13. The Union in Peril, 1848-1861

***LEARNING OBJECTIVES***

***1. Analyze the causes of conflict between North and South in the years after the war with Mexico.***

***2. Contrast the three positions on slavery in the new territories.***

***3. Identify the factors that led to the Compromise of 1850.***

***4. Examine the reaction of pro-slavery and anti-slavery advocates to the provisions of Compromise of 1850.***

***5. Examine the factors that led to the escalating conflict over slavery.***

***6. Identify the factors that led to increased political instability.***

***7. Analyze the factors that led to the Kansas-Nebraska Act.***

***8. Analyze the factors that led to the rise of the Republican Party.***

***9. Examine the consequences of the election of 1856.***

***10. Identify the causes and effects of the violence in Kansas.***

***11. Analyze how each of the following increased North-South conflict:***

1. ***Lecompton Constitution b. Dred Scott decision c. Lincoln-Douglas debates of 1858***

***12. Examine the factors that led to Lincoln’s election in 1860.***

***13. Analyze the reasons for the failure to prevent secession after Lincoln’s election failed.***

**KEY TERMS BY THEME(KTBT), p 261. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |
| --- | --- | --- |
| **1. Free Soil Movement and Free Soil Party**  **2. Popular Sovereignty**  **3. Lewis Cass**  **4. Henry Clay**  **5. Zachary Taylor**  **6. Compromise of 1850**  **7. Stephen A. Douglas**  **8. Milliard Fillmore**  **9. Fugitive Slave Law**  **10. Harriet Tubman and Underground Railroad**  **11. Harriet Beecher Stowe and *Uncle Tom’s Cabin***  **12. Hinton Helper and *Impending Crisis of the South***  **13. George Fitzhugh, *Sociology of the South***  **14. Franklin Pearce**  **15. Kansas-Nebraska Act (1854) (Make sure you include its consequences or significance)** | **16. Know-Nothing Party**  **17. Republican Party**  **18. John C. Fremont**  **19. James Buchanan**  **20. “Bleeding Kansas”**  **21. Sumner-Brooks Incident**  **22. John Brown; Pottawotomie Creek**  **23. Lecompton Constitution**  **24. *Dred Scott v. Sandford***  **25. Roger Taney**  **26. Abraham Lincoln**  **27. Lincoln-Douglas Debates**  **28. House Divided Speech**  **29. Freeport Doctrine**  **30. Harper’s Ferry Raid**  **31. The Democratic Party Convention of 1860 (Explain the nomination process and why it is significant)**  **31. Election of 1860**  **32. Secession**  **33. Crittenden Compromise** | **Upper South (Border States) - Delaware, Maryland, Kentucky, Missouri. By the 1850s slavery was almost gone in these states, but they were still considered Southern because they were south of the Mason-Dixon Line, the accepted cultural boundary between North and South. They did not secede from the union.**  **Middle South- Virginia, North Carolina, Tennessee, and Arkansas. By the 1850s some slavery still existed, but the economy was made up of primarily yeomen, with some manufacturing, especially of agricultural equipment.**  **Lower South- South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas. By the 1850s, the lower South was almost entirely dependent on slave labor and was the home of the planters.** |

**HISTORICAL PERSPECTIVES: Causes of The Civil War, p 260-61**

|  |  |
| --- | --- |
| Historian | Causes & Evidence |
| Northern |  |
| Southern |  |
| Early 20th |  |
| 1920s & 30s |  |
| 1950s & 60s |  |

**Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. To which politicians is Clay directing the last line of the excerpt? |  | Doc. 1-3 |
| **2.**Which of the following parts of the Compromise of 1850 was the most appealing to the South? |  |
| **3**. Which of the following parts of the Compromise of 1850 was the most appealing to the North? |  |
| 4. Which of the following ideas is Douglas appealing to when he says, “…people of the territories…”? |  | Doc. 4-6 |
| 5. An increase in which of the following was the key part of the Kansas-Nebraska Act to attract Southern support? |  |
| 6. Chief Justice Taney’s basic ruling in the Dred Scott case was based on which of the following principles? |  |
| 7. Northerners were most upset by the Supremem Court’s Dred Scott decision because |  | Doc. 6-7 |
| 8. Which of the following acts of Congress was declared unconstitutional in the Dred Scott decision? |  |

**Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 265-7**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Barnburners | Free Soilers | David Wilmot |
| 1a. Explain the point of view reflected in the cartoon above regarding ALL of the following: |  |  |  |
| 1b. Explain how ONE element of the cartoon expresses one of the points of view in 3a. |  | | |
| 1c. Explain how ONE of the points of view you identified in 3a helped to shaped ONE specific action between 1820-1860. |  | | |

**2. Answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE important social or political response to the conflict over slavery in the period 1850-5. |  |
| 2b. Briefly explain ONE important social or political response to the conflict over slavery in the period 1855-60. |  |
| 2c. Briefly explain ONE important reason for the change in response from 2a to 2b. |  |

**3. Using the excerpts, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of the excerpt by Fitzhugh. |  |
| 3b. Briefly explain the main point of the excerpt by Emerson. |  |
| 3c. Provide ONE piece of evidence from the period 1830-60 that is not included in the excerpts and explain how it supports the interpretation in either excerpt. |  |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Formation of the Republican Party | Publication of Uncle Tom’s Cabin | Creation of the Underground Railroad |
| 4a. Briefly explain why ALL of the following best support the view that enforcement of a new Fugitive Slave law resulted in strong and varied reactions in the North. |  |  |  |
| 4c. Briefly explain ONE critical response to the changes during this period. |  | | |

**Thinking as a Historian**: Statements about comparisons. Which 3 statements most clearly express comparisons or contrasts?

|  |
| --- |
|  |
|  |
|  |