

★ **Vocabulary Activity 15**

**DIRECTIONS: Understanding Definitions** Select the term that answers each question below. Write the correct term in the space provided.

**popular sovereignty**

**secede**

**sectionalism**

**fugitive**

**martyr**

**states' rights**

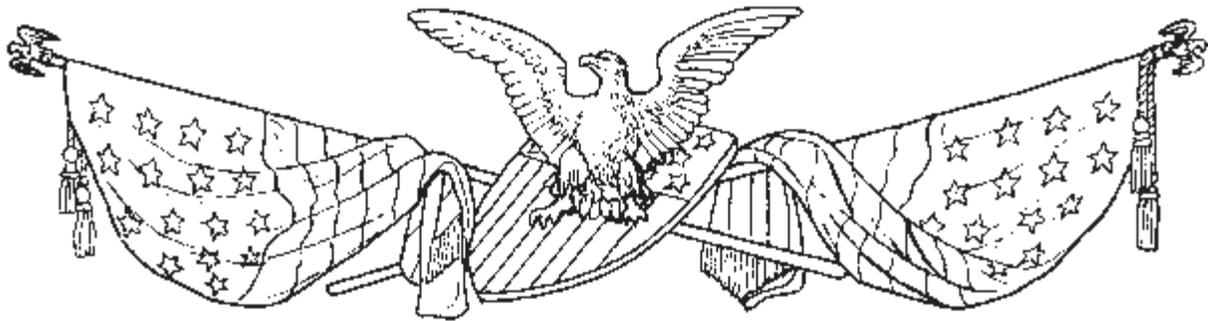
**civil war**

**abstain**

**secession**

**arsenal**

**border ruffians**



1. What is an exaggerated loyalty to a particular region of the country? \_\_\_\_\_
2. What is someone called who runs away from the law? \_\_\_\_\_
3. What word means to leave the Union? \_\_\_\_\_
4. What term means not to cast votes? \_\_\_\_\_
5. What term means allowing people to decide issues for themselves? \_\_\_\_\_
6. What term names proslavery supporters from Missouri who traveled in armed groups and crossed into Kansas to vote in the 1855 election? \_\_\_\_\_
7. What is a conflict between citizens of the same country? \_\_\_\_\_
8. What term names a storage place for weapons? \_\_\_\_\_
9. What is a person called who dies for a great cause? \_\_\_\_\_
10. What term means withdrawal from the Union? \_\_\_\_\_
11. Name the theory that says states are independent powers with the right to make decisions, such as voluntarily leaving the Union. \_\_\_\_\_

## ★ Chapter Skills Activity 15

### Recognizing Bias

To recognize bias, ask yourself questions such as: Does the author consider more than one point of view? Why did the author write the piece? How might the author's background influence his or her viewpoint?

**DIRECTIONS:** In the passage below, Nellie Thomas describes the lives of enslaved African Americans on her grandfather's plantation in South Carolina. Read the passage and answer the questions that follow on a separate sheet of paper.

. . . Grandfather held his slaves as part of his official family. He owned them in families and encouraged the making of family ties among them. By these natural methods of economic conservation there were before very long many Negroes in the "quarters." As Grandfather was his own overseer, he gave his personal attention and supervision to every detail of his business and looked closely after the comfort, health, and moral well-being of his slaves.

Grandfather's discipline with his slaves was mild, but exceedingly firm. There was no rebellion or even an undercurrent of dissatisfaction against his rule. They all obeyed him implicitly. I think the secret of his success and his hold on his employees was the absolute system and order that marked the program of plantation work. . . . Amid such conditions—conditions that were their right—the slaves were happy and cheerful and worked willingly and enthusiastically. . . .

The commissary where supplies were kept resembled a country store. Every Wednesday at sundown the heads of all the Negro families gathered at this store to get their weekly allowance of provisions. Each allotment had been weighed and measured in advance and was ready to be delivered. It was an interesting sight. Each Negro received his portion, hoisted it to his shoulder, and went off, singing, to his cabin. . . .

SOURCE: *The Heritage of America*. Commager, Henry Steele and Allan Nevins, ed. Little, Brown and Company.

1. According to the author, how did enslaved African Americans on her grandfather's plantation feel about their lives and their work?
2. What evidence does the author give to support her picture of the enslaved African Americans' lives?
3. Does the author present a positive or negative view of slavery?
4. How might the author's background have influenced her beliefs about slavery?

### CRITICAL THINKING

5. **Analyzing Primary Sources** What makes you think the author's viewpoint is biased?



**Critical Thinking Skills Activity 15**      Making Inferences

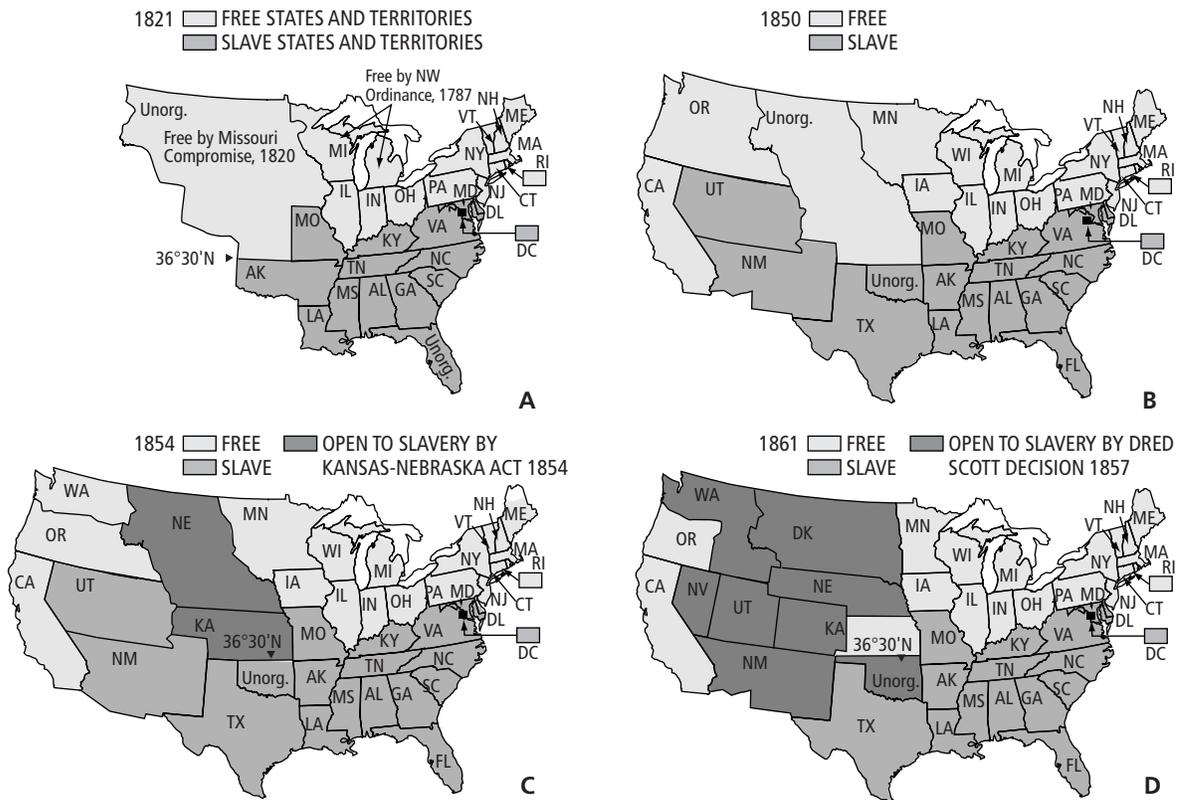
**SOCIAL STUDIES OBJECTIVE:** Analyze information by making inferences

**LEARNING THE SKILL**

An inference is an observation or a conclusion that is made based on known facts. For example, if you know that the Northeastern states were free states in the early 1800s, you can *infer* that much of the political support for slavery was outside of the Northeast. Making inferences allows you to go beyond what you read to arrive at a conclusion.

**APPLYING THE SKILL**

**DIRECTIONS:** Use the maps to answer the following questions.



SOURCE: Ferrell, Robert H. and Richard, Natkiel. *Atlas of American History; Facts on File*. New York, 1993, p. 51.

1. The Missouri Compromise fixed a line in the Louisiana Territory at 36°30' N. Slavery could not exist north of this line. Why was the line placed in this general area?

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**Critical Thinking Skills Activity 15**

**Making Inferences**

2. The Compromise of 1820 created the mix of free and slave states or territories (seen in Map B). Why do you think this mix of free and slave areas would have caused conflict with the free states?

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3. How did the area of territory of slave states and territories open to slavery change between 1854 and 1861?

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4. Do you think the territory between Texas and Kansas (in Map D) was more likely to become a free or a slave state? Explain your answer.

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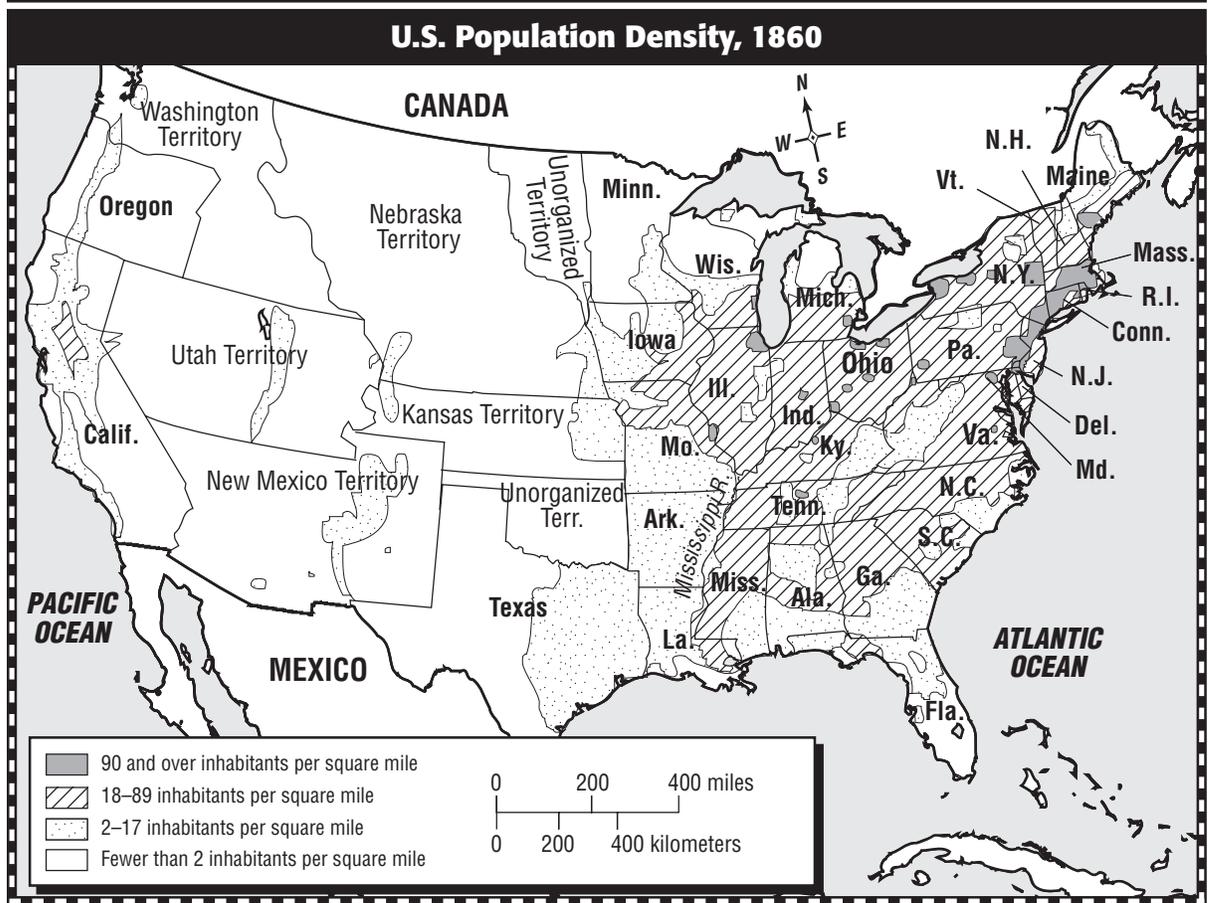
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**PRACTICING THE SKILL**

**DIRECTIONS:** In the blank at the left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. Which of the following can you infer about the Northeastern states by looking at the maps?
  - A. They contain a large number of enslaved people.
  - B. The people in these states were pleased by the Dred Scott Decision.
  - C. The population of African Americans in these states was probably smaller than in the Southeastern states.
  - D. They had a lot in common politically with Texas and Louisiana.
  
- \_\_\_\_\_ 2. Which of the following can you infer by looking at the maps?
  - A. Many African Americans lived in the Southeast.
  - B. There were more farms in the North.
  - C. Most Native Americans lived in the Southeast.
  - D. The boundaries of the territories never changed.
  
- \_\_\_\_\_ 3. Why did Oregon come into the Union as a free state?
  - A. Most of its settlers did not use enslaved laborers.
  - B. Oregon had no farmland for raising crops.
  - C. Most of its settlers owned enslaved African Americans.
  - D. Enslaved people did not want to live in Oregon.

# ★ GEOGRAPHY AND HISTORY ACTIVITY 15



CHAPTER 15

**DIRECTIONS:** Write your answers to questions 1-4 on the map. You may abbreviate if you wish.

1. Which region of the country had the highest population density? Draw a circle around this region and name its location.
2. Draw circles around any areas west of the Mississippi River that had densities of 90 or more inhabitants per square mile.
3. Find parts of states east of the Mississippi River with the lowest population density. Write the letters "LD" (for lowest density) on these areas.
4. Which entire territory had fewer than two inhabitants per square mile? Use green to color this territory. Then write "LTD" (for lowest territorial density) on this territory.
5. If you were to draw a population density map of the United States as it is today, what major differences would there be between your map and the one on this page?

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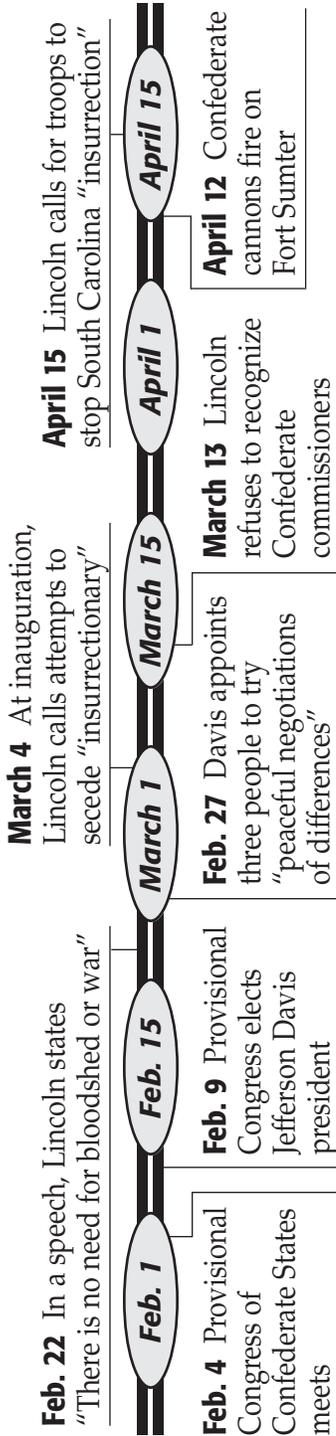


★ **Time Line Activity 15**

## From Lincoln's Election to War

**DIRECTIONS:** Use the time line and information in the text to answer the questions.

### UNION EVENTS, 1861



### CONFEDERATE EVENTS, 1861

#### LINCOLN'S ELECTION AND FORT SUMTER

##### Background

In November 1860, Republican candidate Abraham Lincoln won a four-way race for president. Soon after the election, Southern states began voting for secession. By the time Lincoln took office in March 1861, seven states had seceded. They demanded that Lincoln surrender the Union forts in South Carolina and Florida, but Lincoln refused. Attempts at compromise failed. Civil war seemed imminent.

- On what date did the Provisional Congress of Confederate States elect Jefferson Davis president? \_\_\_\_\_
- Why did Davis appoint three commissioners on February 27? \_\_\_\_\_
- At his inauguration, how did Lincoln indicate he did not believe states had a right to secede? \_\_\_\_\_
- On what date did Lincoln reject Confederate commissioners as representatives of a legal government? \_\_\_\_\_
- What action signaling the start of the Civil War occurred on April 12? \_\_\_\_\_
- What was Lincoln's response to the Confederate seizure of Fort Sumter? \_\_\_\_\_



# Linking Past and Present Activity 15



## Cotton



At the time of the Civil War, cotton was the “king” crop in the Southern United States. Eli Whitney’s invention of the cotton gin in 1793 made cotton one of the South’s most profitable cash crops. The cotton gin made it easy to separate cotton fiber from cotton seeds mechanically, a task previously done by hand.

Whitney’s invention, profit loss in the indigo market, and soil depletion from tobacco crops led many Southern planters to turn their farms into cotton plantations. Clearing new fields and growing and picking cotton required a large labor force. The South came to rely more and more on enslaved workers. Turning cotton lint—unprocessed fiber—into finished cloth also required laborers.

Producing a pound of cloth at a cotton mill in 1850 included picking; carding; spinning into thread; spooling, warping, and dressing the loom; weaving; and baling. Cotton mills used enslaved laborers to keep operating costs down and increase profits for the plantation and factory owners.



**DIRECTIONS:**

**Creating a Graph**

Using an almanac, find out how many bales of cotton were produced in a recent year in your state. Then determine the top five state producers of cotton. Are they all Southern states? Create a bar graph to show your findings. Plot the number of bales along the *y*-axis and state names along the *x*-axis.

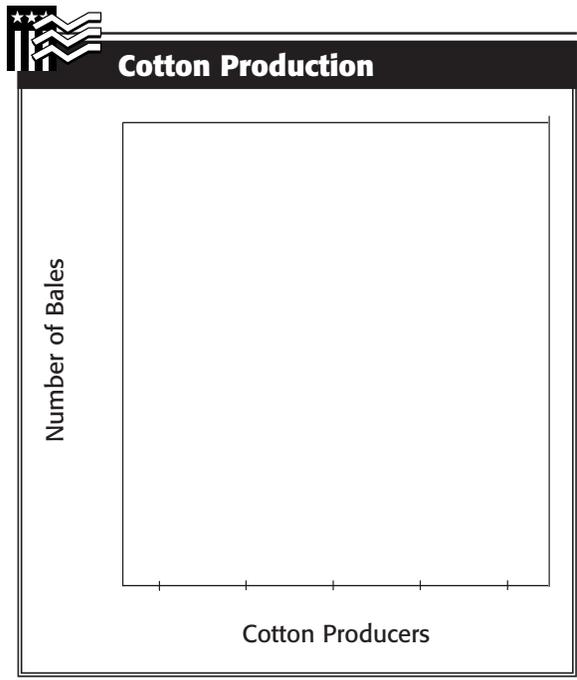


Today cotton still grows in the South, but it is no longer the top agricultural cash crop. Crops such as corn, soybeans, and tobacco have helped to diversify the South’s agricultural production. China is the world’s largest producer of cotton.

Cotton and oil from cottonseed have more uses than ever—in upholstery, photographic film, paper products, surgical supplies, and salad oil. Cottonseed oils appear in shortening, cosmetics, detergents, and paints. Cottonseed meal and hulls become animal feed.

In the past 50 years, the increased use of synthetic fibers greatly reduced the demand for cotton fabrics. Today many people prefer the comfort and wear this natural fiber offers. Consumer demand for both all-cotton fabrics and blends of cotton and synthetics is on the rise.

CHAPTER 15





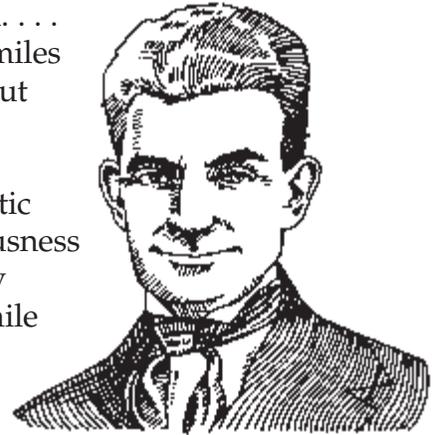
## ★ Primary Source Reading 15

**The Execution of John Brown, 1859**

**Interpreting the Source** In the years before the Civil War, the *Anglo-African Magazine* hoped to give African Americans a public voice. As you read, note how the article supports the African American view that John Brown was a martyr to freedom's cause.

**T**his execution, which took place Dec. 2, at 11:15 A.M., was in the highest degree imposing and solemn. . . . [P]atrols and pickets encircled the field for ten miles around, and over five hundred troops were posted about the gallows. . . .

On leaving the jail, John Brown had on his face an expression of calmness and serenity [peace] characteristic of the patriot who is about to die with a living consciousness that he is laying down his life for the good of his fellow creatures. His face was even joyous, and a forgiving smile rested upon his lips. His was the lightest heart, among friend or foe, in all Charlestown that day, and not a word was spoken that was not an intuitive [instinctive] appreciation of his manly courage. Firmly and with elastic step he moved forward. No flinching of a coward's heart there . . . John Brown was there every inch a man.



As he stepped out of the door, a black woman, with her little child in arms, stood near his way. The twain [two] were of the despised race for whose emancipation and elevation to the dignity of the children of God he was about to lay down his life. His thoughts at that moment none can know except as his acts interpret them. He stopped for a moment in his course, stooped over, and with the tenderness of one whose love is as broad as the brotherhood of man, kissed the child affectionately. That mother will be proud of that mark of distinction for her offspring, and some day, when over the ashes of John Brown the temple of Virginia liberty is reared, she may join in the joyful song of praise which on that soil will do justice to his memory.

SOURCE: *The Anglo-African Magazine*, vol. 1, 1859. The American Negro: His History and Literature series. Reprint. New York: Arno Press and *The New York Times*, 1968.

**DOCUMENT-BASED QUESTION**

**DIRECTIONS:** Answer the following question on a separate sheet of paper.

What are some descriptions of John Brown that show the author admires him?

**Portfolio**  
**Activity**

**DIRECTIONS: Writing a Newspaper Report** The selection above expresses an opinion about John Brown's character as well as reporting about the event itself. Newspaper reports, on the other hand, are supposed to report facts objectively. Rewrite the account of Brown's execution as though you were a newspaper reporter.