**Drawing Conclusions**

Summarize the results of the election of 1856.

7. Democrat James Buchanan won; the Whigs and Know-Nothings split over slavery.
6. John Brown
5. Fugitive Slave Act
4. Stephen A. Douglas
3. popular sovereignty
2. Compromise of 1850
1. secession

**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 anti-slavery 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**

- Wilmot Proviso of 1846
- Compromise of 1850
- Kansas-Nebraska Act of 1854
- Election of 1860

**FUEL FOR SECESSION**

- 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.

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.
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