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# INSTITUTE

## Life, Liberty, and the Pursuit of Happiness

*Instructor Answer Guide*

Chapter 7: 1844-1860

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## CHAPTER 7 INTRODUCTORY ESSAY: 1844–1860

### Review Questions

1. The phrase “manifest destiny” was used by journalist John O’Sullivan in 1845 to justify what policy?

Answer: B. The annexation of territory belonging to Mexico

2. Stephen A. Douglas’s doctrine of popular sovereignty allowed

Answer: D. settlers in the territories to decide on the legalization of slavery for themselves

3. Abraham Lincoln’s criticism of popular sovereignty was based on

Answer: A. his unwillingness to believe a single vote could deprive anyone of the natural right to liberty

4. Which factor contributed to Abraham Lincoln’s election as president in 1860?

Answer: A. Lincoln’s popular support came from northern states with many Electoral College votes.

5. In 1836, many Texans favored annexation by the United States because of

Answer: C. discontent with Mexico’s policy governing its northern territory

6. A result of the Texas Revolution of 1836 was

Answer: A. the establishment of an independent Republic of Texas

7. James K. Polk’s defeat of Henry Clay in the 1844 presidential election led to

Answer: D. a greater likelihood that Texas would be annexed

8. The group with the most to gain from the provisions of the Treaty of Guadalupe-Hidalgo was

Answer: B. proslavery southerners

9. Opposition to the Wilmot Proviso came mainly from

Answer: B. proslavery southerners

10. Which event hastened statehood for a portion of the Mexican Cession?

Answer: C. The California gold rush

11. Provisions of the Compromise of 1850 included

Answer: A. a tough, new fugitive slave act

12. Allowing popular sovereignty in the lands ceded by Mexico in 1848 would have most severely threatened the political balance in the

Answer: D. Senate

13. In the 1840s and 1850s, the existence of the Missouri Compromise line at 36°30' led to

Answer: B. reluctance of southerners in Congress to organize territories north of the line

14. As the 1860 presidential election approached, the Southern slave states held an advantage over the North in

Answer: C. value of export commodity

15. Which was a result of passage of the Kansas-Nebraska Act?

Answer: D. Partisan realignment in the North and the creation of the Republican Party

16. In the 1860 election, southern Democrats rejected the presidential candidacy of Stephen Douglas because

Answer: A. they felt popular sovereignty insufficiently protected their interests

17. The U.S. Supreme Court's *Dred Scott* decision in 1857 marked

Answer: B. an attempt by the Supreme Court to resolve the issue of slavery that Congress had sought to reconcile through compromise

### Free Response Questions

1. Describe the solutions proposed for dealing with slavery and its future in the Mexican Cession.

Answer: Four possible solutions were proposed to deal with the question of slavery in the territory gained in the Mexican Cession. One was an outright ban on slavery in the territory, in the form of the Wilmot Proviso proposed by a Pennsylvania member of Congress, Daniel Wilmot, which won support in the House but not the Senate. Second, the "common property" argument guaranteeing slavery in the territory had Southern but not Northern support. Third, the popular sovereignty doctrine allowed the people in a territory to decide the slavery question for themselves. Fourth, some favored the extension of the Missouri Compromise line to the Pacific, but any attempt to restrict slavery's expansion angered the slave states.

2. Explain why the Kansas-Nebraska Act aroused such furious opposition.

Answer: Upon hearing of the Act's passage, Abraham Lincoln said people were "thunderstruck and stunned; and we reeled and fell in utter confusion." Under the Missouri Compromise, the territories of Kansas and Nebraska, located north of the 36°30' line, had been set to enter the Union as free states. Instead, Stephen Douglas's Kansas-Nebraska Act repealed the Compromise and substituted popular sovereignty as the rule for settling the free or slave status of the Kansas and Nebraska territories. This infuriated northerners and acted as a catalyst for the creation of the Republican Party.

3. Explain why white southerners in the 1850s considered themselves increasingly isolated politically.

Answer: Prior to the Compromise of 1850, the U.S. Senate maintained a balance of slave and free states. But an increase in the free population of the North, supplemented by the arrival of German and Irish immigrants, led to the domination of free states in the U.S. House of Representatives. With the admission of California as a free state, the U.S. Senate now had a free-state majority as well,

despite provisions of the Compromise meant to gain slave-state support. Growing support for the abolitionist cause in reaction to the Fugitive Slave Act of 1850, the violence generated by the Kansas-Nebraska Act, the creation of the Republican Party, and negative reactions to the *Dred Scott* decision all led southerners to believe they and the institution of slavery were under siege. As the decade of the 1850s reached its conclusion, sectional tensions accelerated.

### **AP Practice Questions**

1. The provided map was created in response to debates surrounding the

Answer: A. annexation of Texas

2. Which group would most likely support the argument raised in the provided map?

Answer: A. Northern Whigs

3. The sentiments expressed in the provided map most directly reflected a growing belief that

Answer: C. southern slave power was gaining in political strength

4. Which population trend for the period 1830–1860 is seen in the two provided tables?

Answer: A. Population more than doubled over this period.

5. A direct result of the immigration trend demonstrated in the provided tables was

Answer: C. increasing resentment toward immigrants

6. Which of the following caused the demographic trends from Ireland and Germany (refer to the provided table)?

Answer: D. Famine and political upheaval

## **NARRATIVES**

### **The American Southwest: Tucson in Transition**

#### **Review Questions**

1. Which of the following was true for Mexicans in the Southwest under the Treaty of Guadalupe Hidalgo?

Answer: C. They could keep their Mexican citizenship and become resident aliens in the United States.

2. Unlike Mexicans in California and Texas after 1848, the elite residents of Tucson

Answer: A. managed to maintain their economic and social status for a time

3. Spanish settlements in the southwest started primarily as

Answer: A. missions and forts

4. The transformation of the Mexican El Norte to the southwestern portion of the United States occurred as a result of the

Answer: C. conclusion of the Mexican-American War

5. The southwestern corner of the United States, considered important for the building of a southern transcontinental railroad route, was secured for the United States by the

Answer: D. Gadsden Purchase

6. Calls for North American expansion into what is now the U.S. southwest resulted from all the following except

Answer: B. availability of fertile soil suitable for cotton cultivation

7. After the acquisition of the Arizona and New Mexican territories, the Mexican residents there

Answer: B. primarily remained in the area and became resident aliens or U.S. citizens

### Free Response Questions

1. Discuss the existence of a cultural middle ground in Tucson before and after the Treaty of Guadalupe Hidalgo.

Answer: For the period up to 1848, the presence of American Indians in the region, the establishment of missions, and the Spanish-Mexican alliance with the Tohono O'odham against the Apaches provided the backdrop for a diverse area, a cultural middle ground. For the period after 1848, flexibility regarding citizenship under the Treaty, the persistence of Hispanic institutions in Tucson, the importance of trade with Mexico, the numeric minority of whites before 1880, and the prominence of intermarriage between white Americans and Mexicans continued those culturally diverse beginnings. However, there were tensions as well as discrimination and prejudice.

2. Explain why and how the overall position of Mexicans and Mexican Americans changed across the Southwest after 1848.

Answer: After the Southwest became part of the United States, the economic, political, and social status of Mexican Americans declined. However, the rate of decline varied depending on local factors, including the size of the white population. The ambiguous wording of the Treaty of Guadalupe Hidalgo Treaty, the existence of strong racial prejudice within white American society, the changing demographic balance in the Southwest, and the impact of new industries on labor patterns contributed to this decline. After 1848, Hispanic people experienced discrimination and prejudice, such as racial segregation and the loss of jobs.

3. Explain how the terms of the Treaty of Guadalupe Hidalgo dealt with the citizenship status of Mexican citizens living within the boundaries of the treaty area.

Answer: The Treaty of Guadalupe Hidalgo, which ended the U.S.-Mexican War in February 1848, changed little for the residents of Tucson. For Mexicans elsewhere in the Southwest, however, Section IX of the treaty presented three options: within a year of its effective date, they could move south of the new border; they could retain Mexican citizenship and receive the status of permanent resident aliens in the United States; or they could automatically become U.S. citizens with "all the rights of citizens of the United States," while being "maintained and protected in the enjoyment of their liberty, their property, and the civil rights now vested in them according to the Mexican laws." Politically, they were promised "an equality" with the inhabitants of other U.S. territories, but the wording of the treaty left the timing and conditions of full citizenship up to Congress. Because most North American white Americans held Mexicans in low esteem, the difference between what the treaty implied and what Mexican Americans experienced was often quite dramatic. Especially in California and Texas, where white Americans soon greatly outnumbered Mexicans, racial antagonism produced rampant discrimination, land loss, and ethnic violence.

### AP Practice Questions

1. This excerpt challenges which prevailing assumption about slavery?

Answer: D. People of African descent were the only enslaved population in the United States.

2. The New Mexican government described in the article resulted from passage of the

Answer: B. Compromise of 1850

3. The post-1859 status of labor in the New Mexican territory described rested on the concept of

Answer: A. popular sovereignty

## The Free Soil Party

### Review Questions

1. Opponents of slavery in the antebellum era were  
Answer: B. split over when and how to abolish slavery or limit its expansion
2. The Free Soil Party developed in the aftermath of  
Answer: A. the Mexican-American War
3. The group most likely to support the ideas underlying David Wilmot's 1846 Proviso was  
Answer: C. the Free Soil Party
4. Failure of the Free Soil Party to achieve its legislative goals led to the creation of  
Answer: B. the Republican Party
5. Which statement regarding the major political parties' positions on slavery in the 1840s is accurate?  
Answer: D. Both the Democratic and the Whig Parties contained antislavery factions.
6. In an effort to attract the largest number of voters, the Free Soil Party supported  
Answer: B. a newly expanded homestead law

### Free Response Questions

1. Explain how the creation of the Free Soil Party resulted from divisions among slavery's opponents.  
Answer: The Free Soil Party formed in the aftermath of the Mexican-American War, representing a moderate response to the question of slavery. Rather than the immediate end to slavery favored by some abolitionists, the new party hoped to prohibit the expansion of slavery into new territories. Because the existing major political parties—the Democrats and the Whigs—were reluctant to deal directly with the issue, because of competing interests within their own parties, several third parties formed during this time. One was the Free Soil Party. Its members moved away from arguing about the morality of slavery and instead tried to appeal to the majority of northern voters by focusing on stopping the expansion of slavery and arguing that it was a threat to free labor and the economic livelihoods of white workers. They did not openly support abolishing slavery where it already existed but wanted to contain it. Because of this, many abolitionists, including William Lloyd Garrison, refused to support the new party, arguing it was racist and its slogan of “Free Soil, Free Speech, Free Labor, and Free Men” really meant freedom only for white men.
2. Evaluate the electoral success of the Free Soil Party.  
Answer: The Free Soil Party did not win the presidency and was unable to attract national support, but it sent members to Congress and state houses. It upset the abolitionists and former Whigs in the North with its moderate positions and nomination of Martin Van Buren. The legacy of the Free Soil Party on the slave question was, ultimately, the formation of the Republican Party.

### AP Practice Questions

1. Which group would support many of the economic positions stated?  
Answer: B. Whigs
2. This excerpt was written in response to the  
Answer: A. conclusion of the Mexican-American War
3. The positions outlined contributed to which of the following?  
Answer: D. The expansion of the appeal of moderate abolitionists

## **The 49ers**

### **Review Questions**

1. Most of the 49ers ended up

Answer: D. making some profit

2. Which best characterizes those who came to California during the goldrush?

Answer: B. Most were men and white.

3. The gold rush that began in 1848–1849 accelerated settlement on land in

Answer: A. the Mexican Cession

4. In California during the mid-nineteenth century and prior to the Civil War, there were significant economic opportunities for entrepreneurs

Answer: D. providing goods and services to miners

5. The California gold rush resulted in

Answer: D. a challenge to the sectional balance in the U.S. Senate

6. The increased demographic diversity caused by the California gold rush resulted in

Answer: D. prejudice and discrimination aimed at a wide variety of ethnic and racial groups

### **Free Response Questions**

1. Compare the motivations and demographics of the 49ers with those of the settlers headed to Oregon.

Answer: The Manifest Destiny fervor that spread throughout the United States in the decades prior to the Civil War led to significant westward migration. For those headed to Oregon and later to the goldfields of California, the land between the more settled east and their destinations was mainly an area to get through as quickly as possible, not a place to stay. Those headed to California had dreams of golden wealth, whether from finding gold themselves or from selling supplies to miners, and then returning to their old lives with money in hand. They were primarily white men, although prospective miners from around the country and the world arrived in California seeking their fortune. The families headed to Oregon, in contrast, sought to make a new and better life in the fertile soil of the Willamette Valley. Both groups wanted to make a better life and responded to a sense of adventure in an era steeped in talk of America's Manifest Destiny.

2. Explain how the California gold rush affected the sectional divide in the United States of the 1850s.

Answer: California's gold rush led to an explosion in its population, qualifying it to apply for statehood just a few years after its acquisition. The annexation of Texas and the war with Mexico had added a tremendous amount of territory to the United States, including California, and whether this land would enter the United States as slave or free was widely debated. Free Soilers wanted no territory gained from Mexico to allow slavery regardless of which side of the Missouri Compromise line it fell on. Pro-slavery interests disagreed. Ultimately, a provision of the Compromise of 1850 ensured that California entered the Union a free state. This temporarily resolved issues, but the question would continue to simmer and create recurring crises in the 1850s.

### **AP Practice Questions**

1. The advertisement reflects which continuity in U.S. history?

Answer: D. Economic opportunity motivated westward expansion.

2. The events depicted in this advertisement most directly led to

Answer: B. the Compromise of 1850



3. Advertisements like the one provided were most directly shaped by

Answer: B. the need for alternatives to an arduous overland route

## Harriet Tubman and the Underground Railroad

### Review Questions

1. Why was the Fugitive Slave Act of 1850 considered stricter than ones it replaced?

Answer: B. It provided for harsher punishment of those who helped runaway enslaved persons.

2. The words to this spiritual song apply most to the antebellum actions of

Answer: A. Harriet Tubman

3. Which religious denomination was closely associated with the antislavery movement prior to the Civil War?

Answer: C. Quakerism

4. Harriet Tubman acted as a conductor on the underground railroad in the lead-up to the

Answer: C. Civil War

5. William Lloyd Garrison referred to Harriet Tubman as “Moses” because she

Answer: A. led runaways out of slavery

6. The destination of the underground railroad changed with the passage of the Compromise of 1850 because

Answer: D. the new fugitive slave law increased the risks for escapees

7. Even after the Civil War, Harriet Tubman continued to demonstrate her conviction that she should do good for others by

Answer: A. raising funds necessary to run a home for aged and poor blacks in Auburn, New York

### Free Response Questions

1. Explain why Harriet Tubman decided to escape from slavery.

Answer: Tubman had experienced the systematic violence associated with the institution of slavery. She and the enslaved persons on the plantation where she lived and worked were whipped and scarred. As a child, she was hit in the head with a weight for not preventing a young enslaved boy from running off, and she suffered permanent neurological damage as a result.

2. Explain how Harriet Tubman earned the nickname “Moses.”

Answer: By acting as a conductor on the Underground Railroad and making 12 daring trips to the South, Tubman helped more than 70 enslaved persons escape to freedom. She did so because she had experienced the brutality of slavery firsthand and wanted to help others suffering the same fate. Abolitionist William Lloyd Garrison nicknamed her “Moses” for leading her people out of slavery, as the biblical Moses had done.

3. Explain why Underground Railroad conductors, such as Harriet Tubman, had to alter their routes to include Canada after 1850.

Answer: With the passage of the stricter Fugitive Slave Act, part of the Compromise of 1850, not even reaching the northern free states guaranteed safety for escaping enslaved persons. Provisions of the new law stated that all runaway enslaved persons in the North had to be returned to their former masters, and any civilian aiding them could be jailed and fined. Even free blacks found themselves in jeopardy. Consequently, those involved in the Underground Railroad looked further north to Canada. The hope was that by being removed from federal jurisdiction, the runaways could finally achieve their freedom.



## AP Practice Questions

1. The provided map most clearly depicts

Answer: C. resistance to state and federal legislation

2. What caused the pattern seen in the provided map?

Answer: A. Free states in closest proximity to slave states saw the greatest activity.

## Thomas Sims and the Fugitive Slave Act of 1850

### Review Questions

1. A strengthened Fugitive Slave Act was one component of the

Answer: B. Compromise of 1850

2. A vocal antislavery movement developed in Boston because

Answer: B. the free black community, transcendentalist writers, and Unitarian ministers supported abolition

3. Passage of the Fugitive Slave Act in 1850 resulted in

Answer: D. transformation of abolitionism from philosophical discussion to increased activism

4. What impact did the passage of the Fugitive Slave Act have on escaped enslaved persons and free blacks in the North?

Answer: C. The law denied free blacks and escaped slaves the opportunity for a jury trial and the right to testify in their own defense.

5. Immediate response to the passage of the Fugitive Slave Act included

Answer: C. publication of Harriet Beecher Stowe's novel *Uncle Tom's Cabin*

6. Changes to the provisions of the Fugitive Slave Act in 1850 were designed to

Answer: A. placate the South for the loss of the slave/free sectional balance in the Senate with the admission of California as a free state

### Free Response Questions

1. Explain why the provisions of the Fugitive Slave Act were controversial.

Answer: Proslavery southerners demanded concessions after California entered the Union as a free state, forcing the Compromise of 1850. The Fugitive Slave Act that resulted required northern law enforcement and legal entities to assist slave hunters in the capture, detention, and return of runaway enslaved persons. Enslaved person who had escaped to the North, and even free blacks in the North, were captured and returned to the slave South. Anyone could be held accountable to help authorities enforce this law, which was a significant change from earlier laws. The Act also denied fugitive enslaved person a jury trial and the right to testify in their own defense. Enforcement of these controversial provisions enraged and energized abolitionists.

2. Evaluate the impact of Fugitive Slave Act enforcement on abolitionist activity across the North.

Answer: Capture of runaway enslaved person and free blacks in the North under the provisions of the new Fugitive Slave Act led to outrage and eventual activism across the North. For example, in Boston, abolitionists gave antislavery speeches and wrote editorials and columns but took little concrete action before the capture of Thomas Sims in 1851. In the three years after Sims's return to bondage, Boston abolitionists, ashamed of the city's actions in his case, helped more than 300 fugitive slaves avoid recapture, providing them with money, food, clothing, alibis, and safe passage along the Underground Railroad through New Hampshire and Vermont to Canada. Boston's renowned literary community, including Emerson, Thoreau, Melville, Hawthorne, Longfellow, Alcott,

and others, also turned their writing energies to the cause. In 1852, Boston publisher John Jewett released Harriet Beecher Stowe's novel *Uncle Tom's Cabin* in book form. The then-controversial work became the nation's greatest literary phenomenon of the nineteenth century and profoundly shaped antislavery attitudes in the North. Antislavery energy emanated from Boston, inspiring abolitionist movements in New York, Rhode Island, Pennsylvania, and Ohio.

### AP Practice Questions

1. What was a direct result of the provisions of the act in the excerpt

Answer: C. Massachusetts refused to enforce provisions of a federal law.

2. This act was written in response to

Answer: B. the Compromise of 1850

3. The passage of the act most directly reflects which continuity in American history?

Answer: D. Reserved powers of the states are balanced against the delegated power of the federal government.

### Harriett Beecher Stowe and *Uncle Tom's Cabin*

#### Review Questions

1. What book was written as a proslavery argument against *Uncle Tom's Cabin*?

Answer: C. George Fitzhugh, *Sociology for the South, or, The Failure of Free Society*

2. What national event inspired Harriet Beecher Stowe to write *Uncle Tom's Cabin*?

Answer: A. Passage of the Fugitive Slave Act (1850)

3. *Uncle Tom's Cabin* was originally published as a

Answer: C. serialized novel

4. The widening of transportation and communication networks as a result of the market revolution benefited Harriet Beecher Stowe's cause in writing *Uncle Tom's Cabin* because

Answer: B. it helped the book become widely read, increasing abolitionist sentiment

5. Many abolitionists, including Harriet Beecher Stowe, were influenced by the democratic appeal to the marginalized contained in

Answer: D. the Second Great Awakening

6. According to the title page, this edition of the novel was published in

Answer: B. a city known for its strong connection to abolitionist sentiment

#### Free Response Questions

1. Analyze the sources that shaped Harriet Beecher Stowe's understanding of slavery in the South.

Answer: Harriet Beecher Stowe had many sources to help her compose her novel portraying the horrors of slavery in the South. Her family's black domestic servants provided compelling stories of their lives under slavery. Stowe had visited the slave state of Kentucky and saw slavery on plantations firsthand. She helped at least one enslaved person escape to freedom on the Underground Railroad and spoke with conductors in the network. In addition to this personal experience, she read many narratives detailing escaped slaves' experience of the cruelties of slavery, such as Frederick Douglass' *Narrative of the Life of Frederick Douglass*. In 1839, abolitionist Theodore Dwight Weld published a highly influential study, *Slavery as It Is*, compiled from government documents, southern newspapers, and slave testimony, which was also instrumental in Stowe's thinking.

2. Contrast the reactions to the publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe in the North and the South.

Answer: *Uncle Tom's Cabin* stirred the national debate as Stowe intended. Many northerners started to oppose the Fugitive Slave Act and slavery in general. Northern writers tried to imitate Stowe's work and penned novels attacking slavery, though with less success. However, many in the North continued to support slavery and racist views of African Americans. Southerners were outraged by the novel and feared it might cause slave rebellions. The book was outlawed, and editors wrote rebuttals, mostly arguing that enslaved persons were content, treated well by paternalistic masters, and better off than the industrial "wage slaves" in northern factories. George Fitzhugh wrote perhaps the most significant proslavery book, *Sociology for the South, or, The Failure of Free Society*, rooted in sociology and economics. It defended slavery and argued that the Founders were wrong about human equality being based on natural rights, because blacks were inferior.

### AP Practice Questions

1. This letter was likely written in response to events connected with

Answer: A. the harshness of the Fugitive Slave Law of 1850

2. The excerpt expresses ideas that most directly resulted from the

Answer: C. Second Great Awakening

3. A historian might use this letter to support the claim that

Answer: D. Harriet Beecher Stowe's writing, occurring within the "private sphere," is consistent with the expected role of women at the time

## Commodore Perry and the Opening of Japan

### Review Questions

1. To which objective of Commodore Perry's mission did the Japanese agree?

Answer: D. Opening multiple ports for American ships to enter for safe refueling

2. Why did the Japanese government agree to any of Commodore Perry's demands?

Answer: C. The Japanese government feared war with the United States.

3. This letter was sent to the leader of

Answer: A. Japan

4. Commodore Perry's visits to Japan resulted in

Answer: D. diplomatic exchanges and access to Japanese ports

5. This painting illustrates an example of

Answer: A. strong-arm diplomacy

6. The events in the photograph resulted most directly from

Answer: B. Commodore Perry's visits in the previous decade

### Free Response Questions

1. Explain the United States' interest in having access to Japan and the Pacific in the mid-nineteenth century.

Answer: American interest in opening Japan did not commence with the voyages of Commodore Perry, but Perry succeeded where others had failed. By 1850, the expansion of the United States to the Pacific coast had increased interest in the Pacific trade. Japan's strategic location between California and China made it especially appealing because it could serve as a coaling station for merchant steamships on route to and from China. In addition, the American whaling industry had

been advancing into Pacific waters in search of sperm whales, which had largely been depleted in the Atlantic. Perry's goals also included guaranteeing a safe location for shipwrecked sailors.

2. Evaluate Commodore Perry's success in opening up Japan to U.S. contact.

Answer: Commodore Perry's voyages coincided with a period of change in Japan. The power of the shoguns had declined and that of appointed leaders ascended. Although Perry did not fully understand the political changes underway, his arrival with a formidable modern fleet did have its impact. However, Lord Abe Masahiro felt pressure from Japanese officials not to agree to Perry's terms, because the country had lived in peace for two centuries while secluded from the outside world. Lord Abe risked the fall of his own government if the people did not accept the treaty ending this longstanding policy. On the other hand, Japan was not militarily prepared to sustain a war against the United States. If Perry made good on his threat and attacked, the United States could have defeated Japan and even retained it as a colonial possession. Lord Abe accepted two of the three demands in order to appease Perry, but he also protected the seclusion of the Shogun in the capital city of Edo and minimized interaction with the West as much as possible. Consequently, the negotiation of a commercial treaty between the United States and Japan did not occur until for several more years.

## AP Practice Questions

1. The events depicted reflected a growing belief that

Answer: C. the addition of California to the United States would encourage Pacific economic trade

2. The events depicted in the provided image most directly led to

Answer: A. an end to Japanese isolation

## Nativist Riots and the Know-Nothing Party

### Review Questions

1. The Know-Nothing Party is most closely associated with

Answer: A. promoting nativism

2. Periods of nativism most often result from

Answer: D. increasing immigration

3. In the 1840s, nativist sentiment was most often aimed at

Answer: A. Irish and German immigrants

4. Which statement best characterizes immigration to the United States from 1840 to 1860?

Answer: B. It surged, with most European immigrants coming from Ireland and the German states.

5. The primary motivation for Irish emigration during the nineteenth century was

Answer: C. the Potato Famine

6. Which characteristic distinguished most German immigrants from their Irish counterparts in the antebellum period?

Answer: B. German immigrants had more professionals and artisans in their ranks.

### Free Response Questions

1. Explain the reasons for the rise of nativism and the Know-Nothing Party in the 1840s.

Answer: The Know-Nothing Party had deep historical roots, dating back at least to the eighteenth century and the Alien and Sedition Acts. It appealed to long-held Protestant suspicions that Catholics were infiltrating American society to subvert the country's laws. It also appealed to conservative notions of inequality and hierarchy, as evident in Thomas R. Whitney's writings. Rising

immigration in the 1840s compounded the issue. Predominantly Catholic newcomers dismayed native-born Americans with their poverty and their skill in American politics, evident in Orestes Brownson's statement. The issue of slavery also led to a brief increase in Know-Nothing Party membership after the Compromise of 1850 and the disintegration of the Whig Party after the Kansas-Nebraska Act.

2. Explain why nativism and the Know-Nothing Party declined.

Answer: Nativism and the Know-Nothing Party began to decline over the issue of slavery in the wake of the Kansas-Nebraska Act of 1854. Renamed the American Party in November of that year, the Know-Nothings provided a temporary refuge for displaced Whigs and some antislavery Democrats. Yet the party, increasingly focused on preserving the union, did not suit liberals and the antislavery faction, as seen in Lincoln's quote. By the election of 1856, most liberal and antislavery Know-Nothings had switched to the rising Republican Party. Declining immigration rates in the mid-1850s also contributed to the demise of the Know-Nothing Party.

### **AP Practice Questions**

1. This document best exemplifies the concept of

Answer: D. nativism

2. Which of the following foreshadowed the sentiments expressed in the provided image?

Answer: B. Alien and Sedition Acts of 1798

3. The image was most directly influenced by

Answer: C. economic and political upheaval in Europe

### **Kansas-Nebraska Act and Bleeding Kansas**

#### **Review Questions**

1. Stephen Douglas wanted to organize the Nebraska Territory to

Answer: C. facilitate building a transcontinental railroad

2. Opposition to the Kansas-Nebraska Act primarily focused on

Answer: B. its repeal of the Missouri Compromise of 1820

3. One major consequence of the Kansas-Nebraska Act was that it

Answer: C. led to the creation of the Republican Party

4. Proslavery and Free-State forces in Kansas both

Answer: A. wrote their own state constitutions

5. Stephen Douglass genuinely believed the constitutional republic would best be served by

Answer: D. popular sovereignty

6. A notable aspect of the creation of the Republican Party was that

Answer: B. it formed as a party against the expansion of slavery

7. What needed to be repealed for the Kansas-Nebraska Act to work?

Answer: A. Missouri Compromise

8. Passage of the Kansas-Nebraska Act led to

Answer: B. increased migration in a short time

#### **Free Response Questions**

1. Explain the motives and goals behind Stephen Douglas's proposal to organize the Nebraska Territory.

Answer: Democratic Senator Stephen Douglas from Illinois truly believed the nation would best be served by having the residents of a territory decide for themselves whether to allow slavery to exist within their borders. Support for this form of popular sovereignty was neutral on the morality of slavery and its expansion in the territories, and it was seen as the height of participatory democracy.

2. Explain the impact the passage of the Kansas-Nebraska Act had on sectional politics in the 1850s.

Answer: Passage of Stephen Douglas's Kansas-Nebraska Act fanned the flames of sectionalism. The Act reopened the slave question in an area thought settled under the provisions of the Missouri Compromise. In addition, with the outcome of popular sovereignty unknown, groups of both pro- and antislavery sympathizers poured into the territories. In Kansas, which bordered the slave state of Missouri, violent clashes led to terror and death. Dissent over these results of the act and of popular sovereignty eventually led "anti-Nebraska" Democrats, Free Soilers, Whigs, and abolitionists to form the Republican Party. And, rather than settling some of these questions, the *Dred Scott* decision raised new ones, including whether popular sovereignty was constitutional.

### AP Practice Questions

1. Which of the following motivated the viewpoint in the cartoon?

Answer: A. Inclusion of proslavery provisions in the Democratic Party platform

2. The conditions in the provided image influenced the

Answer: D. formation of the Republican Party

3. The image most directly reflected a growing belief that

Answer: B. the nation could not continue to exist with half the states permitting slavery and half not permitting it

## Charles Sumner and Preston Brooks

### Review Questions

1. The "crime against Kansas" that Senator Charles Sumner referred to in his congressional speech was the

Answer: A. South's ultimate responsibility for the violence resulting from the Kansas-Nebraska Act

2. In the antebellum South, the southern code of honor demanded

Answer: C. the avenging of insults

3. On the question of slavery, Massachusetts Senator Charles Sumner's view was most similar to that of

Answer: B. William Lloyd Garrison

4. In the aftermath of the Sumner-Brooks incident, it became apparent that

Answer: D. political compromise between the North and the South was unlikely

5. Which statement is most accurate regarding the Sumner-Brooks incident?

Answer: A. Both men were considered heroes in their respective regions, further increasing sectional tensions.

6. What event immediately preceded the Sumner-Brooks incident?

Answer: B. "Bleeding Kansas"

### Free Response Questions

1. Explain Preston Brooks's response to Charles Sumner's "Crime Against Kansas" speech in the Senate.



Answer: Sumner's speech blamed southern slaveholders for violence occurring in Kansas, insulted Brooks's home state, and insulted Brooks's second cousin, South Carolina Senator Andrew Butler. Among other things, Sumner said Butler had a mistress—"the harlot, Slavery"—and taunted Butler for his state's reliance on the "shameful imbecility of slavery." In the hours and days after the speech, Brooks was reminded of his duty to avenge Butler and South Carolina whenever he visited a "parlor, drawing room, or dinner party." Brooks felt a "high and holy obligation" to avenge the insults Sumner had directed toward his family and his state. Anything less and Brooks would be humiliated—as a man, a slaveholder, a proud South Carolinian, an advocate for the southern way of life. Brooks saw no alternative; years of adhering to the southern code of honor demanded retaliation against Sumner.

2. Explain how the Sumner-Brooks incident affected the slavery debate.

Answer: The caning of Sumner by Brooks shattered any pretense of civility and compromise between North and South on the slavery issue. Almost overnight, a line had been crossed and there was no going back. Moderate voices were drowned out; extremist views became intractable and locked both sides in a collision course to war. One of the most shocking and provocative events in U.S. history, the caning convinced each side that the gulf between them was unbridgeable. The increasing militancy of abolitionists, "Bleeding Kansas," the rise of the antislavery Republican Party, the *Dred Scott* decision in 1857, the election of Abraham Lincoln, and the secession of southern states all had an impact contributing to the road to the Civil War.

## AP Practice Questions

1. Which of the following contradicts the statement, "The symbol of the North is the pen; the symbol of the South is the bludgeon," in the cartoon?

Answer: C. John Brown's raid on the federal arsenal at Harpers Ferry

2. The image most directly resulted from

Answer: D. the sectional tension regarding slavery in the United States

3. The provided illustration reflects a growing belief that

Answer: B. political compromise was unlikely to succeed

## John Brown and Harpers Ferry

### Review Questions

1. Why did John Brown oppose the Kansas-Nebraska Act (1854)?

Answer: B. He thought a southern Slave Power was attempting to spread slavery in the western territories.

2. What was John Brown's method of freeing the enslaved persons held in bondage in the United States?

Answer: D. He advocated arming enslaved persons to fight a violent racial war for their liberation.

3. By 1859, John Brown was viewed as a hero by

Answer: D. radical abolitionists

4. In his tactics and beliefs regarding slavery, John Brown most resembled

Answer: C. Nat Turner

5. Which event triggered a response by John Brown that foreshadowed his actions in Harpers Ferry in 1859?

Answer: B. "Bleeding Kansas"



6. By the time this illustration was made, the popular view of John Brown

Answer: D. had become more positive because many viewed Brown as a hero for the abolitionist cause

### Free Response Questions

1. John Brown espoused violence, including guerrilla warfare tactics, in his fight against slavery. Compare his actions with those of other abolitionists such as Harriet Tubman, Harriet Beecher Stowe, and William Lloyd Garrison.

Answer: John Brown's views were more extreme than those of other abolitionists of the era because he espoused violence to bring an end to slavery in the United States, including using guerilla warfare tactics, murdering proslavery sympathizers, attacking federal troops and arsenals, and fomenting a race war. Abolitionists such as Harriet Tubman subverted the law by leading enslaved men and women to freedom on the Underground Railroad. Writers like Harriet Beecher Stowe and Williams Lloyd Garrison called attention to the cause in their publications. Garrison's language was often fiery, but he did not participate in violence as Brown did. While Brown was alive, there was much debate regarding his tactics even within abolitionist circles. With the start of the Civil War, Brown's legend grew and so did his popularity.

2. Analyze the impact of John Brown's raid on the start of the Civil War.

Answer: John Brown's raid represented a violent culmination of several trends in the decade before the Civil War. Sectional tensions were already high in the 1850s for several reasons: the enforcement of the Fugitive Slave Act, the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin*, the Kansas-Nebraska Act and "Bleeding Kansas," the brutal beating of Senator Charles Sumner, and the 1857 *Dred Scott* decision. Brown's plan of raiding federal arsenals and unleashing a race war inflamed passions and heightened mutual suspicions between the sections, contributing to the outbreak of the war.

### AP Practice Questions

1. A historian might use this song as evidence to support

Answer: B. the role religious affiliation played in the spread of abolitionist sentiment

2. Which group would most likely support the song's point of view?

Answer: D. Antislavery advocates such as Harriet Beecher Stowe

3. The song most directly resulted from what earlier movement?

Answer: C. The Second Great Awakening

## The Election of 1860

### Review Questions

1. Illinois's Stephen Douglas was considered the frontrunner to secure the Democratic presidential nomination in 1860 due to his political experience and

Answer: C. his support for popular sovereignty in drafting the Kansas-Nebraska Act

2. The electoral results shown in the map best demonstrate the influence of

Answer: B. sectionalism

3. Questions regarding the status of slavery in the territories had the greatest impact on the

Answer: A. development of the Republican Party

4. Formed in 1859, the Constitutional Union Party, which pledged to defend “no political principle other than the Constitution . . . the Union . . . and the Enforcement of the Laws,” had its greatest electoral support in

Answer: A. the Upper South

5. Which is the most accurate statement regarding the selection of the 1860 Republican presidential nominee?

Answer: D. A formidable group of nominees, including New York’s William Seward, competed for the Republican nomination.

6. The broader significance of the Lincoln-Douglas debates in 1858 was felt in

Answer: B. the status of popular sovereignty in the aftermath of the *Dred Scott* decision

### Free Response Questions

1. Explain why Stephen Douglas did not gain the support of southern Democrats in the 1860 election.

Answer: Just a few years earlier, Democratic Illinois Senator Stephen Douglas had considerable nationwide popular support. He had been instrumental in passage of the Compromise of 1850 and was the prime mover of the Kansas-Nebraska Act. His support of popular sovereignty in the territories gained widespread southern support. As the 1860 election approached, however, southern support declined. Douglas’s refusal to support a proslavery platform and the impact of the *Dred Scott* decision hurt his chances. Sectionalism and the split in the Democratic Party helped the Republican nominee, Abraham Lincoln, win the presidency in 1860.

2. Explain how the failed 1858 Senate candidate, Abraham Lincoln, became the Republican Party’s presidential candidate in 1860.

Answer: Although Abraham Lincoln lost his 1858 bid for Illinois’s U.S. Senate seat to the Democrat incumbent Stephen Douglas, he made a nationwide name for himself during the debates with Douglas that highlighted the campaign, and also as a result of his Cooper Union speech in New York. But going into the Republican convention, he was a dark horse, not the frontrunner. He portrayed himself as a conservative, stating that the Republican goal of limiting slavery to where it currently existed was more in line with the thinking of the Founding Fathers than the Democrats’ plan to extend slavery. After several ballots, Lincoln was chosen the 1860 Republican presidential nominee.

### AP Practice Questions

1. This excerpt most directly led to

Answer: B. the first electoral victory for a third party

2. Which of the following developments represented a continuation of the sentiments?

Answer: A. The decision to fight southern secession

3. This excerpt was most directly shaped by

Answer: D. the Kansas-Nebraska Act

## DECISION POINTS

### Migration West

### Review Questions

1. Which of these inferences is best supported by the information in this essay?

Answer: A. Job opportunities in the west for strong young men outnumbered those available for other demographic groups.

2. A major incentive for migrants on the Oregon trail in the 1840s was

Answer: B. the availability of cheap land

3. Which group migrated to the west in the nineteenth century to escape religious persecution?

Answer: A. Mormons

4. All the following illustrate economic factors that encouraged people to go West except

Answer: D. desire to work as a missionary

5. By the late nineteenth century, travel to the western United States had become faster and less difficult primarily because of

Answer: A. the development of a railroad network

### Free Response Questions

1. Compare and contrast the characteristics and experiences of those who migrated westward in the mid-nineteenth century.

Answer: Migrants were often motivated by economic opportunity, such as cheap land for farming or ranching, unspoiled forests for logging, and hidden mines yielding gold or other metals. They travelled over the Great Plains and through parts of the Rocky Mountains to arrive at their destinations. All groups dealt with many of the same hazards: disease, accidents, and weather. Some migrants traveled as families (especially Mormons); others traveled as individuals, such as Gold Rush prospectors). The Donner Party took an unproven route in their quest to establish farms in California; the Mormons who settled in Utah sought freedom from religious persecution.

2. Analyze the impact of mid-nineteenth century westward migration on the creation of an American identity.

Answer: The Manifest Destiny idea of expanding ever westward and opening new territories dominated the mid-nineteenth century United States, as did growing sectionalism. Territorial conquest supported the vision of a robust and adventurous American identity. But with westward expansion came questions about the extension of slavery, and there were many unknowns regarding the journey itself. Experiences of these hardy adventurers, especially those of the cowboys, helped create a unique American identity.

### AP Practice Questions

1. Publication of novels such as those in the images provided encouraged

Answer: D. the popular view of a romanticized West

2. The images provided best represent what continuity in U.S. history?

Answer: C. The frontier held allure as a place for adventure.

### To Go to War with Mexico?

#### Review Questions

1. This quotation best summarizes the concept of

Answer: C. Manifest Destiny

2. Critics of the Mexican-American War believed the conflict was escalated a war for the purpose of

Answer: A. expanding slavery

3. In this excerpt, President Polk is asking Congress to

Answer: C. exercise its constitutional authority to declare war

4. The sentiment portrayed in the cartoon suggests that a leading Whig presidential nominee was negatively viewed because of his connection to the

Answer: A. Mexican-American War

5. The map best illustrates the United States' continental expansion in the aftermath of

Answer: B. the annexation of Texas

6. Which of these expressed overwhelming support for acquiring territory from Mexico?

Answer: D. James Polk

### Free Response Questions

1. Explain why expansion into the Oregon Territory had more support in the North than expansion into areas held by Mexico in the 1840s.

Answer: In the North, an area of increasing sectional tensions over the status of slavery in the United States, the possibility of creating new slave states through territorial acquisition was a flash point for the North despite the popularity of Manifest Destiny. The Oregon Territory attracted settlers looking to establish farms and take advantage of low land prices. There was little probability that slavery would expand into this area. But thousands of Americans had also settled in east Texas at the invitation of the Mexican government, where the land was suitable for the expansion of cotton cultivation, which was based on slave labor. Tensions between these American settlers and the Mexican government led to the Texas war for independence, and about a decade later to Texas's annexation by the United States. That move threatened war with Mexico and a real possibility of the creation of more slave states. Consequently, the acquisition of more southern territory received limited support from antislavery northerners.

2. Explain the connection between the decision to go to war with Mexico and the concept of Manifest Destiny.

Answer: Manifest Destiny held that the United States had a national destiny to spread across the continent of North America and extend the ideals of liberty, equality, and democracy into new territories. Different people pointed to different origins for this purpose, with some thinking that it was God's plan for the country, others preferring to see it as part of a natural design, and still others thinking of it as continuing the historical march of progress. As a result of the expansion to Texas, the desire for land in the southwest, and conflict with Mexico over Texan independence, the United States went to war with Mexico and took a large amount of territory after the war. This war, however, was extremely divisive in the United States as Americans and their representatives debated Manifest Destiny and the war for expansion.

### AP Practice Questions

1. This excerpt was written in response to the

Answer: B. Mexican-American War

2. What group would most likely agree with the point of view expressed?

Answer: C. Northern Whigs

### The Oregon Question: 54–40 or Fight?

#### Review Questions

1. American legal claims to ownership of the Oregon Country primarily rested on

Answer: C. the expeditions of Robert Gray and Lewis and Clark

2. The slogan “Fifty-four Forty or Fight” best describes which political faction’s position on the Oregon Question?

Answer: A. Northern Democrats

3. In the Oregon Treaty, Great Britain and the United States agreed to an international boundary at

Answer: D. the 49th parallel, but with Britain retaining all of Vancouver Island

4. Some Whigs resented Polk’s compromise on the Oregon Question because it

Answer: B. failed to acquire all of Oregon to offset the annexation of Texas

5. The map of the Pacific Northwest illustrates the

Answer: B. land claimed by the United States

6. The greatest threat to those seeking to settle the Willamette Valley in the 1840s was

Answer: B. disease and accidents

### Free Response Questions

1. Discuss how the Oregon Question became entangled with other political issues and sectional tensions during the 1840s.

Answer: Although the term “Manifest Destiny” dominated public consciousness during the 1840s, not all Americans were united behind expansionism. Some questioned whether such a large republic was governable, and others had concerns about slavery in new territories. In fact, different opinions about westward expansion existed between and within the two major political parties, the Democrats and the Whigs. Whigs did not favor expansion if it meant more slave states. In addition, they wanted to see infrastructure improvements, such as canals and railroads, that would improve the northern economy. Southern Democrats had little interest in an area that would not be conducive to slave culture and agriculture. While the Oregon Question simmered, questions regarding expansion in the Texas and the southwest boiled over. The annexation of Texas, the acquisition of the Mexican Cession, and questions over the extension of slavery into that area dominated political discourse.

2. Explain why the United States and Great Britain ultimately compromised over the Oregon Country instead of going to war.

Answer: Various economic and political interests guided Anglo-American diplomacy to compromise instead of war. On the American side, partisan and sectional divisions forced Polk to back down. For example, southern Democrats were not interested in acquiring the Oregon territory, because it was not suitable for plantation agriculture. More importantly, they did not wish to antagonize the British and lose the lucrative cotton trade. In addition, the impending war with Mexico was another major reason not to seek armed conflict with the British over Oregon. On the British side, by the 1840s the value and importance of the fur trade had declined. However, the importance of the lucrative American trade had not, and the British wished to maintain it.

### AP Practice Questions

1. This excerpt challenged which prevailing assumption about westward expansion?

Answer: D. Interest in settling California began with the gold rush.

2. This excerpt’s message was most directly shaped by the idea of

Answer: B. Manifest Destiny

3. The writer’s sentiments contributed most directly to which of the following?

Answer: C. Admission of new states into the Union

## The Compromise of 1850

### Review Questions

1. What did the South fear most if California and New Mexico were admitted as states?

Answer: C. That slave states would be permanently outnumbered in the Senate

2. What did the final Compromise of 1850 achieve?

Answer: B. The end of the slave trade in the national capital

3. Senators Henry Clay, John C. Calhoun, Daniel Webster, William H. Seward, and Stephen Douglas participated in what has been called the “golden age of the Senate” (1820–1850). Choose the reason that best explains why this period earned the name.

Answer: A. Each represented the views of his state and region, participating in a deliberative process of compromise that tenuously held the Union together during the period.

4. How did the Compromise of 1850 try to placate the South for the loss of sectional balance in the U.S. Senate?

Answer: C. By making it easier to recapture runaway slaves

5. That neither the Whigs nor the Democrats had a clear sectional majority in the 1840s allowed for

Answer: D. the possibility of compromise

6. In contrast to the provisions of the Missouri Compromise of 1820, the Compromise of 1850

Answer: A. applied to territory within the Mexican Cession

### Free Response Questions

1. Explain why the Mexican Cession led to a major political crisis in 1848–1849.

Answer: The Treaty of Guadalupe Hidalgo, which concluded the Mexican-American War, moved an enormous amount of land to American control, but it also reignited a major sectional battle over the status of slavery in the territories. When California, a part of the Cession, petitioned for statehood after the gold rush had led to a huge increase in population, Southerners rejected the idea that slavery would be prohibited in the territories gained from Mexico. Some wanted slavery limited to states where it already existed, but abolitionist sentiment had been growing in the North. These divergent opinions led to a major showdown in Congress. Eventually, through the efforts of Henry Clay and Stephen Douglas, the Compromise of 1850 temporarily calmed sectional tensions.

2. Summarize the goal and outcome of the Compromise of 1850.

Answer: The goal of the Compromise of 1850 as proposed by Henry Clay was to provide for the United States to govern the new territories that resulted from settlement of the Mexican-American War while maintaining political equilibrium between slavery interests and antislavery interests as the nation grew. Initially, all eight propositions of Clay’s original bill were voted down and he left Washington in despair. However, Stephen Douglas shepherded each of the propositions through both houses of Congress as individual bills, finally achieving a limited and temporary solution to the problem of handling slavery in the law.

### AP Practice Questions

1. This excerpt was written in response to

Answer: C. California’s request for statehood

2. In establishing his argument, Seward refers to the legislative precedent established by the

Answer: A. Northwest Ordinance

3. Which event of the 1840s and 1850s would most strongly challenge the views expressed by Seward?

Answer: B. The passage of the Kansas-Nebraska Act



# POINT-COUNTERPOINT

## To What Extent Were Manifest Destiny and Westward Expansion Justified?

### Handout A: Point-Counterpoint Graphic Organizer

Claim A	Issue on the Table	Claim B
<p>Summarize this argument in one sentence, using your own words:            Answer: Historian A argues that the idea of Manifest Destiny was representative of the mindset of most Americans during the nineteenth century.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's point of view:            Answer: "Manifest Destiny was the idea that the United States had a clear national purpose to spread across the continent of North America, carrying the ideas of liberty, equality, and democracy into new territory that would provide homes and livelihood for its rapidly growing population."</p>	<p><b>Was Manifest Destiny a natural outcome of American economic, political, and ideological trends supporting western expansion, or was it an example of American imperialism driven by land hunger, cultural superiority, and racism?</b></p>	<p>Summarize this argument in one sentence, using your own words:            Answer: Historian B argues that Manifest Destiny was propaganda, distracting Americans from colonialism taking place in the West.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's point of view:            Answer: "When we do, we come to see Manifest Destiny not as the natural spirit of an age, but as a propaganda machine hitched to the westering wagons of racial nationalism and settler colonialism."</p>
	<p>Compare the two arguments. To what extent do these claims support or oppose each other?            Answer: Both authors argue that Manifest Destiny was indicative of the nationalist attitude of the mid-nineteenth century. Historian A argues that this mindset was a natural progression, as Americans settled into their relatively new role as a sovereign state. Historian B argues that this mindset instead highlighted the racist, elitist attitude of pundits like John O'Sullivan.</p>	

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: O'Sullivan's article on Manifest Destiny for further context on his argument, stories from Mexicans and western American Indians to see their perspective on America's expansion, stories from settlers moving west to see their perspective.

Explain how this debate highlights the establishment of an American identity and American superiority on the North American continent.

Answer: This debate highlights the creation of an American identity by showing that this identity was widely set in the “sea to shining sea” mentality and that colonialism could be attributed to the fact that if slavery was still being allowed in America, the displacement of other “lesser” peoples like Mexicans and American Indians should be allowed as well.

## PRIMARY SOURCES

### Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845

#### Sourcing Questions

1. Who was the intended audience for slave narratives?

Answer: They were written for those interested in the experience of slavery, both for committed abolitionists and those who could be swayed to the abolitionist cause.

2. What was the probable intended effect of a slave narrative on its audience?

Answer: They would help the reader empathize with the enslaved people and hopefully spur them to take action by supporting the cause of abolition.

#### Comprehension Questions

1. Why doesn't Douglass know his exact age?

Answer: Records of slave births were not recorded with any precision.

2. How do the details about Douglass's parents illustrate a system of abuse against enslaved women?

Answer: It is implied that his mother was sexually assaulted by the master of the plantation or at least by another white man in a position of authority on the plantation.

3. How was Douglass's relationship with his mother shaped by the reality of slavery?

Answer: That he rarely saw his mother illustrates the inherent cruelty of slavery. The destruction of the mother/child relationship shows how enslaved persons were often systematically dehumanized. That his mother made an effort to see him at all, because the late-night visits must have come at great hardship, illustrated the persistence of humanity even in the face of an effort to destroy it.

4. For what purpose does Douglass share memories of his aunt?

Answer: To describe the cruelty of slavery. His description of the vindictiveness and brutality of slave punishment helps the reader empathize with the plight of the enslaved.

5. Explain the three stages in a typical day that Douglass uses to drive home the suffering slaves endure in their living situation.

Answer: He starts by describing how little time they have to sleep, because their work hours are long. He then goes on to describe how much of their rest time is taken up in doing necessary personal chores. He finishes by describing how bare, uncomfortable, and impersonal their bedding situation is.

6. What is the purpose of the songs sung by slaves in the field?

Answer: They were an expression of their misery; a defense mechanism to let out their misery in the only forum available to them.

7. How did his master deal with Douglass's uncooperative nature?

Answer: He sent him out to a poor man named Covey, to have Covey break Douglass's will and make him a more obedient slave.

8. What were the effects on Douglass's personality as a result of his time with Covey?

Answer: Covey was successful in breaking Douglass's spirit and dehumanizing him. This had the effect of turning his nature into that of a brutal beast.

9. What did Douglass decide to do differently this time when Covey seized him to administer physical punishment?

Answer: He decided to fight back.

10. What was the physical result of the altercation between Douglass and Covey?

Answer: Douglass bested Covey in the fight.

11. How did Covey treat Douglass differently after this incident?

Answer: Covey never again laid a hand on Douglass. He would issue empty threats, but never act upon them.

12. How did the incident change Douglass spiritually?

Answer: Douglass regained his sense of manhood. He resolved to never again allow himself to lose his humanity, even at the cost of death.

## Historical Reasoning Questions

1. Why does the slave narrative go into so much detail in describing the day-to-day experience of slavery from the point of view of the enslaved? In what ways does it seek to change the reader's views on slavery?

Answer: This story was designed to remove any possibility of being neutral about the institution of slavery. The descriptions of being ripped from his mother, witnessing brutal punishments, enduring inhuman working and living conditions, and having his manhood taken from him with terrible cruelty seek to make the reader empathetic to the plight of the slave. Douglass hopes the reader will sympathize with the abolition movement, but at the very least make it impossible to be neutral or supportive of slavery without understanding exactly what it is that they are making possible with their direct or indirect support.

2. What is the greater point Douglass is making about slavery in the Covey story?

Answer: Douglass is making clear the importance of the human spirit in this story. He is describing how his freedom was earned in this fight with Covey. He was willing to risk all in this, and gained all in his restored humanity. It demonstrates how the brutality of slavery is at least as much spiritual as it is physical. This narrative drives home the message that the power to end slavery is in the hands of the enslaved, and that if slavery is not ended through peaceful, lawful means, a violent alternative is always possible.

## Negro Spirituals

### Sourcing Questions

1. Where and why were these songs first performed?

Answer: These songs were sung by enslaved men and women as they worked.

2. How were these songs introduced to a wider audience?

Answer: After the Civil War, these songs were written down and popularized by performers like the Fisk Jubilee Singers. Modern artists continue to record these songs in the present day.

### Comprehension Questions

1. What is the overt message of this song?

Answer: Anyone can be saved by the power of God, who transmits his power through the symbol of water.

2. What is the specific "balm of Gilead" that this song references?

Answer: The balm is the love of Jesus that will save all. The song encourages the listener to remember this, even when they feel discouraged.

3. How did this song provide hope to those who sang it?

Answer: The lyrics reference a parallel between the plight of the Israelites enslaved in Egypt and the men and women enslaved in the South. The Israelites were eventually freed under the leadership of Moses, implying that one day, the men and women in the South will also be freed.

### Historical Reasoning Questions

1. What purpose did these songs serve for those who sang them? Give specific examples from the lyrics to support your answer.

Answer: According to Douglass, these songs were sung as a coping mechanism, to express sorrow and as a way to relieve an “aching heart.” The songs speak of hopes for a brighter future, by referring to Moses leading the Israelites to the Promised Land and by promising that there is a “balm” that will ease all problems.

2. How were these songs misconstrued by some who heard them? Why might they have done this?

Answer: According to Douglass, some Northerners believed these songs were proof of the enslaved persons’ contentment. Psychologically, it may have been easier for these people to interpret the songs as evidence that supported their own view of slavery—that is was not evil and slaves were happy to be enslaved.

3. These songs are rich in religious imagery. What conclusions can you draw from this?

Answer: Religion was deeply important to many enslaved persons and provided a sense of comfort during very dark times.

4. Listen to the recording of one or more of the songs featured in this exercise. Which is more affecting, the music or the lyrics?

Answer: Answers will vary by student.

### John O’Sullivan, “Annexation,” 1845

#### Sourcing Questions

1. Who wrote this document?

Answer: Journalist and Democrat John O’Sullivan wrote this essay.

2. What was his purpose in writing this essay?

Answer: O’Sullivan argued for an inevitable expansion of the United States. As a Democrat, he supported the annexation of Texas and believed the United States should expand across the entire North American continent.

#### Comprehension Questions

1. What reason does O’Sullivan give for annexing Texas?

Answer: Texas and the United States share a “common nationality.”

2. Who has thwarted U.S. expansion? Who is in favor of it?

Answer: “Other nations” have intruded on the United States, but Providence and the ever-expanding U.S. population work in favor of expansion.

3. Why does the author predict that California would leave Mexico next?

Answer: California is too far away from Mexico to be governed effectively.

4. What was working in favor of California’s secession from Mexico as the author wrote this essay?

Answer: Emigration of Anglo-American (white) settlers to California who brought not only their families but their culture and expectations of self-government (“representative halls and meeting houses”).

5. Why would California become independent, according to this line of reasoning?

Answer: It is the “natural flow of events”—people emigrate there, set up their lives, and want self-government.

### Historical Reasoning Questions

1. The author stated, “Whether they [California] will then attach themselves to our Union or not, is not to be predicted with any certainty”. Do you believe the author actually has any doubt about California’s future course? Why or why not?

Answer: Students should note that as a Democrat, O’Sullivan supported Texas annexation and wrote in the beginning of his essay that it is a God-given right for the United States to expand. Therefore, he likely thought California would also become part of the Union, because it would follow a similar pattern to Texas—white settlers who move to the land bring their customs and expectations of self-government and will likely demand independence, and then annexation.

2. This essay makes no mention of enslaved African Americans or American Indians. Why might the author have left these groups out of his argument?

Answer: The author implies that Anglo-Saxons (i.e., white settlers of English descent) and their customs are superior. If they have a God-given right to expand, the assumption is that anyone already on the land or in their way (e.g., Mexico, in the case of Texas) will likely have to be pushed aside. Slavery and its expansion were contentious issues that the author likely wanted to avoid so critics could not attack his argument. Teacher note: see also Debating the Mexican-American War, May 1846 (<https://cnx.org/contents/NgBFhmUc:8hL9jRlm>) in this chapter.

3. Compare O’Sullivan’s reasons for California receiving independence with Thomas Paine’s arguments for the British colonists to declare independence in *Common Sense*, as you learned in the Thomas Paine, *Common Sense*, 1776 Primary Source (<https://cnx.org/contents/NgBFhmUc:GysRftgN>).

Answer: Like Paine, O’Sullivan makes the argument that distance limits a government’s effectiveness. According to Paine, Britain was not able to meet the people’s expectations for liberty and self-government across an ocean, and Mexico was unable to govern a territory so far away. O’Sullivan also makes the case that independence is inevitable—“the natural flow,” much like Paine argued for independence in 1776.

## William Lloyd Garrison and Frederick Douglass on Abolition, 1845–1852

### Sourcing Questions

1. Who wrote these documents?

Answer: Source A was written by William Lloyd Garrison and Source B was written by Frederick Douglass.

2. Who was the intended audience for each document?

Answer: Garrison wrote this piece for his own newspaper, which would have been read by fellow abolitionists. Douglass delivered a speech to abolitionists in New York. Both men were speaking to like-minded people.

3. What did the two speakers have in common?

Answer: Both Garrison and Douglass were abolitionists, though Douglass experienced slavery firsthand.

### Comprehension Questions

1. According to Garrison, which is more important: individual rights or the American Union?

Answer: Garrison believes individual rights are more important—"the rights of man are inherent and unalienable"—and no government can forfeit them.

2. Garrison, a pacifist, calls for the nonviolent overthrow of government. According to Garrison, when should a government be overthrown?

Answer: Garrison believes a government should be overthrown (by nonviolent means) when individuals are sacrificed for the good of the group.

3. What is Garrison referring to with the following phrases: "covenant with death," "agreement with hell," and "refuge of lies"?

Answer: Garrison is referring to the Constitution.

4. Why did Douglass refer to the Fourth of July as the birthday of "your National Independence," the founding fathers as "your" fathers, "your nation," and so forth?

Answer: Douglass is speaking to an audience of abolitionists in New York, consisting of men and women, blacks and whites, who were never enslaved. The celebration belonged to them, not to Douglass, because the unjust institution of slavery still existed.

5. Why did Douglass mourn on the Fourth of July?

Answer: Slavery still exists, so many people have no concept of independence. July 4, therefore, is not a cause for celebration but for mourning.

6. How are Independence Day festivities a mockery to the American slave?

Answer: While the U.S. celebrates independence, slavery continues, which Douglass describes as "shocking and bloody." It is a hypocrisy to celebrate while such a crime continues.

7. Did Douglass believe the Constitution is a proslavery document? Explain your answer.

Answer: Douglass believes in the ideals of the Declaration of Independence and the Constitution. He says that if the Constitution were a proslavery document, as Garrison says, it would contain the words "slave," "slaveholding," or "slavery" within it.

8. Was Douglass optimistic or pessimistic about the future of slavery?

Answer: Douglass is optimistic slavery will end. He ends his speech on a hopeful note.

## Historical Reasoning Questions

1. Summarize each author's point of view in one sentence, using your own words.

Answer: William Lloyd Garrison believed the Constitution was flawed because it allowed slavery and that a government not focused on the rights of all people and that sacrifices the individual should cease to exist and be overthrown. Frederick Douglass argues that the Fourth of July is unable to be celebrated by enslaved men and women because the way the Constitution was being interpreted at the time mocked their plight and lack of freedoms.

2. Compare the two authors' arguments. To what extent do these points of view support or oppose each other?

Answer: Both sources acknowledge that slavery is a negative and it needs to be eliminated. Garrison argues that for slavery to be eliminated, the government essentially needs to be (nonviolently) overthrown and the Constitution changed. Douglass argues that although the position of enslaved men and women in society is atrocious and mocked, he believes the Declaration of Independence and the Constitution are valid but are being interpreted in the wrong way.

3. Which argument do you find more convincing? Explain.

Answer: Students may agree with Source A or B but should support their opinion with specific evidence from whichever text they choose.



## Debating the Mexican-American War, May 1846

### Sourcing Questions

1. Who was the speaker in these two documents?

Answer: The speakers are President James Polk and Congressman Joshua Giddings.

2. What was the goal of each speaker in their respective speeches?

Answer: Polk was asking Congress to declare war against Mexico. Giddings responded to Polk's message by accusing the president of having an alternative motive for asking for war: to allow the expansion of slavery.

### Comprehension Questions

1. Why was it necessary to station U.S. troops between the Nueces and the Del Norte Rivers?

Answer: Mexico threatened to invade Texas because Texas wanted to join the United States.

2. According to Polk, when did the U.S. troops move from their position?

Answer: U.S. troops moved after Polk received word that Mexico would refuse to see the U.S. envoy.

3. Where had the Congress of Texas set its boundary?

Answer: Texas set its boundary at the Rio del Norte.

4. What two reasons does Polk give to justify this boundary from the perspective of Texas?

Answer: This region was represented in the Texas Congress and had taken part in the Texas annexation.

5. What additional reasons does Polk give to justify this boundary?

Answer: The U.S. Congress recognized this region with a seat in Congress and by including it in its own revenue system (i.e., by taxation).

6. What was the immediate cause of this conflict, according to General Ampudia's warning to General Taylor?

Answer: This was a border dispute, according to this account. Ampudia believed the U.S. troops were on Mexican territory, whereas Taylor believed he was on his own territory, protecting against a Mexican invasion.

7. Do you think it is clear from this account who fired first?

Answer: It is not entirely clear who fired first, even though Polk is citing evidence of eyewitness accounts.

8. According to this passage, how did Mexico start this conflict?

Answer: Mexico repeatedly "menaced" the United States, invaded U.S. territory, shed U.S. blood, and proclaimed that war ("hostilities") had begun.

9. What reasons does Polk give for Congress to declare war?

Answer: Mexico forced the U.S. to declare war, and the U.S., therefore, must defend its honor, rights, and interests.

10. What does Giddings accuse President Polk of doing?

Answer: He accuse Polk of ordering the army to invade Mexico to provoke a war, an act that violates the Constitution.

11. What does Giddings think the purpose of this conflict was?

Answer: He believed the war was a pretext to extend and safeguard slavery.

### Historical Reasoning Questions

1. Compare the tone of the two speeches. How does each serve to further the author's message?

Answer: Polk's message is very methodical and rational. He focuses his argument on Mexico violating the sovereignty and security of the United States, which is appropriate for a U.S. president. He lists evidence, step-by-step, to explain that Mexico attacked first. Giddings's reply is very passionate and angry. He accuses the president of lying and explains why he will not vote for a declaration of war with vivid imagery: "I will not bathe my hands in the blood of the people of Mexico, nor will I participate in the guilt of those murders which have been and which will hereafter be committed by our army there."

2. What does this bill assume about the outcome of the war?

Answer: The Wilmot Proviso assumes a U.S. victory.

3. Did Wilmot agree with Polk's or Giddings's explanation for the war? Explain.

Answer: By making a provision that expressly says slavery should not expand, Wilmot likely agreed or sympathized with Giddings that one of the motives for the war was to allow slavery to expand.

4. Unlike Giddings, Polk never mentions slavery in his address. Why do you think the president focused on the issue of national sovereignty and security in his speech?

Answer: Student answers will involve some conjecture. By not saying the words slavery, Polk could not be directly accused of having such a motive on the record. However, his critics, as Giddings reply indicates, still accused the president of waging a war of conquest for the sake of safeguarding and expanding slavery.

## **Daniel Webster, "7th of March," 1850**

### **Sourcing Questions**

1. How might you expect a senator from Massachusetts to approach the slavery issue in 1850?

Answer: To be opposed to slavery and to stop its spread.

2. How did the admission of new states in the West (e.g., California) increase the importance of the difference of opinion over slavery between North and South?

Answer: Whether slavery would be allowed in these new states would tip the balance as to which side constituted a majority and thus hold power over the future of the republic.

### **Comprehension Questions**

1. In the current controversy, what goal does Webster believe is most important?

Answer: To preserve the union of the states.

2. On what terms did the citizens of California propose joining the Union?

Answer: As a free state, without slavery.

3. What was the fundamental difference in how slavery was perceived in the North and in the South?

Answer: The prevailing northern view was that slavery is evil; a sin against natural law, while many southerners saw it as a fundamental part of their culture and it was their moral duty to care for those they saw as an inferior race.

4. At the time of the writing of the Constitution, how was slavery viewed in the North and in the South?

Answer: It was universally seen as an evil.

5. What did the Founders include in the Constitution that they believed would put slavery on the path to ultimate extinction?

Answer: The provision that allowed the slave trade to be ended would gradually lead to the end of slavery.

6. According to this speech, why was the word “slavery” not used in the Constitution?

Answer: So in the future it could not be concluded that the founders endorsed the idea that there could be legal property in human beings.

7. How did the Confederation Congress act, at the time of the framing of the Constitution, that further shows how the North and South were of one mind on slavery?

Answer: The nearly unanimous prohibition of slavery in the territories within the Northwest Ordinance of 1787.

8. What was the root cause of the divergence of opinion over slavery between the North and South?

Answer: The rise of the cotton economy gave a tremendous economic incentive to the South to increase land where slavery could be used in this highly profitable enterprise.

9. What concession was Webster offering to southerners?

Answer: Webster is making the case that there is a Constitutional duty to return escaped slaves to their states of origin.

10. Why was Webster willing to support stronger fugitive slave laws?

Answer: Not as an endorsement of the righteousness of slavery, but as a legal obligation to uphold the laws and court decisions across state lines as a Constitutional duty of the union.

11. How did Webster view the prospect of secession of the slaveholding states into a separate republic?

Answer: It would be an unworkable horror. It would present more unsolvable problems than it offers solutions. It would be a betrayal of those who founded and fought to preserve the republic. It would destroy all that has been good and prosperous for those within the union.

## Historical Reasoning Questions

1. How does this conflict show how economic interests interact with fundamental beliefs?

Answer: It shows that the economic change that the cotton economy brought to slavery led to an evolution of thought about the very morality of slavery, among those who benefited from its rewards.

2. Was Webster acting patriotically by sacrificing his political career in the cause to preserve the union?

Answer: This can be interpreted in different ways. Some students could make the argument that the preservation of the union was less important than the evils of the preservation of slavery. Other students might make the case that if other leaders had shown similar willingness to sacrifice the own interests for the greater good, that the abolition of slavery could have been accomplished eventually politically, rather than through the tragedy of civil war.

## Fugitive Slave Act, 1850

### Sourcing Questions

1. What differences within the United States would make fugitive slaves an issue?

Answer: Students should identify some states that allowed slavery and others that had abolished slavery. They should also be able to identify that the border states between these regions would often have to deal with the issue of slaves escaping into the states where slavery did not exist. They should be able to speculate how the issue of state sovereignty and personal property rights would come into conflict over the issue of the return of fugitives.

2. Why might northerners object to strengthening the law on fugitive slaves?

Answer: Allowing for easier recovery of fugitives would threaten the freedom of those who they helped escape slavery. In addition, it would strengthen the institution of slavery itself. Students may also speculate about how free blacks could be caught up in fugitive enforcement. They also might make the connection that the act could be used as a tool to suppress abolitionist activities.

### **Comprehension Questions**

1. The act empowered the U.S. Circuit Courts for what purpose?

Answer: To recover fugitive slaves.

2. What are the commissioners given the power to do by Section 4?

Answer: To seize escaped slaves within the borders of free states and return them to the place from which they escaped.

3. What are the legal consequences that federal marshals face if they refuse to enforce the Fugitive Slave Act?

Answer: A \$1000 criminal fine as well as civil liability for the value of the slave(s) they fail to recover.

4. In fugitive slave cases, what type of evidence was excluded from being heard in court?

Answer: Testimony from the escaped slave.

5. What legal consequences were created for anyone who helped an escaped slave in any manner?

Answer: A fine of \$1000, imprisonment up to six months, and a civil penalty assessed at \$1000 for each fugitive helped.

6. How would U.S. commissioners be compensated for their time in returning fugitive slaves?

Answer: They would be paid a bounty of \$10 for each enslaved person proven to be a runaway, and \$5 if the evidence did not support their seizure.

### **Historical Reasoning Questions**

1. In what ways did this act encourage the returning of fugitive slaves? Cite specific examples from the text as support.

Answer: Students should discuss the incentives for returning slaves, including the specific bounties paid to agents and the various penalties for not helping to return fugitives. They should also discuss the ways the act discouraged anyone from interfering with the capture of fugitives or of helping them escape. Students should cite the specific penalties created for agents as well as for anyone in the general public. Although the law was designed to make life harsher for fugitives, it was actually very difficult to enforce. The law was so harsh and unpopular that it was difficult in many areas to find individuals to cooperate in identifying suspected fugitives to the commissioners and other public officials.

2. How did this act endanger free blacks, as well as fugitive slaves in the North? Cite specific examples from the text.

Answer: Students should identify how this act set the bar very low for a burden of proof that the suspect was indeed a runaway. They should specifically cite that the accused cannot testify on their own behalf in court, which would make it very difficult for a wrongly accused free black to prove his legal status. They should also cite that marshals and agents received a bounty, even if the person was found not to be a fugitive. Students should speculate that this would serve as a perverse incentive to arrest and wrongly accuse innocent persons to receive financial gain.

## Sojourner Truth, “Ain’t I a Woman?” 1851

### Sourcing Questions

1. Who was the original audience of Truth’s speech?

Answer: Truth addressed her speech to the women and men who attended the Women’s Rights Convention in Akron, Ohio.

2. Who were Robinson’s and Gage’s intended audiences?

Answer: Robinson and Gage intended for their transcriptions of Truth’s speech to be seen by readers of the *Anti-Slavery Bugle* and *Anti-Slavery Standard*, respectively. Many readers of both newspapers would have been supportive of the women’s rights movement, as well as abolitionism.

3. Considering that Gage published her account of Truth’s speech 12 years after Robinson published his, how might the accounts differ from each other?

Answer: With the passage of time, it is less likely that Gage would have remembered certain elements of the speech. Considering that Gage’s transcription is significantly longer than Robinson’s, it is likely that she embellished her account of the speech. However, it is likely that Robinson’s version contains inaccuracies as well.

### Comprehension Questions

1. How would you describe Truth’s manner of speech in Robinson’s transcription?

Answer: Truth comes across as an eloquent speaker who carefully chooses her words and makes a strong argument in favor of women’s rights.

2. How does Truth draw on her experiences as an enslaved worker to support her argument about women’s rights?

Answer: Truth insinuates that the rigorous tasks she was forced to complete as an enslaved worker have made her as strong and as smart as any man. By showing she is equal to men in terms of strength and intelligence, she reasons that all women should be regarded as equal to men.

3. Why is it significant that Truth called attention to her illiteracy?

Answer: Although we do not know if Truth called attention to her illiteracy during her speech, that Robinson does so reminds us that women and African American enslaved workers were often deprived of the education they deserved. Women’s rights activists believed women were entitled to receive the same education as men.

4. How did Truth draw on her religious faith to support her argument about women’s rights?

Answer: Truth alludes to several figures from the Old and New Testaments to support her assertion that women are equal to men. By suggesting that we should right the wrongs of Eve, reminding us that Jesus did not spurn Mary and Martha, and observing that it was Mary who helped bring Jesus into the world, Truth makes a plea for women’s rights that would easily resonate with the pious members of her audience.

5. How would you describe Truth’s manner of speech in Gage’s transcription? Why do you think Gage altered Truth’s dialect?

Answer: Truth’s manner of speech in Gage’s version is completely at odds with the voice used by Truth in Robinson’s version. In Gage’s version, Truth uses a stereotypical African American southern dialect that is at times almost incomprehensible to the reader. By using this dialect, Gage portrays Truth as an uneducated and strong-willed former enslaved worker. It is also noteworthy that Truth was a slave in a northern state, well into the nineteenth century—an embarrassing fact

for abolitionists. Making her sound southern was a ploy that fit the stereotype northerners had of slavery.

### Historical Reasoning Questions

1. There is a noticeable difference between the dialects used by Truth in the transcriptions. How does each activist use dialogue to convey the message she or he is trying to assert, and in so doing, what may have been lost from Truth's original message?

Answer: In his version of Truth's speech, Robinson presents Truth as an eloquent orator who speaks clearly and concisely. Truth's dialect comes across as no different from one that might have been used by a white woman at that time. By providing Truth with such a voice, Robinson suggests to his readers that blacks and whites are equal, and that African American women should be entitled to the same rights as white men. Gage, however, uses an exaggerated African American southern dialect for Truth. Although Gage shares Robinson's intentions, as she wants to use Truth's voice to plea for the equal treatment of women and African Americans, she ultimately reveals her own inherent biases in portraying Truth as a stereotype, rather than a human being. In so doing, she impugns the cause she seeks to advance.

2. At the time during which Gage published her version of Truth's speech, the Civil War was ongoing and Abraham Lincoln had recently signed the Emancipation Proclamation. Why might these events have motivated Gage to publish the speech? What sort of message might Gage have wanted to convey to her audience at that time?

Answer: In 1863, the future of slavery was in doubt. Gage would likely have wanted to present Truth's speech to a large audience so they might be convinced that the institution of slavery needed to be abolished as soon as possible. Furthermore, Gage would have wanted to use the speech to persuade her audience that African American women were just as deserving of equal rights as white women. As many enslaved workers were finding freedom at that moment, it would have been a pivotal time to make such an argument.

### Dame Shirley (Mrs. Clappe), *Letters from a Western Pioneer*, 1851–1852

#### Sourcing Questions

1. Who did Clappe intend to be the audience for these letters?

Answer: Clappe addressed these letters to her sister, Molly, who remained on the East Coast after Clappe moved to California.

2. Who became the intended audience for these letters after Ewer had them published?

Answer: The readers of *The Pioneer*—Americans who were interested in learning more about pioneer life and the Gold Rush—became Clappe's new audience after the publication of her letters in 1854 and 1855 in the aforementioned magazine.

#### Comprehension Questions

1. Does Clappe's description of her attempt at panning for gold suggest a defiance of feminine stereotypes?

Answer: In one sense, Clappe's attempt at panning for gold does seem to defy the feminine stereotypes that prevailed in the nineteenth century for white, middle-class, and elite women. She demonstrates that she is capable of making decisions for herself and able to engage in tasks that were typically performed by men. However, she goes to great lengths to emphasize her feminine frailty. She laments about the physical discomfort the experience caused and the loss of her



breastpin, and vows never to take up gold mining again. In so doing, she upholds the stereotypes that she had an opportunity to defy.

2. Why does Clappe disapprove of the women's rights movement?

Answer: Clappe wrote this letter in 1851, which was three years after the Seneca Falls Convention. The women's rights movement was in its infancy, but it was gaining momentum. Clappe believes it is improper for women to engage in activities that have traditionally been regarded as masculine. She believes women should not be allowed to vote, and despite the education she received at Amherst Academy, she seems to suggest that women should shun higher education. She also takes offense at the attempts made by women's rights activists at that time to appear more masculine, as she declares her disdain for the bloomers they had donned.

3. To what is Clappe referring to when describing a "golden magnet" and a "golden harvest?"

Answer: Both of Clappe's metaphors refer to the Gold Rush. However, each metaphor refers to different aspects of the Gold Rush. In one sense, it was similar to a magnet, as it pulled migrants from all over the country and the globe toward California in search of mineral resources and the wealth those resources might provide. In another sense, it was similar to a harvest, as the settlers eventually grew familiar with the new landscape and used that familiarity to obtain the resources they needed to subsist in their new home.

4. How would you characterize Clappe's observations of the ethnic diversity in California? Does she view that diversity in a positive or negative light?

Answer: Clappe's poetic language suggests she has a positive view of the ethnic diversity in the mining communities. Her prose demonstrates that a wide variety of ethnic groups have immigrated to California in search of wealth, and she is impressed by the pull that the "golden magnet" has exerted. At the same time, she exhibits her ignorance and her disdain for the American Indians who live in the region, as she falsely asserts that their vocabulary consists of only 20 words.

## Historical Reasoning Questions

1. These letters were written several years after the Seneca Falls Convention of 1848 [see The Women's Movement and the Seneca Falls Convention Lesson (<https://cnx.org/contents/NgBFhmUc:tPdSapA4>) in Chapter 6. In what ways might these letters support the Declaration of Sentiments adopted by the convention? In what ways might these letters hinder the efforts of the convention?

Answer: In her letters, Clappe describes her attempt to travel down one of the "avenues of wealth and distinction." Despite that mostly men mine for gold, Clappe is determined to try mining for herself. In addition, although she is "denied the facilities for obtaining a thorough education," she is determined to continue the pursuit of knowledge and reads a wide variety of works by authors including Shakespeare, Coleridge, and Spenser. However, by echoing the sexist language that would have been uttered by opponents of the women's rights movement, Clappe hinders the efforts of the convention. She characterizes herself as being too feeble to pursue a career in mining, and she lambasts the women who have asserted that it is their constitutional right to be able to vote, earn decent wages, and receive a thorough education.

2. There is some speculation that Clappe may have known she would be writing to a larger audience when she first penned her letters. Do you believe there is language in the provided passages that suggests she had intended to share her observations with the American public?



Does Clappe's decision to write under the pseudonym of Dame Shirley suggest she may have intended to reach a larger audience?

Answer: Throughout her letters, Clappe proves herself a gifted writer. Her use of many of the literary techniques used by authors of the Romantic era and her allusions to Greek and Roman mythology show she is well educated. If she was not writing to a large audience, she was certainly demonstrating through her prose an ambition to do so. In using a pseudonym, Clappe indicates that she has ambitions to become a famous writer. By choosing the name "Dame Shirley," she presents herself as a sophisticated woman whose civilized ways and high moral standards will earn her the respect of her audience. Whether that audience is her sister, Molly, or the American public remains up for debate.

## **Frank Lecouvreur, *From East Prussia to the Golden Gate*, 1851–1871**

### **Sourcing Questions**

1. Who did Lecouvreur intend to be the audience for these letters?

Answer: Lecouvreur addressed these letters to his parents, who remained in East Prussia.

2. Who became the intended audience for these letters after Lecouvreur died?

Answer: Josephine Lecouvreur had her husband's letters published, which exposed these letters to a wider audience.

### **Comprehension Questions**

1. Why might Behnke have found it necessary to comment on Lecouvreur's patriotism toward his new country?

Answer: The translator likely viewed Lecouvreur as a model immigrant and as an example that his new audience should aspire to emulate. Some immigrants in the early twentieth century were joining anarchist organizations and committing violent acts against the government; therefore, Behnke would have wanted readers to possess the same fervent patriotism that Lecouvreur had demonstrated.

2. What is Lecouvreur's opinion about the wharves constructed along San Francisco's waterfront?

Answer: Lecouvreur believes the elaborate network of wharves along San Francisco's waterfront are a testament to an ingenuity unique to the United States and they should instill feelings of patriotism in those who bear witness to them.

3. What sorts of hardships did Lecouvreur and the other gold miners face? Why did he remain optimistic despite those hardships?

Answer: Despite the long hours Lecouvreur and the other miners work in a hot climate, they receive little compensation for the gold they find. Nevertheless, Lecouvreur remains optimistic because he now lives in a free nation and a beautiful place, and he finds the work invigorating.

4. Why might the translator have decided to comment on Lecouvreur's success?

Answer: The translator likely wanted to inspire the young immigrants who read the translated letters by letting them know that Lecouvreur ultimately achieved his goal. He would have wanted to show them that, by staying optimistic in the face of poverty, they would also be able to ultimately attain wealth and start families of their own in a land of liberty.

5. Having spent a year in California, was Lecouvreur optimistic about his future?

Answer: Although he has faced his fair share of hardships and, as of the first year, has not achieved the goals he had set for himself before immigrating, Lecouvreur remains hopeful he will use the knowledge he has gained to make more money during the next four years and be able to get married.

### **Historical Reasoning Questions**

1. Why might Josephine Lecouvreur, Julius Behnke, and others have found it necessary to share Frank Lecouvreur's letters with the public half a century after he had penned them?

Answer: Josephine Lecouvreur and Julius Behnke published Frank Lecouvreur's letters during a major wave of immigration. Millions of immigrants from southern, eastern, and central Europe entered the United States between 1880 and 1920. Lecouvreur's story was an inspiring one; thus, Mrs. Lecouvreur and Behnke knew it would be one worth sharing with a large audience. Although circumstances had changed, the lessons the writer had learned about hard work and overcoming adversity in a new land would still be applicable to the lives of new immigrants.

2. By occasionally commenting on Lecouvreur's letters, is Behnke rewriting Lecouvreur's narrative to articulate a different set of ideals? For instance, would Lecouvreur necessarily have agreed with Behnke's assertion about the immigrants who "abuse our government?"

Answer: Behnke's comments make it clear he is trying to inspire Lecouvreur's immigrant audience and instill in them feelings of patriotism and respect for the government. These were not Lecouvreur's original intentions; his original audience was only his parents and perhaps a few other family members. Behnke also stretches the truth when he declares that Lecouvreur achieved his goal of attaining wealth and marrying within the first five years of his time in the United States. Although he did make a decent living in Los Angeles within the first few years of his arrival, he remained unmarried for the next couple of decades. That Lecouvreur's letters were translated means he likely made statements that were lost in translation. Behnke may have emphasized certain passages from Lecouvreur's letters so that they would come across as more inspirational to an immigrant audience.

### **Henry David Thoreau, "Slavery in Massachusetts," 1854**

#### **Sourcing Questions**

1. Who was the audience of Thoreau's speech?

Answer: Thoreau delivered his speech to attendees of an antislavery rally in Framingham, Massachusetts. The rally was arranged by the Massachusetts Anti-Slavery Society. Abolitionists William Lloyd Garrison and Sojourner Truth were also in attendance, and this was the event where Garrison burned a copy of the U.S. Constitution in protest of slavery.

2. Who was the audience of Thoreau's essay?

Answer: As a well-known transcendentalist writer, Thoreau attracted a large audience of Americans who embraced the principle of subjective intuition, believed that human beings were innately good, and respected the natural environment. Thoreau published his essay for the benefit of this audience.

3. Why would Thoreau have found it important to share his sentiments regarding slavery with a larger audience?

Answer: The institution of slavery and the enactment of the Fugitive Slave Act of 1850 contradicted every principle for which Thoreau stood. He certainly would have felt obligated to share his disdain for slavery with his audience and make them aware of the law's unconstitutionality.

#### **Comprehension Questions**

1. How does Thoreau use an absurd hypothetical scenario to prove his point about the Fugitive Slave Act of 1850?

Answer: Thoreau postulates that if he were to propose to Congress that he was going to make humans into sausages, people would believe him to be barbaric, but if they were to tell him that doing so would be much worse than enacting the Fugitive Slave Act, they would be mistaken. As far as Thoreau is concerned, both proposals are equally barbaric.

2. Why does Thoreau compare the newspaper with the Bible, and how does this comparison tie in to his argument about slavery?

Answer: Thoreau refers to politics and newspapers as a new religion and Bible as a metaphor.

3. What is Thoreau's opinion of the judicial system in Massachusetts?

Answer: Thoreau is infuriated by the fact that escaped slaves are regularly tried in Massachusetts courts when they are innocent "champions of liberty." He suggests the actions of government officials are criminal, describing those officials as being "at large."

4. Why does Thoreau compare the judge to an organ grinder?

Answer: Thoreau is angered that the judge is rewarded for carrying out the "harsh and discordant" music of injustice. By swinging his gavel in favor of slavery, the judge reminds Thoreau of an organ grinder cranking out an unpleasant tune to solicit payments from a reluctant crowd.

### **Historical Reasoning Questions**

1. As a transcendentalist writer, Thoreau argued that human beings are innately good, that they must use subjective intuition to make sense of the world, and that immersion in and respect for the natural environment is of tremendous importance. In what excerpts from this essay does Thoreau draw on the transcendentalist philosophy to protest the institution of slavery?

Answer: Thoreau's transcendentalist standpoint is evident throughout his essay. His basic argument is that slavery and the Fugitive Slave Act of 1850 are evil and completely at odds with the ideology of liberty. In asserting that no human being should ever be enslaved, he draws on the notion that all human beings have the innate capacity for good. He also uses subjective reasoning at times to make arguments against slavery. One example of this is the hypothetical scenario he creates in which he proposes turning humans into sausages.

2. How does Thoreau use metaphors to illustrate his argument against slavery and the Fugitive Slave Act of 1850?

Answer: In numerous instances, Thoreau uses metaphors to convey his outrage concerning the flaws in the American political and judicial systems. At the same time, he uses these metaphors to convince his audience of the absurd circumstances occurring in their country, with the hope they will be motivated to bring slavery and the Fugitive Slave Act to an end. Thoreau's assertion that to most American readers, the newspaper is a Bible, and his analogy of the judge to an organ grinder are examples of metaphors in this essay.

## Walt Whitman, *Leaves of Grass*, 1855

### Sourcing Questions

1. Who was the intended audience of this anthology?

Answer: Whitman intended for the general American public to read his anthology of poems. Many of the readers who were ultimately drawn to Whitman's work were enamored by the transcendentalist ideologies expressed throughout it. Whitman sent the first copy of his work to Emerson, who delighted in reading it.

2. Which transcendentalist principles does Whitman try to convey to his audience?

Answer: Whitman celebrates the individual's ability to do good and contribute to American society. He emphasizes the importance of immersion in nature.

3. Why was Whitman's work considered both controversial and groundbreaking at the time he wrote it?

Answer: Whitman's work was considered controversial, because it touched on a variety of issues that were typically off limits to poets in that era. In his poems, Whitman celebrates the human body, lambasts the institution of slavery, and supports the notions of gender and racial equality. He also experimented with a style of writing known as free verse. With the publication of *Leaves of Grass*, Whitman introduced the world to a new type of poetry that was groundbreaking in the way it chronicled the nineteenth-century American experience.

### Comprehension Questions

1. Whitman wrote this poem as an introduction to the 1867 version of *Leaves of Grass*. How does Whitman set the tone for the poems that will follow?

Answer: In this introductory poem, Whitman declares his intention to sing the praises of the individual. However, he suggests that in celebrating the individual, he will simultaneously extol humanity altogether. He also makes known his intention to praise the human body, along with his ambition to heap equal amounts of praise on both genders.

2. Which statements in this poem would have been considered controversial in the mid-nineteenth century? How are those statements reflective of transcendentalist ideologies?

Answer: Whitman's line, "The Female equally with the Male I sing," would have been considered controversial for the time because the women's rights movement was in its infancy, and the notion of gender equality was not widely accepted by the public at that point. In addition, Whitman's statement, "Of physiology from top to toe, I sing" would have been perceived by some as vulgar, because questions of sexuality and references to the body were considered an inappropriate topic for poets to address. Whitman's celebration of the individual's spirit and form are in line with the transcendentalist notion that human beings are innately good.

3. How does Whitman convey the changes and growth that occurred during the nineteenth century? Which classes or groups of people contributed to these changes?

Answer: Whitman's line, "The Female equally with the Male I sing," would have been considered controversial for the time because the women's rights movement was in its infancy, and the notion of gender equality was not widely accepted by the public at that point. In addition, Whitman's statement, "Of physiology from top to toe, I sing" would have been perceived by some as vulgar, because questions of sexuality and references to the body were considered an inappropriate topic for poets to address. Whitman's celebration of the individual's spirit and form are in line with the transcendentalist notion that human beings are innately good.

4. How does Whitman draw connections among himself, his readers, and nature?

Answer: When Whitman writes, “For every atom belonging to me as good belongs to you,” he implies that in celebrating his own spirit and form, he is celebrating humanity altogether. He goes on to connect himself (and humanity as a whole) to nature, as he writes, “My tongue, every atom of my blood, form'd from this soil, this air”

5. Whitman’s account of the runaway slave is fictitious. Why does he tell the story from his own perspective?

Answer: In keeping with his assertion that self-celebration is a celebration of the entire human race, Whitman imagines himself in the positions of other Americans. Although the experience did not happen to him, Whitman imagines himself in a position in which some of his readers likely found themselves. He welcomes a traumatized runaway slave into his home and nurses him back to health.

6. In telling the story of the runaway slave, how does Whitman reveal his opinions about the institution of slavery?

Answer: By including the runaway slave anecdote in his poem, Whitman criticizes the institution of slavery and simultaneously implies that his readers should act humanely toward runaway slaves. He draws attention to the wounds sustained by the runaway slave and portrays him as disoriented and defenseless. In so doing, he reminds readers of the barbarity of slavery. As he does his best to help the runaway slave recuperate and hide him from his captors, Whitman exhibits the potential for good that he believes exists within every human being.

## Historical Reasoning Questions

1. Whitman frequently uses the verb “sing” throughout *Leaves of Grass*. What do you suppose is the meaning of this word, according to Whitman? In what ways do Whitman and the people he depicts “sing” throughout the anthology?

Answer: Throughout *Leaves of Grass*, the word “sing” has a couple of meanings. At times, Whitman “sings” as he celebrates the achievements of ordinary Americans as they strive to make their country a better place. This is the case in “One’s Self I Sing” and “Song of Myself.” However, in “I Hear America Singing,” the word “sing” takes on a different meaning. In this poem, members of various professions and social classes “sing” as they acknowledge their responsibilities as American citizens. They recognize that to pursue freedom, they must perform the various tasks that will help to sustain their nation. To Whitman, “singing” is the accomplishment of those tasks.

2. Evaluate the extent to which Whitman’s poetry addresses issues that were of importance to transcendentalists in the nineteenth century.

Answer: In his poetry, Whitman addresses many issues that were of importance to transcendentalists. He promotes the idea that humans of all races and genders are equal in their innate capacity for good, and that it is social institutions like religion and politics that corrupt people. At the same time, he echoes the idea that slavery should be abolished, which was supported by transcendentalists. Throughout his work, Whitman characterizes nature, humanity, and the American landscape as intertwined. As he sees it, none can exist without the others. The tying together of nature and humanity was something done frequently by transcendentalist writers, though none had previously done so in the manner used by Whitman. In enumerating the scenes of natural splendor and industrial progress that surround him, and in detailing the ways in which he and his fellow Americans interact with that landscape, Whitman succeeds in illustrating the “well-

join'd scheme" that was an important aspect of life in the United States and championed by transcendentalist writers.

## **Art Analysis: Hudson River School Landscape Paintings, 1836–1868**

### **Sourcing Questions**

1. Why did the Hudson River School and Rocky Mountain School artists believe it was important to paint American landscapes?

Answer: These artists recognized that in painting American landscapes, they could convey various ideologies that were central to the movement of Romanticism. They were conscious of their role in celebrating American nationalism, and saw themselves as making a firm break with copying European art subjects.

2. What are some of the ideologies of Romanticism that nineteenth-century landscape paintings convey?

Answer: In drawing attention to the fragility of the natural landscape, the encroachment of industry and technology, and the future of the American people, these paintings remind the viewer it is important to celebrate nature and be wary of the negative impact industrialization can have on it. Romantic thinkers believed it was essential for human beings to immerse themselves in nature, and they were concerned about the threat industrialization posed to the natural environment.

### **Comprehension Questions**

1. Refer to the provided image. How does Cole create a division between wilderness and civilization? What does this division imply about the future of the rural landscape in the United States?

Answer: In this painting, Cole creates a clear contrast between wilderness and civilization. On the left side of the painting, we see a storm and thick woodlands beneath it. On the right side, we see cultivated fields just beyond the oxbow of the Connecticut River. A boat floats in the middle of the river. Logging scars are visible on the side of a distant mountain. This contrast suggests a clash between nature and technology that resulted from rapid industrialization in the nineteenth century. The storm seems to signify the process of industrialization, which has left an altered landscape in its wake. Cole suggests that our use of technology to obtain natural resources from the land threatens to ruin the beautiful, unspoiled landscapes found throughout rural America.

2. Refer to the provided image. In the center foreground of the painting, Cole depicted himself staring at the viewer. Why do you suppose Cole made himself so difficult to perceive, and what might his self-portrait tell us about the interaction between Americans and the natural environment?

Answer: Student answers will vary on this response because this painting is subject to interpretation. Considering that Cole's self-portrait is nearly invisible, he is perhaps reminding us that nature ultimately remains in control despite our intrusion on the landscape. Perhaps he is also portraying his own desire to remain in a landscape unspoiled by cultivation and industrialization. By gazing at the viewer, he may be asking us to consider the damage that will be done if we allow industrialization to continue unchecked.

3. Refer to the provided image. Hart painted this peaceful pastoral scene in 1862. What is significant about the year in which this was painted? Why might Hart have chosen not to allude to current events in his work?



Answer: Hart painted this scene during the second year of the Civil War. By not addressing the ongoing conflict, Hart is perhaps imploring his viewers to consider the peaceful rural scenes that were visible throughout the nation before farmlands turned into battlefields. This painting may also remind us, as do other works of Hudson River School artists, that rural landscapes such as this deserve to be celebrated and protected from the damage man can do.

4. In the provided image, how does Colman create a division between wilderness and industry that is reminiscent of the division in Cole's painting? How does this contrast differ from the one present in Cole's work?

Answer: Colman takes an approach reminiscent of Cole's; he creates a scene that conveys the collision between nature and technology. On the right, a storm brews over a scene of unspoiled wilderness. On the left side of the painting, a large factory juts into the Hudson River. However, this painting differs from Cole's in that the interaction of humans with their surrounding environment is much more evident. The subjects in Colman's painting seem determined to make the most of the natural splendor that surrounds them as they lazily glide across the Hudson in canoes and sailboats.

5. Refer to the provided image. What do Colman's depictions of Storm King (the mountain in the center) and the Hudson River suggest about the collision between nature and technology?

Answer: As Storm King crosses into the industrialized half of Colman's work, it gradually vanishes behind a cloud of haze. This implies that the scenic splendor of the Hudson Valley is threatened by the industrialization that is rapidly occurring throughout the region. Although the waters of the Hudson remain serene as people sail across it, the intrusion of the factory into the riverscape reminds us that the Hudson and other rivers may be changed by the encroachment of industry.

6. Refer to the provided image. In his painting of the Sierra Nevada, Bierstadt presents a landscape that is impossibly beautiful. Why do you think Bierstadt painted the mountains to appear taller and more imposing than they are in actuality?

Answer: By presenting his viewers with an extraordinarily beautiful landscape, Bierstadt reminds them of the natural resources and breathtaking scenery found in the American West. This painting may illustrate one aspect of the nineteenth-century doctrine of Manifest Destiny, which encouraged settlers to travel to the West to establish agrarian communities.

7. Refer to the provided image. What do the presence of wildlife and the absence of humans in the painting suggest about the state of nature in the American West in the mid-nineteenth century?

Answer: The presence of the elk and the waterfowl in Bierstadt's painting suggest the Sierra Nevada and other regions in the West are filled with unspoiled scenes of wilderness that are worthy of praise. The presence of wildlife may have been enticing to viewers who considered traveling westward because it would have reminded them of the game and natural resources that awaited them out west. The absence of humans may articulate the artist's desire for the spectacular scenery of the West to remain unspoiled. On the other hand, viewers may note that excessive settlement would inevitably change the natural environment.

8. In the first excerpt, how does Cole characterize the relationship between an American and the landscape?

Answer: Cole asserts scenic beauty is present throughout the nation and it is the duty of Americans to celebrate that beauty, rather than take it for granted.

9. In the second excerpt, what does Cole perceive as the obligation of Americans in consideration of the scenery that surrounds them?



Answer: Cole declares rapid industrialization poses a threat not only to nature but to human creativity as well. He pleads with his audience to “cultivate the oasis that yet remains to us.” In other words, he wants others to take notice of the natural splendor that remains throughout the country and celebrate that splendor through the creation of art.

### Historical Reasoning Questions

1. Write a thesis statement for an essay that analyzes the ways in which these paintings address ideologies relating to the movement of Romanticism.

Answer: Answers will vary, but students should address that the four paintings present scenes of unspoiled wilderness found throughout the country. In so doing, the paintings adhere to the Romantic notion that nature should be celebrated. Students should list specific examples from each painting that demonstrate each artist’s attempt to glorify nature and remind their audiences that it is necessary for Americans to preserve the scenic splendor throughout their nation.

2. Write a thesis statement for an essay that analyzes the ways in which these paintings address the rapid industrialization of the nineteenth century and the doctrine of Manifest Destiny.

Answer: Answers will vary, but students should cite the paintings of Cole and Colman when discussing industrialization. They should note the contrasts between nature and the cultivated/industrialized landscapes in both paintings and address the fact that the artists presented these contrasts to remind their audiences of the fragility of rural landscapes across the nation due to ongoing industrialization. When discussing Manifest Destiny, students should cite Bierstadt’s painting and explain that the pristine landscape he presents promises viewers a land that has eluded the grip of technology and offers ample natural resources awaits them out west.

## Lincoln-Douglass Debates, 1858

### Sourcing Questions

1. Who wrote these documents and what was their relationship to each other?

Answer: Stephen Douglas and Abraham Lincoln wrote these documents. They were running against each other for a seat in the U.S. Senate.

2. Both authors were reacting to the Supreme Court’s decision in *Dred Scott v. Sandford*. Why was this decision controversial?

Answer: Students should recall from their reading in this chapter that *Dred Scott v. Sandford* struck down the requirement that there be some expression of popular sovereignty before a territory could decide about slavery; no territory, in effect, could ban slavery. The decision also asserted that African Americans were not and could not become citizens of the United States. The Court that handed down this decision was made up of mostly southern justices, and the decision further fueled regional tensions over slavery.

### Comprehension Questions

1. What does Lincoln see as the inevitable result of the slavery issue?

Answer: The nation will either abolish slavery or have slavery universally accepted by the states.

2. What two events have combined to change the paradigm when it comes to slavery in the United States?

Answer: The doctrine of the Kansas-Nebraska Act and the *Dred Scott* decision of the Supreme Court.

3. How does Lincoln make a case that the “sacred right of self-government” argument is hypocritical?

Answer: That the man being enslaved in the example is not allowed a vote in the equation and does not even have the right to object to the vote against his own freedom.

4. In what way does the Dred Scot decision change the relationship between enslaved persons and the U.S. Constitution?

Answer: To exclude them, as noncitizens, from the protection of the privileges and immunities of the several states clause of Article Four.

5. Why does Lincoln point out concern over the Dred Scot decision's blurring of the authority of a state with that of a territory?

Answer: To do so would restrict a territory from abolishing slavery in the same way a state is restricted.

6. What does Lincoln fear from a future Supreme Court case that builds on the *Dred Scott* precedent?

Answer: That the application of the popular sovereignty principle nationwide could result in the forced legalization of slavery in all states.

7. When does Douglas believe the people of a territory can choose to eliminate slavery within their borders?

Answer: Before they write a constitution and become a state.

8. Why does Douglas feel any Supreme Court decision is irrelevant to the reality of slavery in any particular territory?

Answer: Slavery cannot exist with local regulations and law enforcement.

9. What does Douglas claim the Kansas-Nebraska Act says about the right of the people of territories to vote on the issue of slavery?

Answer: They are free to vote on whatever they wish, including the slavery issue, so long as they do not violate the supremacy of the U.S. Constitution.

10. How should the slavery issue be decided in future U.S. territories, according to Douglas?

Answer: The people of the territory should decide for themselves by voting on the issue.

11. Why does Douglas claim Lincoln is being inconsistent when he says the nation must be all slave or all free?

Answer: He should know that to force the issue one way or the other would break the union apart. Douglas claims to have the preservation of the union as his highest priority.

## Historical Reasoning Questions

1. Summarize each author's point of view in one sentence, using your own words.

- a. Author A: Stephen Douglas

Answer: The issue of slavery is best left in the hands of the people who live within a territory; it is no more or less important than any other issue that can be best addressed through the democratic process.

- b. Author B: Abraham Lincoln

Answer: The *Dred Scot* decision has made the abolition or spread of slavery throughout the United States inevitable, so the errors in its logic of Constitutional interpretation must be made clear.

2. Select the sentence from each source that best demonstrates the author's point of view.

- a. Author A: Stephen Douglas

Answer: "I will leave the people free to do as they please, either to make it slave or free territory, as they prefer."

b. Author B: Abraham Lincoln

Answer: “Such a decision is all that slavery now lacks of being alike lawful in all the States. Welcome, or unwelcome, such decision is probably coming, and will soon be upon us, unless the power of the present political dynasty shall be met and overthrown.”

3. Compare the two authors’ arguments. To what extent do these points of view support or oppose each other?

Answer: Students should identify that both authors are seeking to stake out what they see as a middle-ground, common-sense position on the issue of slavery. They both have arguments on how their position is consistent with the American founding. Douglas roots his position on consent of the governed and popular sovereignty. Lincoln supports his position on a basis of natural rights protections. They oppose each other in their interpretation of the negative unintended consequences of their opponent’s position. Douglas sees the Lincoln position as leading to the inevitable split of the union because of the threat of unwanted emancipation. Lincoln sees a perversion of founding principles in Douglas’s position by subjecting natural rights to a democratic vote rather than a sacred principle. Lincoln sees the Douglas doctrine as leading to universal slavery, which not only perverts natural rights but would lead to the same split in the union that Douglas claims he is seeking to prevent.

4. Which argument do you find more convincing? Explain how the author’s use of evidence led you to this point of view.

Answer: Student answers will vary. Those who support Douglas should cite his arguments in favor of the self-determination of the people in the territories. They should also discuss the distinction he draws between territories and states, and how that supports his position as a moderate on the slavery issue. Supporters of Lincoln should cite the argument that the *Dred Scott* decision has so upset the status quo on slavery that a radical change one way or the other was bound to happen. They should also discuss how Lincoln sees correction to the Douglas doctrine as the only way to preserve the union.

## **South Carolina Secession Debate, 1860**

### **Sourcing Questions**

1. Who wrote this document?

Answer: Members of the South Carolina State Convention debating secession.

2. Who or what was the intended audience of the South Carolina Secession Declaration?

Answer: Other members of the convention, citizens of other southern states, and northerners who may question the right to secede.

3. Why was this document written? Why might the authors have felt the need to justify their actions?

Answer: Notes are required of all official proceedings, but members wanted to make it clear that they were acting in a rational manner because of what they perceived were infringements on their rights.

### **Comprehension Questions**

1. According to the author of this text, what is the great evil that has occurred?

Answer: The Constitution of the United States has been overthrown and despotism has now taken over.

2. According to the excerpt, why has consolidation destroyed the original understanding of the Framers of the Constitution?

Answer: The northern states have a majority in both houses of Congress and are using the “General Welfare” clause to pass laws that violate the Constitution.

3. Why do the authors refer so frequently to the struggle against Great Britain?

Answer: It is an emotional appeal, justifying their actions against perceived tyranny.

4. What is the author’s argument regarding taxes and how they are spent?

Answer: Three-fourths of the taxes are being spent in the North, making the cities of the South provincial, and “mere suburbs of Northern cities.”

5. According to the excerpt, what was the original understanding of the delegates of South Carolina regarding tariffs and the right to own slaves?

Answer: At the time of ratification of the U.S. Constitution, there were no tariffs and “no fanaticism” toward slavery and the slave trade. An agreement was reached concerning the regulation of commerce and the extension of the African slave trade for 20 years.

6. What inconsistency did the authors try to bring up regarding the potential hypocrisy of northern states regarding slavery?

Answer: African slavery existed in all the original 13 states except one.

7. According to the excerpt, why has “fraternity of feeling” broken down?

Answer: “Compromise after compromise, formed by your [Northern] concessions, has been trampled under foot by your Northern confederates.”

8. What is the goal of South Carolina once it leaves the Union?

Answer: To be left alone to pursue dissolution but to also invite other states in joining a new confederacy.

## Historical Reasoning Questions

1. How persuasive are the arguments that leaders from South Carolina articulated as justification for secession? Discuss their strengths and weaknesses.

Answer: Answers will vary but should focus on the natural rights we have to resist perceived usurpations of our individual and collective rights. Weaknesses may include the difficulty of dissolution over points of disagreement in the future, as well as infrastructure issues (e.g., military bases, post offices).

2. The U.S. Constitution contains procedures for admitting new states into the Union but does not have provisions for a state to leave. What governing principles might be interpreted to support a power to secede? What governing principles might be used to argue against a power to secede?

Answer: Answers will vary. Ample justification should be given for either position. Governing principles that might support a power to secede include popular sovereignty (majority rule), the property rights of slaveholders, and the reserved powers of the states protected in the Tenth Amendment. Governing principles that argue against a state’s power to secede are the principle that the Union was formed by the people, not by the states, and the idea that the purpose of government is to establish justice, which would include stopping the spread of the unjust system of slavery.

3. The U.S. Declaration of Independence states: “Governments are instituted among Men, deriving their just powers from the consent of the governed, –That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government.” When a majority in a state believes the national government has

become “destructive” and wishes to withdraw its consent from that government, what constitutional processes are available to address breaches of constitutional authority?

Answer: Answers will vary but focus should be given for the constitutional process we have in a republic to address breaches of constitutional authority, such as checks and balances and the amendment process.

## **Art Analysis: *American Progress* by John Gast, 1872**

### **Sourcing Questions**

1. Where did Americans encounter this image?

Answer: This image was reproduced in George Crofutt’s guidebooks to the West.

2. How might the medium in which this image was presented affect its message?

Answer: As a publisher, George Crofutt was motivated to sell his guidebooks to as many people as possible and would want to portray the settling of the West in a positive light. The intent of this image and its title, therefore, hint that “progress” means western migration and settlement.

### **Comprehension Questions**

1. Refer to the provided image. How do each of the following change as the viewer moves from left to right?

- a. The figures depicted

Answer: Animals (i.e., buffalo/bison, a bear) and American Indians are shown on the left side of the painting, representing the past or the “unsettled” west. As the viewer moves right, white settlers arrive via various means.

- b. The light

Answer: Columbia is surrounded by light. In the left side of the image, surrounding the wilderness and American Indians, it is much darker. As the viewer moves right (and more white settlers arrive), the light brightens.

- c. Technologies

Answer: Technology evolves from left to right, starting with an American Indian travois, horse and wagon, stagecoach, and train. Columbia also carries a telegraph wire, linking the west to the east.

2. Refer to the provided image. Taken as a whole, do you think Gast had a positive or negative view of westward settlement? Explain.

Answer: Gast clearly had a positive view of American settlement. The imagery of light and the heavenly figure of Columbia show that westward settlement brings progress (here, technology, education, and civilization) to the west, and chases those away who do not have a similar way of life.

3. What figures in the provided image might have a different view of westward settlement? Explain.

Answer: The American Indians being driven out of the land would have a very different view of westward migration. Their entire way of life was under threat by the expansion of American settlers during westward migration.

### **Historical Reasoning Questions**

1. Explain the causes of westward migration present in the provided image.

Answer: The image includes farmers and families moving with possessions, implying that many migrated west for more land and opportunity for their families.

2. Refer to the provided image. Explain how this image hints at cultural cooperation and conflict during westward migration.

Answer: The image hints at competition for land and natural resources (e.g., farming; settlers moving with families, wagons, and livestock). The evolution of technology could imply a belief in the cultural superiority of American society and the belief in spreading that culture farther west. Population increase is implied with more settlers coming as the viewer moves to the right in the image.

3. Explain how the provided image shows competition for natural resources affecting relationships between settlers and with American Indians.

Answer: The image hints at the demand for natural resources affecting relationships between settlers and with American Indians—as settlers move west, the American Indians flee farther west; eventually, there will be nowhere else for them to flee. Nature (here, the animals) also feels the effects of the migration. Cooperation is implied in the groups of settlers moving west together in wagon trains, on stagecoaches, and on the railroads.

## LESSONS

### Irish and German Immigration DBQ

#### Handout A: Primary Source Immigration Activity Student Guide

#### Task 3: Application—Identify the Pushes and Pulls of Irish and German Immigration

	Pushes (moving away from their home country)	Pulls (moving toward a new place)
Irish	<p>Document # &amp; Title            Answer: Document 3: The Fall in Ireland's population, 1841–1851            Evidence:            Answer: the Great Famine</p> <p>Document # &amp; Title            Answer: Document 4: Illustrations of Suffering in Ireland            Evidence:            Answer: dying people</p>	<p>Document # &amp; Title            Answer: Document 1: Letter to My Father            Evidence:            Answer: “this plentiful country where no man or woman ever hungered or ever will”</p> <p>Document # &amp; Title            Answer: Document 4: Illustrations of Suffering in Ireland            Evidence:            Answer: home, food, clothes, family</p>
German	<p>Document # &amp; Title            Answer: Document 2: From the Old to the New World – German Emigrants for New York Embarking on a Hamburg Steamer            Evidence:</p>	<p>Document # &amp; Title            Answer: Document 5: German Settlement in Pennsylvania: An Overview            Evidence:            Answer:</p>

	<p>Answer: crowded; desperation to get on board</p> <p>Document # &amp; Title  Answer: Document 5: German Settlement in Pennsylvania: An Overview  Evidence:  Answer: famine</p> <p>Document # &amp; Title  Answer: Document 6: <i>1848 Revolution in Berlin</i>, artist unknown  Evidence:  Answer: unsuccessful revolution</p>	<p>Document # &amp; Title  Answer: Document 6: <i>1848 Revolution in Berlin</i>, artist unknown  Evidence:  Answer: freedom from political oppression</p>
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## ***Dred Scott v. Sandford* DBQ**

### **Handout A: Student Handout**

#### **Document 1: Roger Taney, Majority Opinion, *Dred Scott v. Sanford* (1857) (Excerpt)**

1. On what claim did Dred Scott base his claim for freedom?

Answer: He and Harriet, his wife, had lived in a free state (Illinois) and free territory (Wisconsin) for 10 years before coming back to Missouri.

2. On what claim did John Sanford base his argument that Dred Scott should remain a slave?

Answer: Sanford's position was that no slave or descendent of slaves could be a citizen.

3. What is meant by "standing to sue" in the United States Supreme Court?

Answer: The right to bring a case to a court

4. For how long did Dred Scott fight for his freedom in various courts?

Answer: 1846–1857, 11 years

5. According to Chief Justice Taney's reasoning, how and why did the Constitution protect slavery?

Answer: Through several provisions safeguarding property rights of slaveholders, the Constitution protects the right to hold property in human beings the same way it protects any other form of property.

6. According to this document, why were slaves not considered to be "members of the political communities"?

Answer: They had not participated in the ratification process; Taney argued that enslaved persons were property, not people.

7. How did the Supreme Court's answer in this case affect the condition of Dred Scott and his family?

Answer: According to the Court's majority, the fact that Dred and Harriet Scott and their two children had lived in free territory did not change their status as slaves. Once they were back in Missouri, they reverted to slavery.



8. How did the Supreme Court's answer in this case affect the larger picture for slavery in the United States?

Answer: The Court's ruling stated that the "enslaved African race" was "excluded from civilized Governments and the family of nations, and doomed to slavery," so the descendants of slaves could never be citizens and had no right to sue in federal court. Also, because "no word can be found in the Constitution which gives Congress a greater power over slave property" than over other kinds of property, the Missouri Compromise was invalidated and slaveholders were entitled to have their property in human beings protected in any state in the Union.

### **Document 2: Benjamin Curtis, Dissenting Opinion, *Dred Scott v. Sandford* (1857) (Excerpt)**

1. What is a dissenting opinion in the Supreme Court of the United States? If the Court decides cases on the basis of majority rule, why are dissenting opinions significant?

Answer: If the Court decides cases based on majority rule, why are dissenting opinions significant? Dissenting opinions are opinions written by those justices who disagree with the majority decision. They are important because Supreme Court cases deal with the most difficult and complex questions about our law and dissents may present interpretations that are equally—or more—valid than that held by the majority. Majorities are not always right. Sometimes one generation's dissent becomes the foundation of a later generation's majority.

2. What historical evidence does Justice Curtis use to support the claim that "colored persons" were citizens?

Answer: At the Founding, several states defined "free native-born inhabitants" as citizens with full voting rights.

3. How does this dissent differ from the majority opinion?

Answer: The majority opinion in *Dred Scott v. Sandford* focused on whether enslaved persons were people or property; the dissent focused on whether they were citizens.

4. How did Taney and Curtis see the principle of equality differently? The principle of property rights?

Answer: Taney denied that descendants of slaves could ever be entitled to the principle of equality. Rather than having property rights, they were property. Curtis showed that in some states at the time of the Founding, all free men, regardless of race, enjoyed equal rights as citizens.

### **Document 3: Frederick Douglass, Speech on the *Dred Scott* Decision, May 1857 (Excerpt)**

1. Why would Frederick Douglass have a special interest in the *Dred Scott v. Sandford* decision?

Answer: If the *Dred Scott* decision stood, the likelihood of ending slavery peacefully decreased.

2. Who was the likely audience for the speech in the short term?

Answer: An in-person audience who opposed slavery and chose to attend Douglass's speech

3. Who was the intended audience for the longer term?

Answer: Anyone who might read about the event in newspapers of that day or other media in the future.

4. According to Douglass, what were the most important guarantees of the Constitution?

Answer: All the provisions that guarantee liberty

5. How many different examples did Douglass give showing the Constitution was inconsistent with slavery?

Answer: Students might count at least five examples of constitutional provisions that are inconsistent with slavery.

#### **Document 4: Abraham Lincoln, Speech on the *Dred Scott* Decision, June 1857 (Excerpt)**

1. Why did Lincoln resume interest in politics in the 1850s?

Answer: He wanted to be in a position to help influence or make laws that would resolve the slavery issue.

2. How does Lincoln's reading of the Declaration of Independence differ from Chief Justice Taney's in the majority opinion?

Answer: Lincoln viewed the document as an eternal statement of the human rights held by all people. Taney focused on (an incorrect view of) the contemporary circumstances under which it was written.

3. Is Lincoln's understanding of the principles of the Founding documents more similar to that of Taney or that of Curtis?

Answer: Curtis

#### **Document 5: Stephen Douglas, Homecoming Speech at Chicago July 9, 1858 (Excerpt)**

1. Who was the likely audience for the speech in the short term?

Answer: Douglas's local listeners in the Chicago audience

2. Who was the intended audience for the longer term?

Answer: People all over the country who might read newspaper reports about the speech and Douglas's candidacy.

3. According to Douglas, who was entitled to the privileges, immunities, and rights of citizenship?

Answer: Only whites

4. What kinds of rights did Douglas think should be protected for "inferior races?"

Answer: Rights that they had the capacity to enjoy, consistent with the good of society

5. How should it be decided exactly what rights those were?

Answer: Each state's white voters would decide.

6. What rights did Douglas oppose for African Americans and American Indians?

Answer: Political or social equality, a voice in the government

7. How did Lincoln's view of the principles of the Founding documents differ from that of Douglas?

Answer: Lincoln took seriously the principles and guarantees found in the Declaration of Independence and Constitution, believing those documents applied to everyone. Douglas plainly stated he did not believe the principles and guarantees applied to everyone.

8. Is Douglas's understanding of the principles of the Founding documents more similar to that of Taney or that of Curtis?

Answer: Taney

### **John Brown: Hero or Villain? DBQ**

#### **Handout B: Student Document Handout**

#### **Document 1: "A Misnomer," Wilmington Daily Herald, October 26, 1859**

1. Note the city and state where this newspaper was published. On the basis of its location, to what

extent would you expect the newspaper's readers to be sympathetic to John Brown?

Answer: Most readers in North Carolina would be expected to be unsympathetic to John Brown.

2. How would you describe the tone of the article: pro-Brown, anti-Brown, or objective? Give evidence for your choice.

Answer: The article is strongly anti-Brown. The author uses terms such as "blood-thirsty, demented fanatics" and "treasonable work" to describe Brown's army and their deeds.

3. Where the article's author writes "in the State," to what state is he referring?

Answer: North Carolina

4. What evidence does the author provide to support the assertion that enslaved persons at Harpers Ferry preferred slavery in the South to freedom in the North?

Answer: The author maintains the enslaved persons did not trust the kind of freedom offered by Brown; they refused to take up arms against their masters; only a few joined Brown's conspirators; they had an opportunity to fight for their freedom, but they remained peacefully at home.

5. Why does the author maintain that referring to the Harpers Ferry raid as a slave insurrection is a misnomer?

Answer: He maintains slave insurrection is a misnomer because slaves did not willingly participate in the raid, and the "fanatics" were white men and free Negroes from the North.

6. Why does the author write that calling the raid a slave insurrection is a libel against slaves?

Answer: Using the term insurrection was a libel, or insult, against the slaves because of their virtuous refusal to join the insurgents: "the slaves about Harpers Ferry deserve credit for the manner in which they behaved in this treasonable affair."

## **Document 2: John Brown's Speech to the Court at his Trial, by John Brown (1800–59), November 2, 1859 (Excerpt)**

1. Who was the likely audience for the speech in the short term?

Answer: Those in the courtroom and those who would read newspapers about the Harpers Ferry raid and John Brown's trial

2. Who was the intended audience for the longer term?

Answer: Anyone interested in slavery in the United States

3. How would you reconcile Brown's denial that he intended to incite slaves to rebellion or insurrection with his action of seizing an armory, arsenal, and rifle works, along with his plan to shelter fugitive slaves in the Blue Ridge Mountains?

Answer: Accept reasoned responses.

4. The biblical command to "do unto others as you would have them do unto you" would have been very familiar to Brown's listeners in the courtroom. How do you think they reconciled the institution of slavery with that command?

Answer: Accept reasoned responses.

## **Document 3: Benjamin S. Jones, editor. "John Brown's Speech from the Scaffold," Anti-Slavery Bugle, December 3, 1859**

1. Note the city and state where this newspaper was published. On the basis of its location, to what extent would you expect the newspaper's readers to be sympathetic to John Brown?

Answer: Most readers in northeastern Ohio, and especially in Salem itself, would be expected to be very sympathetic to John Brown.

2. Note the date of the article. How much time had elapsed since the raid at Harpers Ferry? Since John Brown's trial? Since his execution by hanging?

Answer: About six weeks since the raid; about a month since the end of the trial; the execution was the day before this article was published.

3. Summarize the scaffold's message for the North.

Answer: The first lesson of the scaffold is that others who speak out against slavery may face a similar terrible punishment to that used against Brown. "Will ye also be slaves?" challenges those of the North to act against slavery despite the cost.

4. Summarize the scaffold's message for the South.

Answer: The costly lesson "upon the ethics and economics of slavery, will be greater than all that has yet been said against the system." The system of terror will demand an even greater cost than it has so far.

5. Summarize the scaffold's message for the opponents of slavery.

Answer: The scaffold will inspire "a more heroic self-sacrifice" regarding the work of conscience of the opponents of slavery. "John Brown as a leader they might not have trusted while living; John Brown as an exemplar in conscientious and unfaltering discharge of duty, they will emulate when he is dead."

6. Summarize the scaffold's message for the slave.

Answer: "That scaffold will proclaim the insurrection it is designed to subdue. That scaffold will arouse in the hearts of the oppressed, the determination to brave death itself for liberty. And here endeth its last lesson, in lines of fire and blood."

7. Select a thought or two that you believe most powerful from this article and write it in your own words, explaining why you believe it should "stir the land"—then or now.

Answer: Accept reasoned responses.

### **Document 4: Francis Smith Report: The Execution of John Brown, January 16, 1860**

1. Why did Smith write a report to the governor?

Answer: It was important for the governor to have an official report documenting security provided for the execution.

2. How would you describe the tone of the report: pro-Brown, anti-Brown, or objective? What evidence supports your choice?

Answer: The article is anti-Brown. Evidence includes word choices such as "invasion of our rights and territory," "gang of marauders," "my duty as well as privilege."

3. How many men did Francis Smith take from VMI to guard the execution?

Answer: He took about 176 men from VMI.

4. The total number of soldiers guarding the execution was about 1500. Why was such a show of force considered necessary?

Answer: Heated rhetoric in the North and the South had stirred up fears and uncertainty surrounding the issues of slavery, the use of federal power, and the execution itself.

### **Document 5: Title Report of the Joint Committee on the Harpers Ferry Outrages, January 26, 1860**

1. Who was the likely audience for this report in addition to the governor who ordered the study?

Answer: The expected audience was first the governor, and also anyone in Virginia and the South—perhaps a broader nationwide audience.

2. How would you describe the tone of the report: pro-Brown, anti-Brown, or objective? What

evidence supports your choice?

Answer: The article is anti-Brown. Evidence could include word choices such as “Harpers Ferry Outrages,” “nefarious conspiracy,” “traitorous attempts to subvert its institutions and to incite its slaves to rapine and murder.”

3. The term “conspiracy” is used several times in the passage. Why was it important to the committee to make the point that Brown may have been part of a larger initiative to interfere with slavery in the South?

Answer: If there were a larger movement to interfere with slavery in the South, that information would be considered important by many southerners and would incline them to be more willing to “adopt such measures as may be necessary for security and welfare.”

4. The authors deny that the institution of slavery is “at war with the laws of God or the rights of humanity.” According to the report, if slavery is a sin, where does the fault lie?

Answer: Great Britain and the original thirteen states

### **Document 6: Speech of Senator Stephen A. Douglas, Delivered in the U.S. Senate, January 28, 1860**

1. Why might Douglas’s speech in the Senate after the Harpers Ferry raid be an especially important one?

Answer: Given his influence in negotiating successful compromises related to the contentious issue of the expansion of slavery, his ideas would be likely to command a great deal of attention.

2. How would you describe the tone of the speech: pro-Brown, anti-Brown, or objective? What evidence supports your choice?

Answer: The speech is anti-Brown. Evidence includes word choices such as “outrages,” “danger of its recurrence,” and reference to a “band of marauders and murderers.”

3. What solution does Douglas propose?

Answer: Douglas proposes a two-fold solution: 1. “authorize the punishment of conspiracies and combinations in any State or Territory against the property, institutions, people or government of any other State or Territory;” 2. “leave the people of every State perfectly free to form and regulate their domestic institutions in their own way. Let each of them retain slavery just as long as it pleases, and abolish it when it chooses.”

4. To what extent was it practical to apply the principle of popular sovereignty in the way that Douglas advocated?

Answer: On the basis of the experience of Bleeding Kansas in 1856, popular sovereignty was not a feasible solution to the question of the expansion of slavery.

### **Document 7: Frederick Douglass’s address at Storer College, 1881**

1. How many years passed between John Brown’s discussion of a plan to free Virginia slaves and his attack on the Harpers Ferry federal arsenal?

Answer: Twelve

2. On the basis of this account, what moral limits did John Brown think should apply to abolitionists?

Answer: Brown seems to have seen few, if any, limits to the tactics abolitionists could use.

Slaveholders had forfeited their right to life, and enslaved people had a right to liberty any way they could gain it.

3. On the basis of Douglass’s analogy between the practice of farming and what he called the moral world, if the incident at Harpers Ferry was the “bloody harvest,” what events represented the

seed time? What represented the heat and moisture leading up to harvest time?

Answer: Slave traders invading African villages; 200 years of slavery

4. Why did Douglass write that John Brown's zeal for liberty was greater than his own?

Answer: Although Douglass, a black man, lived to free the slaves, Brown, a white man, gave his life to free the slaves.

5. According to Douglass, did Brown give his life in vain?

Answer: Douglass said Brown did not die in vain, because his cause righteous and because "he did at least begin the war that ended slavery."

## **The Election of Lincoln and the Secession of Southern States DBQ**

### **Handout A: 1860 Electoral Map and *The President's Inaugural* by Thomas Nast**

#### **Document 1: 1860 Electoral Map**

1. From which specific states and how many total electoral votes did Lincoln win from states that would eventually secede and join the Confederate states?

Answer: None. Virginia and Tennessee cast votes for Bell. North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi. Louisiana, Arkansas, and Texas all cast votes for Breckinridge.

2. From which specific states and how many total electoral votes did Lincoln win from slave states that would remain within the Union?

Answer: None. Maryland and Delaware voted for Breckinridge, Missouri for Douglas, and Kentucky for Bell.

3. What conclusion can you draw from these results as to the appeal of Lincoln and the Republican Party among slaveholders?

Answer: Answers will vary. Most speculate on the theme that the states did not support Lincoln and Republican Party, to the point they feared what their election should bring.

#### **Document 2: *The President's Inaugural* by Thomas Nast**

1. Citing the cartoonist's specific imagery as evidence, describe the perception of Abraham Lincoln from the perspective of the northern states.

Answer: Lincoln is a figure that will bring justice, peace, and balance to the Union. He appears as a version of Lady Justice. He holds a scale that shows the North and South in balance. He has written the word "peace" in large lettering and he is adorned with the crown of laurels, which is symbolic of victory and honor.

2. Citing the cartoonist's specific imagery as evidence, describe the perception of Abraham Lincoln from the perspective of the southern states.

Answer: Lincoln is seen as a looming conqueror of the slave states. With the word "war" in large letters to his left, he appears sword in hand to force the slaveholders to his will. The figure underfoot is identified as a slaveholder by the whip he holds in one hand and a pistol in the other. Advanced students may also identify the ironic resemblance this image has to the one on the flag of Virginia, that declares, "thus always to tyrants" (in Latin).



## **Handout B: Student Handout**

### **Document 1: Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union, December 24, 1860**

1. What are the non-slaveholding states accused of doing that has, in the author's interpretation, destroyed the fundamental purpose of union government?

Answer: They have unilaterally decided that the institution of slavery is unjust, have assisted abolitionist societies, and encouraged and assisted escaped slaves.

2. How do they characterize the beliefs on slavery held by the newly elected president?

Answer: "Opinions and purposes are hostile to slavery."

3. How is Lincoln's quotation from 1858, that the "government cannot endure permanently half-slave and half-free" interpreted by the people of South Carolina?

Answer: That Lincoln's intention is to place slavery on the course of "ultimate extinction"

4. How has South Carolina acted upon the perceived threat of a Lincoln presidency?

Answer: The leaders of South Carolina have declared the state as an independent nation and no longer as a member of the union of the United States of America.

### **Document 2: House Divided Speech by Abraham Lincoln, June 16, 1858**

1. How does Lincoln characterize the inevitable outcome of the conflict over slavery in the United States?

Answer: The nation will have to either eliminate slavery or make it lawful throughout the nation.

2. What developments does Lincoln see as making universal slavery in the union a possibility?

Answer: The *Dred Scott* decision and the Kansas-Nebraska Act

3. How does Lincoln describe the political goals of the Republican Party when it comes to slavery?

Answer: To defeat those who advocate slavery and bring about its demise

### **Document 3: Georgia Articles of Secession, January 29, 1861**

1. How do the people of Georgia characterize Abraham Lincoln and the Republican Party?

Answer: As an antislavery party

2. What Constitutional protection of slavery does the document cite as being ignored?

Answer: Fugitive slave return

3. What importance does Georgia attach to this Constitutional protection of slavery?

Answer: Without it, Georgia never would have ratified the Constitution.

4. How should it be interpreted when the document cites "parchment rights" in their assertions against the Republicans?

Answer: That their rights in the Constitution are meaningless if those entrusted to enforce them are dedicated to their destruction, as they perceive Lincoln to be

### **Document 4: Cornerstone Speech by Alexander Stephens, March 21, 1861**

1. What does Stephens cite as the fundamental difference between the U.S. Constitution and that of the Confederacy?

Answer: That the union Constitution is flawed in that it does not recognize the superiority of the white race

2. Why does Stephens characterize the Republicans in control of the Union government as "fanatics"?



Answer: Because they are basing their worldview on false truths, mainly that of the idea that slavery of the African is wrong and unnatural

3. Describe how Stephens makes the case that the Union view is fundamentally inconsistent.

Answer: He thinks the Union does not seem to have any absolute beliefs. He does not suppose it possible to be opposed to permitting any additional territory to allow slavery while also being opposed to losing territory from that union that allows slavery. He makes the case that if the Union allowed the South to leave, the Union could then administer the republic as Union values dictated.

## UNIT 4 ESSAY ACTIVITY

### Handout A: Long Essay Rubric

#### College Board AP History Long Essay Rubric (6 points):

Reporting Category	Scoring Criteria	Decision Rules
<b>A. Thesis/Claim (0–1 pt.)</b>	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>B. Contextualization (0–1 pt.)</b>	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
<b>C. Evidence (0–2 pts.)</b>	<p><b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.</p> <p><b>OR</b></p> <p><b>2 pts.</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
<b>D. Analysis and Reasoning (0–2 pts.)</b>	<b>1 pt.</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:

	<p><b>OR</b></p> <p><b>2 pts.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.</li> </ul>
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