**Henretta Chapter 12 Study Guide DUE FRIDAY, December 1**

**Key Terms: Identify and explain the SIGNIFICANCE of each of the following:**

1. Chattel Principle-
2. Benevolent Masters-
3. “Positive Good” Argument-
4. Gang-Labor System-
5. Black Protestantism-
6. Task System-

**The Big Picture: Each of these prompts significant levels of detail and effort to earn credit. This means you may need to write a paragraph that argues a position with supporting facts or create detailed answers in other creative ways.**

7. There are many different American “Identities”, both in the past and in the present. In the space below **compare the southern identities of those who owned slaves and those who did not.** How would you describe each in detail?

8. What role did cotton production play in the expansion of slavery prior to the Civil War? In what ways were the factories of the North part of this expansion? (378-383)

9. What were the effects of the slave trade on black families? (381-382)

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10. Why do you think most white southerners such as yeoman farmers and tenant farmers supported the institution of slavery even though **most** of them **did not own slaves? (383-390)**

11. By the 1860, what different groups made up the South’s increasingly complex society? How did these groups interact? (388-391)

12. In what ways could one argue that the Texan war for independence from Mexico was similar to and yet different from the colonial war for independence from Great Britain? What were the most significant similarities and differences? (391-395)

13. How did slaves shape their own destinies within the oppressive system of slavery? In other words, how successful were slaves in securing significant control over their lives? (395-403)

14. Not all blacks were slaves before the Civil War. Compare and contrast the lives of free blacks living in the North and South. What surprised you the most? Be prepared to share. (395-403)

**Part II: Based on the reading, create THREE questions (one at each level show below) relation to topics from the chapter you would like to know more about or investigate further.**

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| **Level 1-Who, What, Where, When? (There is a single answer)** | **Level 2-How or why? (these seek explanation)**  | **Level 3-Divergent questions (these have a variety of possible answers)** |
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**Part III: In the space below, write a few sentences (use details) explaining your reaction to TWO specific events or ideas from the chapter AND TWO specific individuals or groups from the chapter.**

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| **Reaction to first specific event or idea** | **Reaction to first specific individual or group** |
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| **Reaction to first specific event or idea****(different than above)** | **Reaction to first specific individual or group****(different than above)** |
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**Part VI: Select one image from the reading which most interests you and write a paragraph where you address the following things. #1 – What you see in the image (describe it in detail) #2 – Analyze how the image is connected to the period being discussed and more specifically the information you have identified on this sheet #3 – Explain why you selected the specific image and what about it interests you.**

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| **Picture/Painting/Graph/Chart/Map or other Image Analysis** |
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| **Period 5: 1844-1877****Key Concept 5.1** | **Key Concepts** | **Use this column to take notes on key facts, ideas, or concepts you can use on the exam.**  |
| Related Thematic Learning Objectives (Focus of Exam Questions) | Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. |  |
| NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States. | I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. |  |
| MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life. | A) The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West. |  |
| **Period 5: 1844-1877****Key Concept 5.1** | **Key Concepts** | **Use this column to take notes on key facts, ideas, or concepts you can use on the exam.**  |
| Related Thematic Learning Objectives (Focus of Exam Questions) | II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. |  |
| NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity. | A) Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs. |  |
| CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. | B) A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants’ political power and cultural influence. |  |
| **Period 5: 1844-1877****Key Concept 5.2** | **Key Concepts** | **Use this column to take notes on key facts, ideas, or concepts you can use on the exam.**  |
| Related Thematic Learning Objectives (Focus of Exam Questions) | Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. |  |
| NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. | I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. |  |
| POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. | A) The North’s expanding manufacturing economy relied on free labor in contrast to the Southern economy’s dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a freesoil movement arose that portrayed the expansion of slavery as incompatible with free labor |  |
| WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society | C) Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states’ rights were protected by the Constitution. |  |