

Fraser: Chapter 13

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 13. 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.

From Union to Disunion

Graphic Note Taking: Identify Key Events

By 1850, tensions over the issue of slavery had been building up for decades. Those tensions exploded in 1850 in the debate over the territory acquired in the Mexican-American War and would define the politics of the decade to come. As you read this section, make a list of the key events of the 1850s that moved the nation ever closer to civil war. Make sure to note the importance of each event you include in your list. You'll use your list to answer a question when you finish this section.

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

- 1.
- 2.
- 3.
- 4.
- 5.

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. What were key provisions of the Compromise of 1850?

2. Why was the Fugitive Slave Act of 1850 so much more divisive than previous fugitive slave acts?

3. How did the Republican Party differ from the Whig and Democratic Parties?

Making Connections

Take another look at the poster advertising *Uncle Tom's Cabin* on page 388 of your text book. Why did northerners find the book so compelling? Why did southerners find it so repellent?

Graphic Note Taking: Follow Up

Use your notes to help answer the following question. Why did the Kansas-Nebraska Act prove so

Bleeding Kansas and *Dred Scott v. Sandford*

Graphic Note Taking: Outline

Stephen Douglas hoped that the implementation of “popular sovereignty” would quiet tensions over slavery. It had just the opposite effect, sparking a violent preview of the Civil War in Kansas. At the same time that Kansas bled, the Supreme Court handed down a decision in *Dred Scott v. Sandford* that made future legislative compromises over slavery virtually impossible. As you read the section, create an outline like the one included below to help you understand how these two major events moved the nation closer to civil war. You'll use your outline to answer a question when you finish this section.

- I. Bleeding Kansas and *Dred Scott v. Sandford*
 - A. Bleeding Kansas
 1. No one was sure how Kansas and Nebraska would vote on slavery, but many wanted to control the outcome.
 2. Partisans on both sides of the slavery issue poured into Kansas.
 3. The first elections returned pro-slavery majorities, but they were marred by cheating, fraudulent vote counting, and voter intimidation.

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. What impact did Bleeding Kansas have on public opinion?

2. On what basis did Dred Scott claim that he was a free man?

3. What were the key points of the Supreme Court ruling in the *Dred Scott* case?

Making Connections

Take another look at the illustration of the attack by Preston Brooks on Charles Sumner on page 394 of your text book. How did the illustration reflect northern views of southern society and culture?

Graphic Note Taking: Follow Up

Use your notes to answer the following question. How did the Supreme Court's ruling in *Dred Scott v. Sandford* make a civil war more likely?

The Economy, the Panic of 1857, and the Lincoln-Douglas Debates

Graphic Note Taking: Cause and Effect

The debate over slavery was a central cause of the Civil War, but it was not the only development that contributed to the dissolving of the Union. Economic factors were also important. As you read the section, take notes on the key economic developments of the first half of the nineteenth century in table like the one included below. You'll use your table to help you answer a question when you finish this section.

| Economic Factor or Development | Consequences |
|--------------------------------|--------------|
| | |

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 the southern planter elite reject the economic initiatives like import tariffs and infrastructure improvements favored by most northerners?

2. How did Lincoln characterize his position on slavery and race relations during the Lincoln-Douglas debates?

3. How did southerners respond to northern sympathy for John Brown?

Making Connections

Take another look at the painting of John Brown on page 395 of your text book. How did the painting capture northern anti-slavery sentiment?

Graphic Note Taking: Follow Up

Use your notes to answer the following question. How did economic developments divide the nation in the second half of the nineteenth century?

The Election of 1860 and the Secession of the South

Graphic Note Taking: Cause and Effect

The election of 1860 reflected the fact that the time for compromise on slavery had passed. The nation was as politically divided as it had ever been, and neither pro- nor anti-slavery forces were prepared to accept the legitimacy of the election if their chosen candidate was defeated. Consequently, many in the South interpreted Lincoln's victory as clear evidence that they could no longer remain part of the Union. As you read the section, create an outline like the one included below to help you trace the events that led to the outbreak of the Civil War. You'll use your outline to answer a question when you finish this section.

I. The Election of 1860 and the Secession of the South

A. The Election of Abraham Lincoln

1. Lincoln was not the frontrunner at the 1860 Republican convention, but skillful management delivered the nomination.
2. The Republicans emerged as the only truly united party as the election began.
3. Democrats split over the issue of popular sovereignty.

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 the Democrats splinter in the run-up to the 1860 election?

2. What was the Crittenden Compromise and why did Lincoln reject it?

3. What kind of a war did most Americans anticipate in the immediate aftermath of the attack on Fort Sumter?

Making Connections

Take another look at Map 13-2: The Election of 1860 on page 399 of your text book. How would you explain Douglas's poor electoral showing?

Graphic Note Taking: Follow Up

Use your notes to answer the following question. In your opinion, why did it prove impossible to hold the Union together after Lincoln was elected president?