

## Fraser: Chapter 12

Complete the following exercises in order *as you read* the chapter.

### INTRODUCTION

Introductions provide a valuable guide to the material you are about to read, telling you what topics will be covered and how they fit together. If you keep the "big picture" provided by the introduction in mind as you read the chapter, you'll find it much easier to organize your notes, identify important information, and avoid getting lost in the details. With this in mind, re-read the introduction to Chapter 12. As you read, make a list of the key topics you expect to learn about.

### Key Topics

### Key Terms

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

## The Changing Face of the American People in the 1840s and 1850s

### Graphic Note Taking: Compare and Contrast

By the end of the 1850s, America was a much more diverse nation than it had been two decades earlier. As you read this section, use a table like the one included below to take notes on the experiences of different groups of new Americans in the 1840s and 1850s. You'll use your table to answer a question when you finish this section.

Chinese	Irish	Germans	Mexicans

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. Why did Chinese migrants come to the United States in large numbers in the 1840s and 1850s?

2. What was the immediate cause of the Great Famine of 1845-1850 in Ireland?

3. What was the United States Land Commission, and what were the consequences of its work?

### **Making Connections**

Take another look at the photograph of California miners on page 353 of your text book. How was life in the gold fields shaped by racial tensions?

### **Graphic Note Taking: Follow Up**

Use your notes to help answer the following question. What role did hard times in China, Ireland, and Germany play in stimulating immigration to the United States in the 1840s and 1850s?

## Slavery in the United States, 1840s and 1850s

### Graphic Note Taking: Outline

In the second half of the nineteenth century, at the same time that slavery was dying out in the North, slavery grew even more profitable and important in the South. These parallel and divergent developments would have a profound effect on American politics. As you read the section, create an outline like the one included below to help you identify the most important changes in the nature of American slavery in the 1840s and 1850s. You'll use your outline to answer a question when you finish this section.

- I. Slavery in the United States, 1840s and 1850s
  - A. Slaves and Slave Masters
    1. Rising cotton prices led to a shift of slaves from the coast to new cotton lands
    2. At the same time, northern public opinion was turning against slavery
    3. In response, southerners crafted new arguments in favor of slavery

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. How did northern public opinion about slavery change after 1830?

2. How did enslaved people resist their enslavement?

3. What methods did William Lloyd Garrison endorse in the struggle to end slavery?

### **Making Connections**

Take another look at the pro-slavery cartoon on page 360 of your text book. What lesson might the artist have intended viewers to take from this work?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. What connections can you make between changes in American slavery and developments in the global economy in the 1840s and 1850s?

## New Strengths for American Women

### Graphic Note Taking: Identifying Key Figures

At the same time that the anti-slavery movement gained momentum, a number of women, many of them abolitionists, decided the time had come to fight for women's rights. As you read the section, identify the key figures in the early women's rights movement in a list like that included below. Be sure to note the importance of each figure you identify to the cause. You'll use your list to help you answer a question when you finish this section.

[Student answers will vary. Sample entries are included in the list below.]

1. Sarah and Angelina Grimké: [Born into South Carolina slaveholding family, became ardent abolitionists and women's rights advocates, published calls for women's rights]
2. Elizabeth Cady Stanton
3. Lucretia Mott
- 4.

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. Why did Sarah Grimké publish her *Letters on the Equality of the Sexes*?



2. How did members of the larger abolitionist movement respond to the Seneca Falls Convention?

3. How did members of the women's rights movement view the issues of marriage and divorce?

**Ne**

**G**

...ration of a new women's fashion on page 373 of your text book. What  
...his new fashion reflect?

**Graphic Note Taking: Follow Up**

Use your notes to answer the following question. How did the women's rights movement of the 1840s differ from earlier efforts to call attention to gender-based inequality?