**APUSH – PERIOD 5 1844-1877**

**AMERICAN PAGEANT CHAPTERS 16 – 19**

**AMSCO CHAPTER 11 PAGES 214 – 217 (ANTI-SLAVERY MOVEMENT)**

**AMSCO CHAPTERS 12 AND 13**

1. **Watch JOCZ Production video for Chapter 16, The South and Slavery** [**https://youtu.be/ltIbYH8lTQA**](https://youtu.be/ltIbYH8lTQA)
2. **Complete the questions below as you watch the video:**
	1. The South remained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_distinct from the north.

 • As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, increasing sectional tensions over the institution of slavery.

 • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the foundation for the Southern defense of slavery as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 • African Americans developed both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ways to resist the dehumanizing nature of slavery

 • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, although a minority in the North, will develop a variety of strategies to campaign against slavery.

* 1. Explain how each of the following led to the growth of slavery in America:
		1. **Bacon’s Rebellion:**
		2. **Constitutional Constitution:**
		3. **Northwest Ordinance 1887:**
		4. **Missouri Compromise, 1820**
		5. **King Cotton**
		6. **Compromise of 1850**
		7. **Kansas-Nebraska Act**
	2. Primarily \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ society: “King Cotton”

Lack of industrialization – $$$ invested in slave labor

• \_\_\_\_\_\_\_\_\_\_\_\_of population owned slaves –

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of southerners were not slave owners

 • Southern whites support and defend institution of slavery – Hopeful they will one day own slaves – Racism: Felt higher than slaves in southern society

• Southern politics was in many ways an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – Government by the few wealthy • Plantation owners – Southern large slave holders control southern politics

 1) Southern plantation owners

 2) Small slaveholders

 3) Yeoman farmers

 4) people of the pine barrens

• Contrast with the north

 – Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the south

 – Lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_reforms

* 1. AFRICAN AMERICAN COMMUNITIES

African American population in the North – About \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

– Tensions with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ immigrants

•Competition over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ jobs

• Free black population in the South – About \_\_\_\_\_\_\_\_\_\_

– Many restrictions on daily life •Especially after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rebellion in 1831

* 1. Chattel slavery

• Slaves were treated as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: brought the issue of families being broken up to a mass audience

• By the eve of the civil war most slaves were in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Slaves were not afforded any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Illegal to learn to read or write

* 1. African American culture emerged as a blending of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cultural influences

 African American religion (especially after 2nd Great Awakening)

• Black Christianity [Baptists & Methodists]:

\* African practice of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_style of preaching. –

Drawing on West African traditions – Importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in black culture. [esp. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_].

* 1. RESISTANCE TO SLAVERY

Forms of resistance

– Work slowdowns

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

– Run away: Underground RR –

Slave revolt were not common

 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1739): South Carolina slaves runaway to Florida

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1822): massive revolt planned in South Carolina

 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1831): Revolt in Virginia killed 60 people

• Southerners react

– Harsher laws: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Abolitionist movement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were earliest opponents of slavery

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: transport freed slaves back to Africa (1822 Monrovia, Liberia)

• David Walker- “Appeal to the Colored Citizens of World” (1829) called for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• William Lloyd Garrison (1833) American Anti-Slavery Society called for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. – Published \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Sojourner Truth & Frederick Douglas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who advocated for abolitionism.

• Liberty Party (1840)

* 1. SOUTHERN REACTION: DEFENSE OF SLAVERY

• \_\_\_\_\_\_\_\_\_\_\_\_\_Resolution in Congress (1836-1844) – Ban on anti-slavery petitions being discussed in Congress – Repealed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in 1844

• Bans on teaching slaves to read or write

• Southern states adopt strict slave codes – Nat Turner revolt

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Pro-slavery argument by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_– Slaves as family – Better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – Civilized inferior people

**READ CHAPTERS 17-19 IN AMERICAN PAGEANT OR CHAPTERS 12-13 IN AMSCO. COMPLETE THE QUESTIONS FOR EACH CHAPTER.**

**I WOULD SUGGEST WATCHING THE FOLLOWING VIDEO CLIPS**

**CHAPTER 17 -** [**https://youtu.be/S11JCenflk4**](https://youtu.be/S11JCenflk4) **or** [**https://youtu.be/VHh-P-2MMuI**](https://youtu.be/VHh-P-2MMuI) **(Adam Norris)**

**CHAPTER 18** [**https://youtu.be/BCnXF1OKEFg**](https://youtu.be/BCnXF1OKEFg) **or** [**https://youtu.be/CxxTn3\_K1eQ**](https://youtu.be/CxxTn3_K1eQ) **(Adam Norris)**

**CHAPTER 19** [**https://youtu.be/zq5WGhfBGSc**](https://youtu.be/zq5WGhfBGSc) **or** [**https://youtu.be/ZX63UeK5V1A**](https://youtu.be/ZX63UeK5V1A) **(Adam Norris)**

**There are PowerPoints on your Haiku page under tab “Christmas Break”?**