**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 Objective Exam is available for 30 minutes. The password for all exams is onetimeonly (no capital letters and no spaces).**

The 5 *W*s rule is a good guide to understanding the items below: you should know *W*ho, *W*hat, *W*hen, *W*here, and *W*hy—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.

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| 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 13.1. Free Soil movement (West and North) and political party to stop expansion of slavery to the territories
2. “manifest destiny” and John L. O’Sullivan
3. Westward expansion - consequences on Native Americans
4. 1844 Election of James Knox Polk with a platform of annexation of Texas (happens) and taking British territory to expand Oregon (does not happen)
5. Mexican War, starts with a Texas/Mexico boundary dispute
6. Wilmont Proviso (proviso = a condition)
7. Mexican War, territory gained
8. 1849 California Gold Rush
9. California’s request for admission as a free state
10. Compromise of 1850
11. Fugitive Slave Act – the part of the Compromise that offended most Northerners
12. Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
13. Popular sovereignty and the Kansas Nebraska Act
14. “Bleeding Kansas” (with majority of Kansans being free-state)
15. John Brown in Kansas
16. Preston Brooks’ attack on Senator Charles Sumner
17. Split in the Democratic party and rise of the Republican Party and of Abraham Lincoln, a moderate
18. John Brown at Harper’s Ferry
19. Lincoln’s positon 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
20. 1860, months of the election of Lincoln and of his taking office (don’t assume)
21. Secession crisis,
 | 1. Actions when a slave became a freedman
	* First action, seek separated family members
	* Later action, form schools for their children
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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 essay to 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. You will be working on your Analysis of Primaries.