

## Ch. 16 Reading Guide: The South & The Slave Controversy (pg. 340-360)

### Learning Targets

*Target # 1: I can identify examples of how the United States began to develop a modern democracy and a new national culture, and list examples of technology, agriculture, and commerce that began to shape regional identities, and list the political, social and economic issues faced by the U.S. as it expanded its borders.*

*Target # 2: I can explain (using historical thinking skills) how the United States began to develop a modern democracy and a new national culture, and explain (using historical thinking skills) examples of technology, agriculture, and commerce that began to shape regional identities, and describe the political, social and economic issues faced by the U.S. as it expanded its borders.*

### Big Ideas:

- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.
- As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.
- Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

**Prediction Statement (50 words or less):** What is one prediction you have about what you will learn based on the big ideas above?

### Key Questions:

<p><b><u>“Cotton Is King!” (pg. 340)</u></b> Know: cotton gin <b>1. Economically speaking, why was abolition in the 1840s and 1850s still ‘risky’ for Congress to consider?</b></p>	
<p><b><u>Slaves &amp; the Slave System (pg. 342-343)</u></b> Know: one-crop economy <b>2. Despite large profits seen from the heavy production of cash crops, why was the southern slavery system ‘rocky’?</b></p>	
<p><b><u>The White Majority (pg. 343-346)</u></b> Know: Southern social hierarchy <b>3. Briefly list the 5 social hierarchy groups of the Antebellum South, beginning with those at the top.</b></p>	

**4. According to the text, why did many non-slaveholding whites defend the institution of slavery?**

**Free Blacks: Slaves Without Masters**  
**(pg. 346)**

Know: mulattoes, emancipation

**5. How were free blacks still limited in both the South & North before the Civil War?**

**The Burdens of Bondage (pg. 350-351)**

Know: chattel slavery, Nat Turner's Rebellion, Amistad

**6. How did slaves, in some cases, purposely undermine the slave system?**

**Early Abolitionism (pg. 351-352)**

Know: Abolition, The American Colonization Society, Second Great Awakening, Uncle Tom's Cabin

**7. Briefly summarize/list the various ways abolitionists presented their anti-slavery ideology to Americans.**

**Radical Abolitionism (pg. 353-354)**

Know: William Lloyd Garrison, Sojourner Truth, Frederick Douglass

**8. Briefly explain the major contributions of the following abolitionists:**

- A. William Lloyd Garrison
- B. Frederick Douglass

**The South Lashes Back (pg. 355-359)**

Know: Mason-Dixon Line, Gag Resolution

**9. What arguments were made by the South in its defense of the institution of slavery? (see pg. 358-359)**

**10. How did Congress respond (1836) to the increasing push for abolition?**

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The Abolitionist Impact in the North (pg. 359)

11. How did the abolition movement have a negative impact on the North?

**Summary Exit Ticket:**

**Cause & Effect:** (3 parts)

**#1. Analyze one cause, using historical context, to an increase in the abolition movement in the United States during the first half of the 19th century.**

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**#2. Explain one response, using historical context, the South had in its defense of the slave system.**

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**#3. Analyze one cause, using historical context, to the South's continuation of the slavery institution in the United States during the first half of the 19th century.**

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