

Unit 3: Transforming the Nation–1830s to 1877 (Chapters 11-15)

Study Guide

The Objective Exam will consist primarily of multiple choice questions drawn from the terms below. The total value is 100 points. There are 25 questions each at 4 points.. **Reminder:** Unit 3 consists of Chapters 11-15. The word *Chapter* refers to numbered parts a) of your textbook and b) to the specific Blackboard learning module for that chapter. Blackboard learning modules have a Table of Contents on the left that let you see all of the resources available so you can click on the one you want. All chapters have links from your instructor and a folder containing specific primaries. Some also include resources such as maps.

The 5 Ws rule is a good guide to understanding the items below: you should know *Who, What, When, Where, and Why*—and sometimes *How*. You can look up these individual items in the textbook index at the back of the book or find them covered next to an item listed below. Use the textbook with Instructor's links that provide visuals, usually in tables, to help you compare information to see similarities and differences.

1. North and South compared – commerce, agriculture, labor, banking, urban areas (cities), immigration to, transportation, technology, literacy or lack of it
 2. South's characteristics from the 1830s
 - "peculiar institution"
 - Slavery as a "positive good" (earlier view as a "necessary evil")
 - Views, anti-city, pro-agrarian, pro-white
 - Dominance of planters in (although they are a minority)
 - Slavery and cotton, main international markets, dependence on cotton gin
 - Slaves, quantity used in cotton production and increase in quantity over time
 3. Sojourner Truth, African American, former slave, abolitionist, speaker for women's rights (See primary in Chapter 11.)
 4. Rebellions by slaves or free blacks, Gabriel Prosser, Charles Deslondes, Denmark Vesey, Nat Turner.
 5. American Colonization Society, an early movement to deal with slavery by returning freed slaves to Liberia in Africa
 6. North's characteristics from the 1830s
 - Varied general reform movements (examples in 7.)
 - Against slavery: American Anti-Slavery Society, a **small** movement for immediate abolition of slavery, and
 - William Lloyd Garrison (newspaper *The Liberator*)
 - Frederick Douglass, African American, former slave, abolitionist (newspaper *The North Star*)
 - Against slavery: Underground railroad
 7. Examples of the North's varied general reform movements
 - Horace Mann, public education, and literacy
 - Insane asylums and prisons and Dorothea Dix
 - Second Great Awakening
 - Suffrage and Susan B. Anthony
 - Temperance
 - Transcendentalism Ralph Waldo Emerson and Henry David Thoreau (also the author of *Civil Disobedience*)
 - Utopian communes (such as Shakers)
- Tip:** For the next events, use the instructor's link in Chapter 13.
8. Free Soil movement (West and North) and political party to stop expansion of slavery to the territories
 9. "manifest destiny" and John L. O'Sullivan
 10. Westward expansion - consequences on Native Americans
 11. 1844 Election of James Knox Polk with a platform of annexation of Texas (happens) and taking British territory to expand Oregon (does not happen)
 12. Mexican War, starts with a Texas/Mexico boundary dispute
 13. Wilmont Proviso (proviso = a condition)
 14. Mexican War, territory gained
 15. 1849 California Gold Rush
 16. California's request for admission as a free state
 17. Compromise of 1850
 18. Fugitive Slave Act – part that offended most Northerners
 19. Harriet Beecher Stowe's *Uncle Tom's Cabin*
 20. Popular sovereignty (dangers of) and the Kansas Nebraska Act
 21. "Bleeding Kansas" (with majority of Kansans being pro-free-state)
 22. John Brown in Kansas
 23. Preston Brooks' attack on Senator Charles Sumner
 24. Split in the Democratic party and rise of the Republican Party and of Abraham Lincoln, a moderate
 25. John Brown at Harper's Ferry
 26. Lincoln's position on slavery or secession (Don't assume!)
 - In the Lincoln-Douglas Debates
 - In the 1st Inaugural Address
 - When the South 1st seceded
 - When the South was defeated
 27. 1860-1861, month of Lincoln's election and month of his taking office
 28. Secession crisis, South Carolina firing on a federal fort, Fort Sumter, (before Lincoln takes office)
 29. Confederacy formed, Jefferson Davis elected
- Tip:** For the next events, use the instructor's link in Chapter 14 (Quick Reference to the Civil War).
30. Confederacy's initial goals of the war (Don't assume!)
 31. Northern purposes for the blockade of the South
 32. Northern and Southern strengths and weaknesses for war - commerce, agriculture, labor, banking, urban areas (cities), immigration to, transportation, technology, literacy or lack of it, communication, government infrastructure
 33. Northern and Southern strengths and weakness for financing the war (for collecting taxes, buying needed things, paying soldiers and other employees, paying for purchases)
 34. Legal Tender Act– greenback in the North; inflation in South
 35. Legislation passed while the South was out of the Union: protective tariffs, National Banking Act, Homestead Act, Morrill Land Grant Act, transcontinental railroad (p. 585-586)
 36. Draft, North and South
 37. 1862, Antietam (significance) and stating the proclamation to come
 38. 1863, Emancipation Proclamation (limitations on where it applied)
 39. Contraband of war – the meaning
 40. Medicine and nursing (female) and the Civil War (See primaries for Chapter 14.)
 41. 1863, Gettysburg (significance)
 42. 1863, Vicksburg (significance)
 43. 1864, Sherman's March to the Sea (significance)
 44. 1864, Election of 1864 (significance on continuance of the war)
 45. 1865, 13th Amendment passed
 46. 1865, Appomattox (significance)
 47. 1865, Lincoln assassinated; President Andrew Johnson (who is he?)
 48. Northern and Southern strengths and weakness at the end of the war

Continues on the next page

Begins on the prior page

49. Actions when a slave became a freedman
 - First action, seek separated family members
 - Later action, form schools for their children
50. 1865, South's action – Black codes (state codes)
51. 1865, 13th amendment ratified by the states
52. 1866, to stop Black codes, 1st Civil Rights Act, 2nd as 14th Amendment – major parts – States, not just Congress, could not violate “due process”; citizenship defined
53. 1866, South's action – race riots in Memphis and New Orleans
54. 1866, Klu Klux Klan starts
55. 1866 (a mid-term election), Northern response by voters
56. Military Reconstruction Act
57. 1868, 15th Amendment proposed
58. 1668, impeachment of Andrew Johnson
59. 1868, Election – US Grant – “waving the bloody shirt” campaign
60. 1870, Attacks on African American **voters** (notice black males are voting), Grant's response
61. 1870, KKK again but this time stopped by KKK Act
62. 1872- scandals in the Grant administration
63. 1873, Panic of and unemployment
64. Throughout this period, rise of sharecropping and tenant farming and the crop-lien system (See primaries for Chapter 15.)
65. 1876, Election
 - Republican Hayes had viewer popular votes
 - Democrat Tilden had more popular votes
 - Disputes over the electoral results in 4 states
66. Compromise of 1877 (what does it do? What does the South get for the Democrats not fighting over the electoral college results?)
67. What's the legacy of the 13th, 14th, and 15th amendments?

The **Concept Exam** will consist of a variety of types of questions ranging from multiple choice questions to short essay. The total value is 50 points. The Required Concepts folder contains a list of all concepts, including which apply to Unit 3. One week before the opening of the Unit Concepts Exam, I will place a specific list here if one or more students post in Course Questions that he or she would like to see that list. You will then know all possible questions, but you will not know which one you will be asked on your exam. (FYI: I create my tests in sets so they vary for students.) **The Concepts Exam for Unit 3 consists of 10 multiple choice definitions of concepts at 4 points each. You have a short answer for 10 points. Using 2 of the concepts you are asked, you give examples of uses of that concept in Unit 3.**

You do not have a **Written Exam** for Unit 3.