His name became a symbol for the anti-slavery movement. His act of violence also demonstrated to many that the slave question had brought the country to the verge of civil war.

APPLYING WHAT YOU HAVE LEARNED

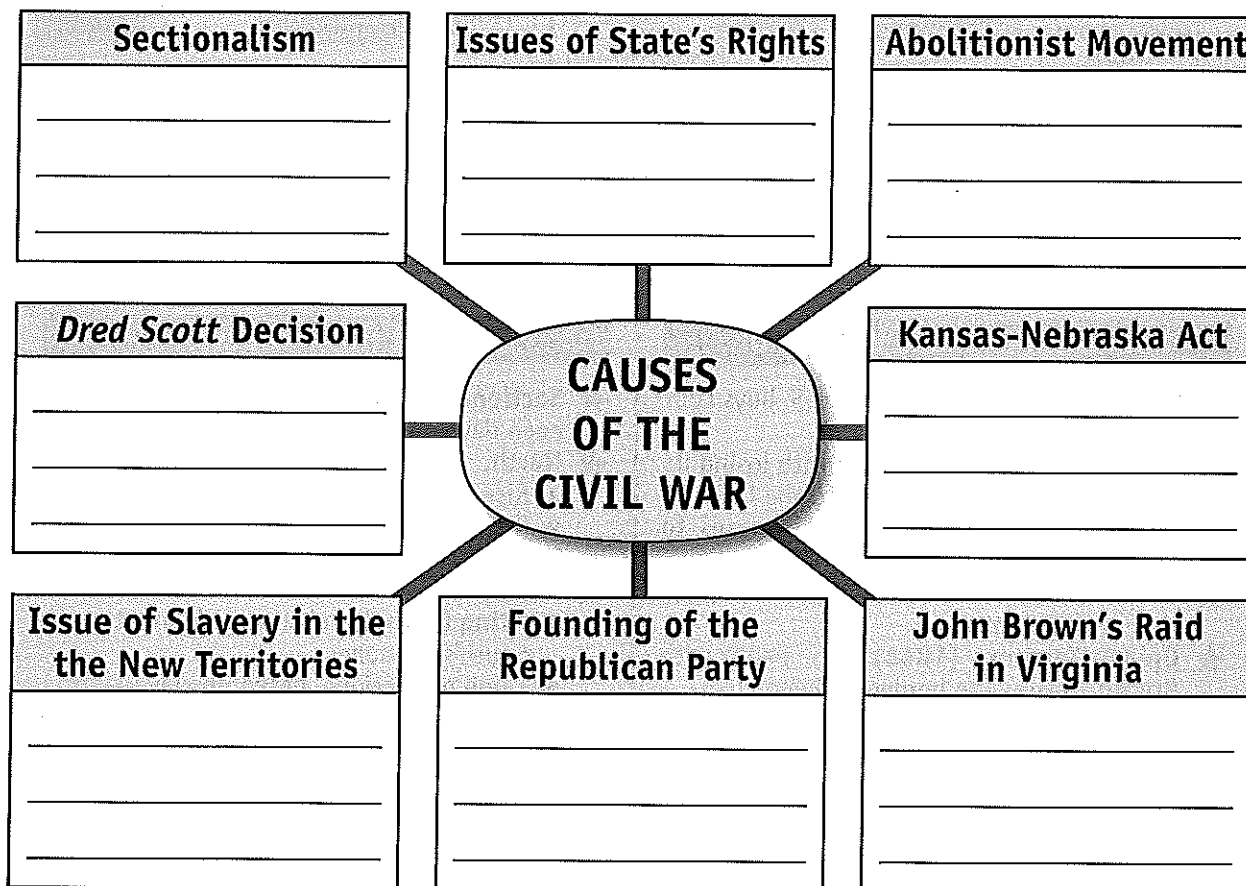
- ★ Abraham Lincoln's "House Divided" speech spoke of the dangers of disunion because of slavery. Look up that section of the speech in the library or on the Internet. Describe in your own words why Lincoln felt slavery posed a danger.
- ★ Should John Brown be considered an American hero or a villain? Explain.
- ★ Turn your classroom into the U.S. Senate in the 1850s. Assign roles as Democratic or Republican Senators from the North, South, and West. Then see if you can negotiate a compromise on the issue of the extension of slavery in order to avoid the Civil War.
- ★ Make your own illustrated timeline of major events involving sectional rivalry from the Missouri Compromise of 1820 to John Brown's Raid of 1859.



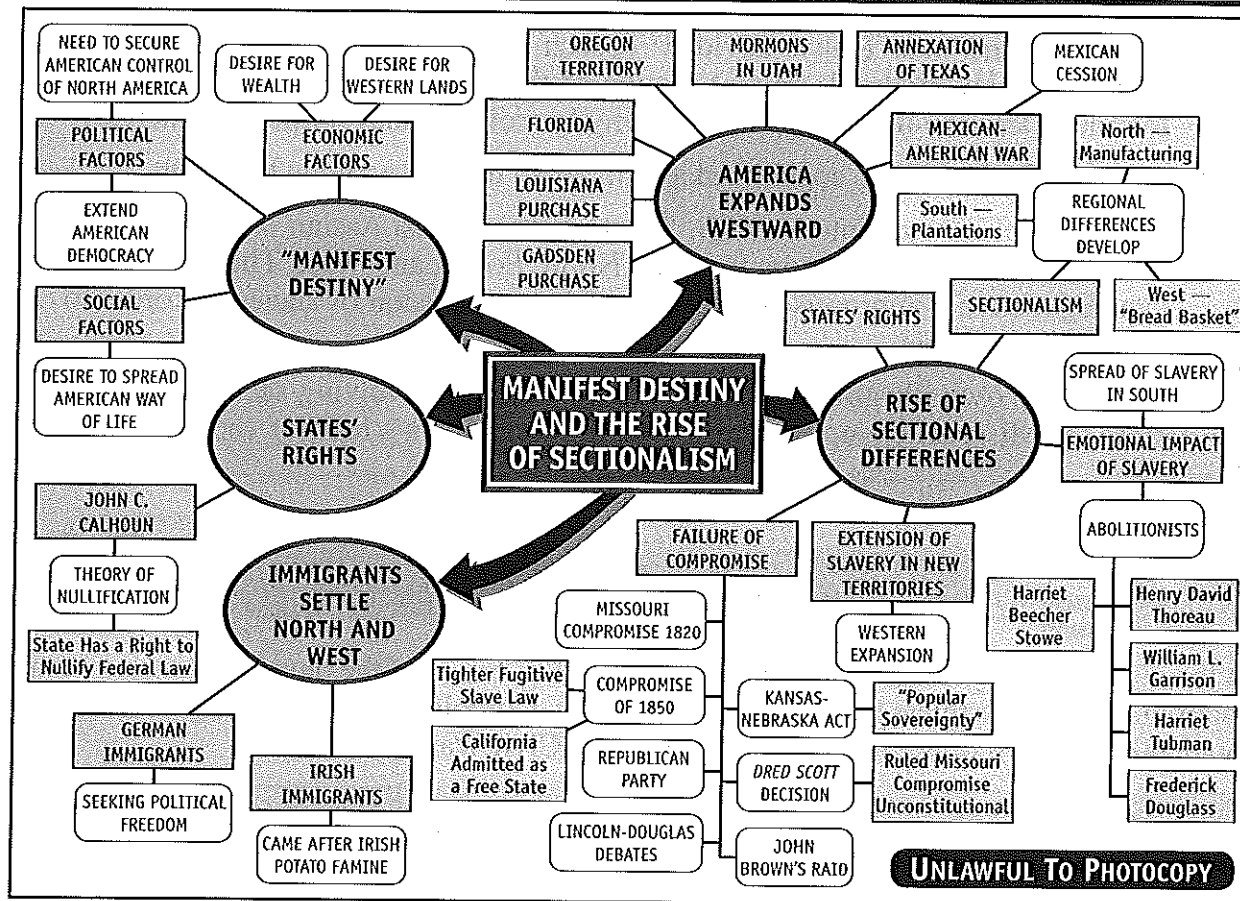
LEARNING WITH GRAPHIC ORGANIZERS



In the next chapter, you will learn about the Civil War. Some of the developments you read about in this chapter relate to causes of that conflict. Complete the graphic organizer below by identifying each of the following causes of the Civil War.



CHAPTER 12 CONCEPT MAP



UNLAWFUL TO PHOTOCOPY

CHAPTER STUDY CARDS

America Expands Westward

- ★ **Louisiana Purchase (1803).** U.S. buys Louisiana Territory from France.
- ★ **Florida (1819).** Spain, faced with losing its colonial empire, sells Florida to the U.S.
- ★ **"Manifest Destiny."** Fate of Americans to expand their borders to the Pacific.
- ★ **Annexation of Texas (1845).** In 1845, the U.S. annexed Texas.
- ★ **Oregon Territory (1846).** U.S. treaty with Britain, settles the border of Oregon.
- ★ **U.S.-Mexican War (1846-1848).** U.S. gains Mexican Cession with California and Southwest United States.

Sectional Differences Grow

- ★ **Sectionalism.** The North, South, and West each developed its own unique way of life.
- ★ **North.**
 - Rise of factory system.
 - Became a center of industry.
- ★ **West.** Emerged as the nation's "Bread Basket."
- ★ **South.**
 - "King Cotton" and slavery dominated the South's economy.
 - Large plantations, based on slave labor.
 - Most Southerners were small farmers with no slaves.

The Abolitionist Movement

- ★ **Goals of the Abolitionist Movement.**
 - Saw slavery as morally wrong.
 - Sought to bring about an end to slavery.
- ★ **Leading Abolitionists.**
 - **Harriet Beecher Stowe:** Wrote *Uncle Tom's Cabin* about the evils of slavery.
 - **Harriet Tubman.**
 - **Frederick Douglass.**
 - **William Lloyd Garrison.** *The Liberator*
- ★ **Underground Railroad.** Slaves escaped to the North and many went on to Canada.

The Breakdown of Compromise

The major issue was the extension of slavery in the newly acquired territories of the West.

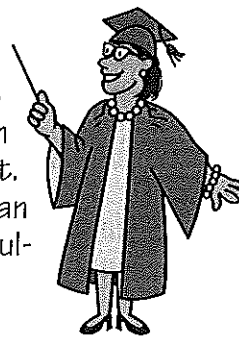
- ★ **Missouri Compromise (1820).**
- ★ **Compromise of 1850.** California entered as free state, Fugitive Slave Law bolstered.
- ★ **Kansas-Nebraska Act (1854).** Introduced the idea of "popular sovereignty."
- ★ **Republican Party** formed in 1854 to oppose the extension of slavery.
- ★ **Dred Scott Decision (1857).** Supreme Court ruled that Congress cannot limit slaves; Missouri Compromise is unconstitutional.

CHECKING YOUR UNDERSTANDING

- 1 The climate and topography of the Southeastern United States had a major impact on the history of the United States before 1860 because the region —
- A developed as the largest domestic source of steel production
 - B became the center of commerce and manufacturing
 - C was the area in which most immigrants chose to settle
 - D grew agricultural products that encouraged the continuation of slavery

Econ 12(B)

EXAMINE the question. This question deals with the impact of climate and topography of the South on U.S. history. **RECALL what you know.** You should recall that the climate and topography of the South was favorable to growing cotton, rice and tobacco that relied heavily on slave labor. **APPLY what you know.** Choices A, B, and C are all incorrect. These choices were more characteristic of the North and West than the South. **Choice D** is the best answer since the South grew agricultural products that encouraged the continuation of slavery.



Now try answering some additional questions on your own.

- 2 Which event was most influenced by the American belief in "Manifest Destiny"?
- F the start of the U.S.-Mexican War
 - G Cherokee march along "Trail of Tears"
 - H defeat of Britain in the American Revolution
 - J acquisition of the Florida
- 3 In which section of early 19th-century America did the emergence of the plantation system have a key economic effect?
- A New England
 - B the South
 - C the Mid-Atlantic states
 - D the West

Hist 6(C)

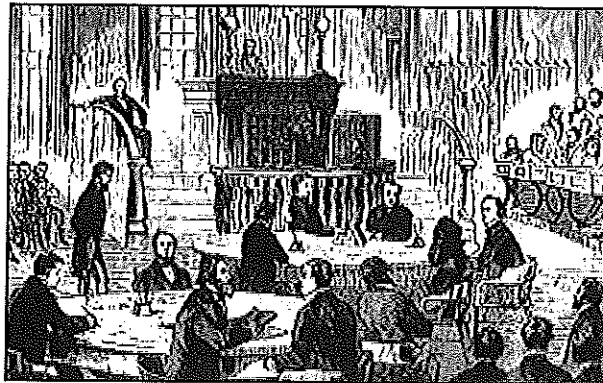
Econ 12(B)

Use the excerpt below on the ruling in the *Dred Scott* case and your knowledge of social studies to answer the following question.

(1) The Court is of the opinion that Dred Scott is not a citizen of Missouri within the meaning of the Constitution and is not entitled to sue in its courts....

(2) The right of property in a slave is expressly affirmed in the Constitution. And the government is pledged to protect this right in all future time if the slave escapes from his owner....

(3) Upon these considerations, it is the opinion of the Court that the act of Congress which prohibited a citizen from holding and owning property of this kind [slaves] in the territory of the U.S. north of the line mentioned is not [permitted] by the Constitution and is therefore void.



The courtroom scene during the Dred Scott trial.

Ruling of Justice Roger Taney, *Dred Scott v. Sandford* (1857)

4 Based on the excerpt, which conclusion can be drawn about Chief Justice Taney's decision in the *Dred Scott* case?

F Scott was a citizen of the United States.

Govt 18(C)

G By living in Missouri, Scott was no longer a slave.

H Scott was considered as property that could not be taken from its owner.

J The Missouri Compromise allowed Scott to bring a case to the Supreme Court.

5 What best explains why slavery had nearly disappeared in the North before the Civil War?

A Slave rebellions had forced an end to slavery in the North.

Hist 7(C)

B Slavery did not fit the economic interests of the North.

C The Constitution required the end of slavery in the North.

D Slave ownership was too expensive for Northern farmers.

6 In the 1850s, why did many escaped slaves flee to Canada?

F They feared being drafted into the Northern army.

Hist 7(B)

G More factory jobs were available in Canada.

H The Fugitive Slave Act kept them at risk in the United States.

J Northern abolitionists refused to help fugitive slaves.

7 What was the main goal of supporters of "Manifest Destiny" in the 1840s?

A to convince Canada to become part of the United States

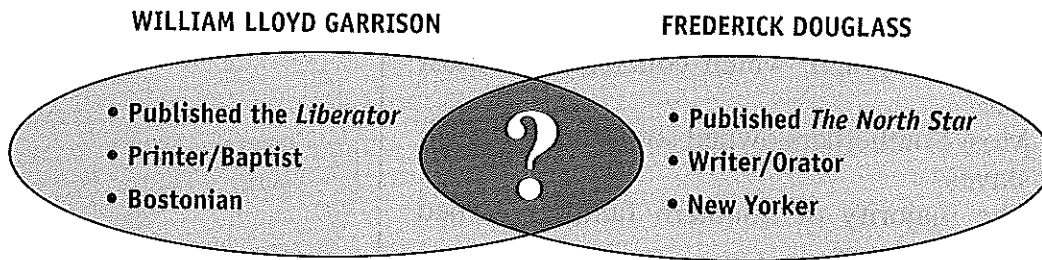
Hist 6(C)

B to expand United States territory to the Pacific Ocean

C to build a canal across Central America

D to acquire naval bases in the Caribbean

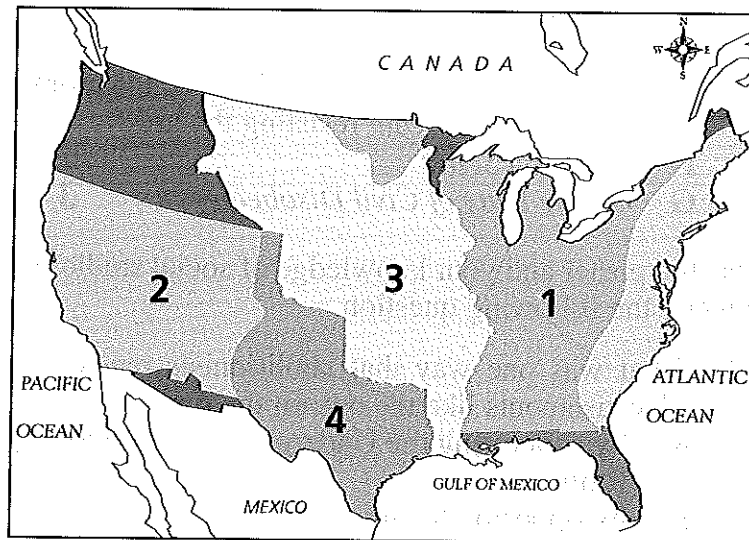
Use the Venn diagram and your knowledge of social studies to answer the following question.



- 8 What term belongs in place of the question mark in the Venn diagram?
- F Women's Rights Movement Citi 24(A)
 G Temperance Movement
 H Abolitionist Movement
 J Educational Reformers
-
- 9 Both the Missouri Compromise of 1820 and the Compromise of 1850 settled conflicts between the North and the South over —
- A the admission of new states into the Union Citi 21(C)
 B presidential election results
 C immigration to the United States
 D the role of the Supreme Court in declaring acts unconstitutional

Use the map and your knowledge of social studies to answer questions 10 and 11.

- 10 Which area on the map was annexed by the United States in 1845?
- F Area 1 Hist 6(E)
 G Area 2
 H Area 3
 J Area 4

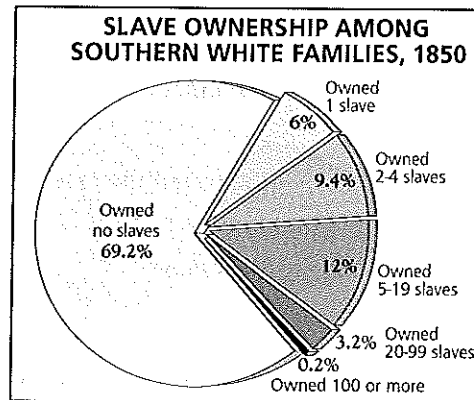


- 11 Which area on the map was part of the Mexican Cession?
- A Area 1 Hist 6(E)
 B Area 2
 C Area 3
 D Area 4
-
- 12 The *Dred Scott* decision had a major impact on life in the United States because it —
- F limited the power of the Supreme Court to rule on cases of race Govt 18(C)
 G supported Congress' right to forbid slavery in the territories
 H reopened the issue of slavery in the territories
 J reaffirmed the President's right to serve more than two terms in office

Use the circle graph and your knowledge of social studies to answer the following question.

- 13 Based on the graph, which conclusion is most accurate?

A Most Southerners owned some slaves. **Econ 12(B)**
 B The majority of Southern families owned over 20 slaves.
 C No Southern families owned more than 100 slaves.
 D A majority of Southerners owned no slaves.



- 14 Abolitionists in the pre-Civil War period were most likely to support the —

F removal of the Cherokee Indians from Georgia
 G passage of the Fugitive Slave Act
 H activities of the Underground Railroad
 J use of popular sovereignty in the territories

Cult 24(A)

- 15 What did the Louisiana Purchase of 1803, the annexation of Texas in 1845, and the U.S.-Mexican War of 1846 have in common?

A They all brought about a war with Spain.
 B They all increased the territory of the United States.
 C They all resulted in territory being taken from the United States.
 D They all involved land forcibly taken from Mexico.

Hist 6(E)

- 16 Which literary work argued in favor of the moral necessity of fighting slavery, even if it meant resisting the law?

F *Common Sense* H *The Headless Horseman*
 G *On the Duty of Civil Disobedience* J *Rip Van Winkle*

Citi 20(C)

Use the poster and your knowledge of social studies to answer the following question.

- 17 What was one way that abolitionists reacted to advertisements like the one on the right?

A by supporting the Underground Railroad **Cult 24(A)**
 B by opposing the marriage of slaves
 C by banning freed slaves from Northern states
 D by proposing a stricter fugitive slave law

**100 DOLLARS
REWARD!**

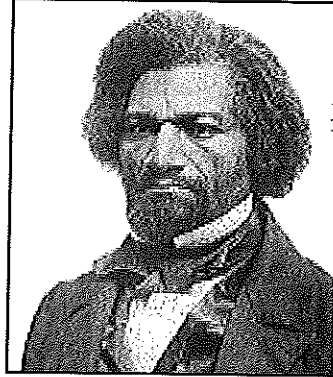
Ranaway from the subscriber on the 27th of July, my Black Woman, named **EMILY**, Seventeen years of age, well grown, black color, has a whining voice. She took with her one dark calico and one blue and white dress, a red corded gingham bonnet; a white striped shawl and slippers. I will pay the above reward if taken near the Ohio river on the Kentucky side, or **THREE HUNDRED DOLLARS**, if taken in the State of Ohio, and delivered to me near Lewisburg, Mason County, Ky.

THO'S H. WILLIAMS.
 August 4, 1853.

Use the passage and your knowledge of social studies to answer the following question.

“Am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to [lash] their flesh with a [whip], to load their limbs with irons, to hunt them with dogs, to sell them at auction, to [break up] their families, to knock out their teeth, to burn their flesh, to starve them into obedience to their masters? Must I argue that a system marked with blood is wrong? No — I will not.”

A speech to citizens of Rochester, New York on July 4, 1852



18 Which statement best summarizes the argument made by Frederick Douglass in this speech?

- F The national government has an obligation to protect slaves.
- G Some have falsely accused slaveowners over how slaves were treated.
- H It is obvious to all who care to look that the system of slavery is wrong.
- J Some slaves do not mind their treatment at the hands of their masters.

Citi 22(B)

19 Which statement best describes the economic differences between the North and the South in the period prior to the Civil War?

- A The Northern economy had significant manufacturing, while the Southern economy was almost exclusively agricultural.
- B Jobs on plantations attracted more European immigrants to the South than the North
- C Transportation systems were less developed in the North than in the South
- D The Southern economy was more diversified than the Northern economy.

Econ 12(A)

Use the information shown in the boxes and your knowledge of social studies to answer the following question.

The Emergence of the
Abolitionist Movement

Henry David Thoreau's
action against the U.S.
government

John Brown's raid on
Harper's Ferry, Virginia

20 What did these developments have in common?

- F They established public education for all Americans.
- G They introduced fairer voting procedures for state officials.
- H They led to a continuation of slavery in the United States.
- J They sought changes to end slavery.

Cult 24(A)

- 21 How did the Texas War for Independence differ from the U.S.-Mexican War?
A One involved fighting Mexico for independence, the other did not. **Hist 6(D)**
B One led to an eventual increase in the land area of the United States, the other led to a surrender of land.
C One began as a border dispute with Mexico, the other involved France.
D One began over the issue of slavery in the West, the other involved a border dispute.
- 22 The Supreme Court ruling in *Dred Scott v. Sanford* (1857) had an important effect on life in the United States because the decision —
F prohibited slavery in lands west of the Mississippi River **Govt 18(C)**
G gave full citizenship to all enslaved persons
H denied Congress the power to regulate slavery in the territories
J allowed for the importation of enslaved persons for ten years
- 23 During the 1840s, many abolitionists were against the annexation of new Western territory because they —
A feared the admission of new slave states **Cult 24(A)**
B wanted to limit the power of the national government
C were concerned with the legal rights of Native American Indians
D supported an isolationist foreign policy
- 24 One effect of the rise of sectionalism, the growing disagreement over states' rights, and the issue of slavery was —
F the formation of the Whig Party **Hist 8(B)**
G increasing tensions between the North and the South
H an end to the conflict over the extension of slavery in the territories
J a permanent compromise between the North, South, and West
- 25 Which issue did the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act all concern?
A The extension of slavery in the western territories **Hist 7(D)**
B The placement of tariffs on foreign imports.
C The need for internal improvements in transportation.
D The distribution of frontier lands to small farm owners.
- 26 Which statement best explains the main reason why many Irish immigrants decided to migrate to the United States in the nineteenth century?
F They came in search of gold and silver. **Cult 23(A)**
G They came because of religious wars in Ireland.
H They came as a result of the Irish Potato Famine.
J They came to convert American settlers to Catholicism.
- 27 With which policy is Senator John C. Calhoun most closely associated?
A civil disobedience C "manifest destiny" **Hist 7(D)**
B theory of nullification D "popular sovereignty"