

TERMS & NAMES

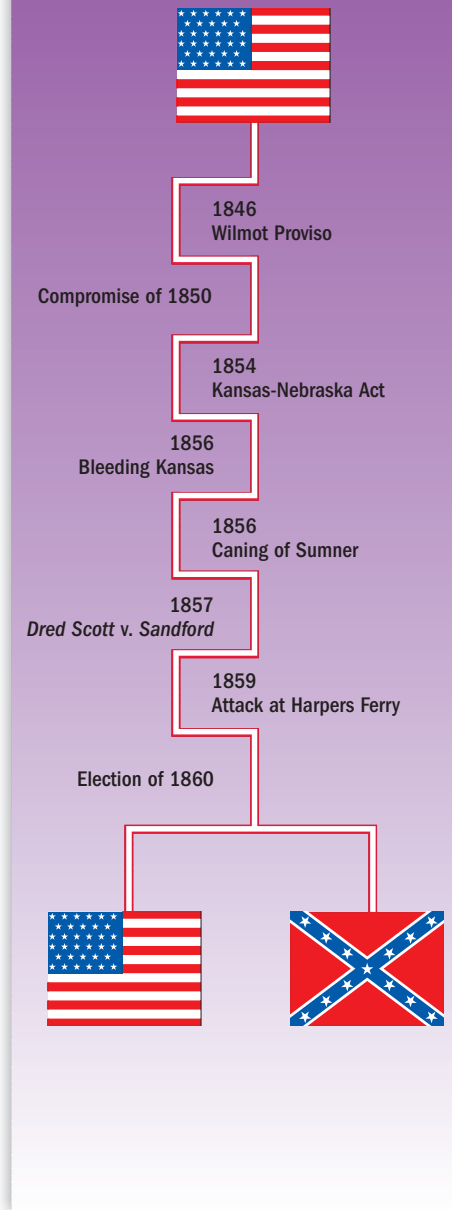
1. secession, p. 307
2. Compromise of 1850, p. 307
3. popular sovereignty, p. 307
4. Stephen A. Douglas, p. 309
5. Fugitive Slave Act, p. 310
6. Harriet Tubman, p. 311
7. nativism, p. 319
8. Horace Greeley, p. 320
9. John Brown, p. 316
10. Dred Scott, p. 325

MAIN IDEAS

1. North: had more industry, more railroads, more telegraphs, more immigrants; South: had an agricultural economy based on slavery.
2. It allowed California to be admitted as a free state and Utah and New Mexico to decide about slavery. It prevented the abolition of slavery within the District of Columbia without the consent of its residents. It also included a tougher fugitive slave law and provision for the federal government to pay Texas \$10 million to surrender its claims on New Mexico.
3. Stowe's book had wide impact; Tubman reached fewer people through her speeches but still had strong influences.
4. It divided the Nebraska Territory into Nebraska in the North and Kansas in the South; it established popular sovereignty in each territory; and, it resulted in a bitter debate in Congress and a bloody fight in Kansas.
5. It opposed slavery in the territories while the Whigs and Know-Nothings split over slavery.
6. Democrat James Buchanan won; the Know-Nothing and Whig parties declined.
7. Both opposed slavery in the territories. Lincoln thought the federal government should ban it; Douglas relied on popular sovereignty.
8. Southerners believed that Lincoln would seek to further reduce the states' power and increase the federal government's power.

VISUAL SUMMARY

THE UNION IN PERIL



TERMS & NAMES

For each term below, write a sentence explaining its connection to the growing conflict in the 1850s.

- | | |
|------------------------|-------------------|
| 1. secession | 6. Harriet Tubman |
| 2. Compromise of 1850 | 7. nativism |
| 3. popular sovereignty | 8. Horace Greeley |
| 4. Stephen A. Douglas | 9. John Brown |
| 5. Fugitive Slave Act | 10. Dred Scott |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Divisive Politics of Slavery (pages 304–309)

1. Describe the economic differences between the North and the South in the 1850s.
2. What were the major terms of the Compromise of 1850?

Protest, Resistance, and Violence (pages 310–317)

3. Discuss the impacts Harriet Tubman and Harriet Beecher Stowe had on antislavery attitudes in the North.
4. What were the basic provisions and results of the Kansas-Nebraska Act?

The Birth of the Republican Party (pages 318–321)

5. Why did the Republican Party grow as the Whig and Know-Nothing parties declined in the 1850s?
6. Summarize the results of the election of 1856.

Slavery and Secession (pages 324–331)

7. Compare and contrast Abraham Lincoln's and Stephen A. Douglas's views about slavery in the territories.
8. Why was the South so upset by Lincoln's election?

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, explain how the following key events led to secession.

KEY EVENT	FUEL FOR SECESSION
Wilmot Proviso of 1846	
Compromise of 1850	
Kansas-Nebraska Act of 1854	
Election of 1860	

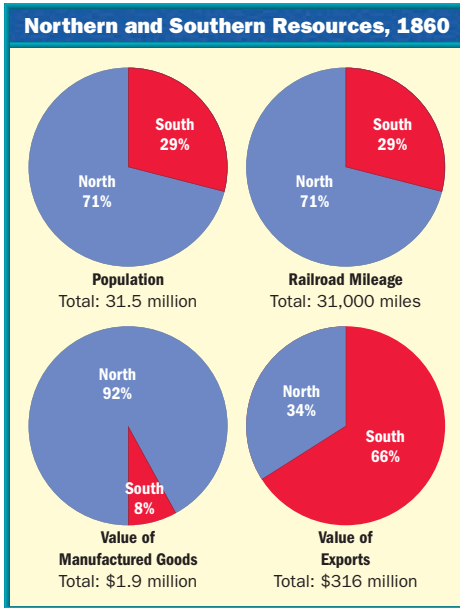
2. **DRAWING CONCLUSIONS** John Brown, Harriet Tubman, and Harriet Beecher Stowe all opposed slavery. Explain whether you consider any of these people to be heroes. Defend your viewpoint with references from the chapter.
3. **INTERPRETING MAPS** Review the map on page 313. Think about the terrain and bodies of water that an escaping slave would have faced. In what ways might these physical features have helped or hindered a fugitive's progress?

CRITICAL THINKING

1. **Using Your Notes** Wilmot Proviso—slavery would not be allowed in California, or territories of Utah and New Mexico; Compromise of 1850—California was to be admitted to the Union as a free state; in the South, new and more effective fugitive slave laws; Kansas-Nebraska Act—divided the Nebraska Territory into two territories, repealed the Missouri Compromise, and established popular sovereignty in both; Election of 1860—Southerners believed they had lost their political voice in the government when Lincoln won.
2. **Drawing Conclusions** Students' responses should reflect understanding of the strengths and weaknesses of each individual and an awareness of their contributions to the abolition movement.
3. **Interpreting Maps** Rivers provided a quick avenue of escape but also were under the careful scrutiny of antislavery forces. The mountains provided caves and forests in which escaping slaves could hide, but parts of the mountains were rugged and difficult to cross.

Standardized Test Practice

Use the pie charts and your knowledge of U.S. history to answer question 1.



1. Which of the following statements is *not* supported by the pie charts?
- The South was at a disadvantage in population.
 - The South had no advantages over the North.
 - The North held an advantage in the value of manufactured goods.
 - The North and South had unequal resources.

Use the quotation below and your knowledge of U.S. history to answer question 2.

“The State of Ohio is separated from Kentucky just by one river; on either side of it the soil is equally fertile, and the situation equally favourable, and yet everything is different. Here [on the Ohio side] a population devoured by feverish activity, trying every means to make its fortune. . . . There [on the Kentucky side] is a people which makes others work for it and shows little compassion, a people without energy, mettle or the spirit of enterprise. . . . These differences cannot be attributed to any other cause but slavery. It degrades the black population and enervates [saps the energy of] the white.”

—Alexis de Tocqueville, *Journey to America*

2. Why might an abolitionist in the 1850s have been eager to support de Tocqueville’s point of view?
- to publicize the virtues of Ohio
 - to persuade people to settle in Kansas
 - to argue that slavery was bad for slave and master
 - to show that immigrants don’t understand American traditions
3. The Wilmot Proviso failed to pass in the Senate because —
- Northerners controlled the Senate.
 - Southerners controlled the Senate.
 - California was against it.
 - Mexico was in support of it.

ADDITIONAL TEST PRACTICE, pages S1–S33.



ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 303:

How can the Union be saved?

Now that you know more about the road leading to the secession crisis, would you change any of your responses? Write a plan of action in the voice of a presidential adviser.

2. **INTERNET ACTIVITY CLASSZONE.COM**

Visit the links for Chapter Assessment to find out more about John Brown and the raid at Harpers Ferry. Discuss one of the following questions in a short essay.

- How was John Brown regarded by abolitionists?
- Was John Brown’s plan destined to fail?

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ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY

Rubric

The plan of action should . . .

- clearly state a course of action to restore the Union
- demonstrate in-depth understanding of slavery and secession
- provide examples of how the North and South might reach a compromise

2. INTERNET ACTIVITY

Rubric

An essay should . . .

- offer insight into John Brown’s plan or how he was viewed by abolitionists
- include details to support students’ answers
- demonstrate that multiple sources were utilized to form a conclusion

- Formal Assessment
- Chapter Test, Forms A, B, and C, pp. 178–189

Standardized Test Practice

1. Letter **B** is the correct answer. Point out to students that letters A, C, and D are all supported by the pie charts. Letter B is not supported by the charts, because the South *did* hold an advantage over the North in the value of exports.
2. Letter **H** is the correct answer, as de Tocqueville focuses on the problems of slavery. Letter F is incorrect because the passage does not express the virtues of Ohio. Letter G is incorrect because there is no mention of Kansas. Letter J is incorrect because the passage does not discuss immigrants and American traditions.
3. Letter **B** is the correct answer. The Wilmot Proviso stated that slavery would not be allowed in California and the territories of Utah and New Mexico. Southerners opposed the proviso, while Northerners supported it. Because Southerners controlled the Senate, the proviso failed to pass.

UNIT

PROJECT

TELEVISION NEWS BROADCAST

Tips for Teaching

- Point out to students that the heated debates over slavery and secession could be a headlining news story.
- Have students discuss what they think makes a news broadcast effective.