

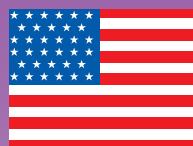


CHAPTER 10 ASSESSMENT



VISUAL SUMMARY

THE UNION IN PERIL



1846
Wilmot Proviso

Compromise of 1850

1854
Kansas-Nebraska Act

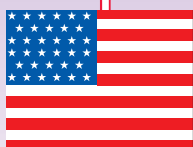
1856
Bleeding Kansas

1856
Caning of Sumner

1857
Dred Scott v. Sandford

1859
Attack at Harpers Ferry

Election of 1860



TERMS & NAMES

For each term below, write a sentence explaining its connection to the growing conflict in the 1850s.

- | | |
|------------------------|-------------------|
| 1. secession | 6. Harriet Tubman |
| 2. Compromise of 1850 | 7. nativism |
| 3. popular sovereignty | 8. Horace Greeley |
| 4. Stephen A. Douglas | 9. John Brown |
| 5. Fugitive Slave Act | 10. Dred Scott |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Divisive Politics of Slavery (pages 304–309)

- Describe the economic differences between the North and the South in the 1850s.
- What were the major terms of the Compromise of 1850?

Protest, Resistance, and Violence (pages 310–317)

- Discuss the impacts Harriet Tubman and Harriet Beecher Stowe had on antislavery attitudes in the North.
- What were the basic provisions and results of the Kansas-Nebraska Act?

The Birth of the Republican Party (pages 318–321)

- Why did the Republican Party grow as the Whig and Know-Nothing parties declined in the 1850s?
- Summarize the results of the election of 1856.

Slavery and Secession (pages 324–331)

- Compare and contrast Abraham Lincoln's and Stephen A. Douglas's views about slavery in the territories.
- Why was the South so upset by Lincoln's election?

CRITICAL THINKING

- USING YOUR NOTES** In a chart like the one shown, explain how the following key events led to secession.

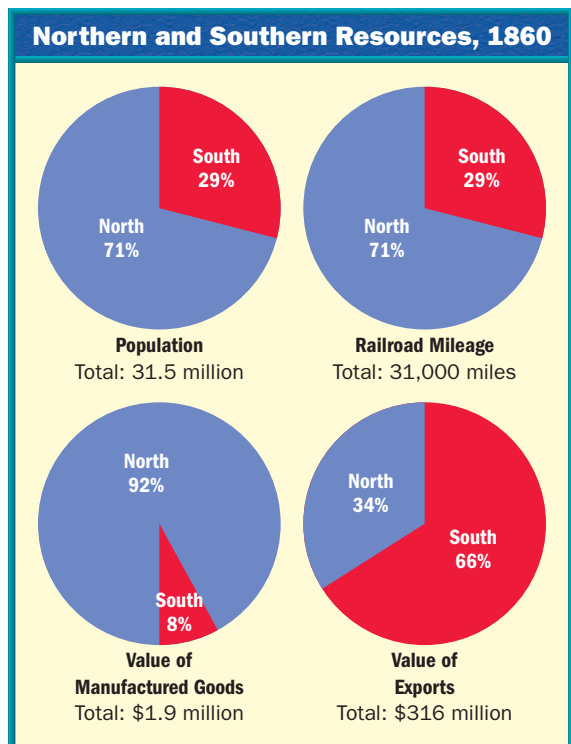
KEY EVENT	FUEL FOR SECESSION
Wilmot Proviso of 1846	
Compromise of 1850	
Kansas-Nebraska Act of 1854	
Election of 1860	

- DRAWING CONCLUSIONS** John Brown, Harriet Tubman, and Harriet Beecher Stowe all opposed slavery. Explain whether you consider any of these people to be heroes. Defend your viewpoint with references from the chapter.
- INTERPRETING MAPS** Review the map on page 313. Think about the terrain and bodies of water that an escaping slave would have faced. In what ways might these physical features have helped or hindered a fugitive's progress?



Standardized Test Practice

Use the pie charts and your knowledge of U.S. history to answer question 1.



1. Which of the following statements is *not* supported by the pie charts?
- A The South was at a disadvantage in population.
 - B The South had no advantages over the North.
 - C The North held an advantage in the value of manufactured goods.
 - D The North and South had unequal resources.

Use the quotation below and your knowledge of U.S. history to answer question 2.

“The State of Ohio is separated from Kentucky just by one river; on either side of it the soil is equally fertile, and the situation equally favourable, and yet everything is different. Here [on the Ohio side] a population devoured by feverish activity, trying every means to make its fortune. . . . There [on the Kentucky side] is a people which makes others work for it and shows little compassion, a people without energy, mettle or the spirit of enterprise. . . . These differences cannot be attributed to any other cause but slavery. It degrades the black population and enervates [saps the energy of] the white.”

—Alexis de Tocqueville, *Journey to America*

2. Why might an abolitionist in the 1850s have been eager to support de Tocqueville’s point of view?
- F to publicize the virtues of Ohio
 - G to persuade people to settle in Kansas
 - H to argue that slavery was bad for slave and master
 - J to show that immigrants don’t understand American traditions
3. The Wilmot Proviso failed to pass in the Senate because —
- A Northerners controlled the Senate.
 - B Southerners controlled the Senate.
 - C California was against it.
 - D Mexico was in support of it.

ADDITIONAL TEST PRACTICE, pages S1–S33.



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ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 303:

How can the Union be saved?

Now that you know more about the road leading to the secession crisis, would you change any of your responses? Write a plan of action in the voice of a presidential adviser.

2. **INTERNET ACTIVITY CLASSZONE.COM**

Visit the links for Chapter Assessment to find out more about John Brown and the raid at Harpers Ferry. Discuss one of the following questions in a short essay.

- How was John Brown regarded by abolitionists?
- Was John Brown’s plan destined to fail?