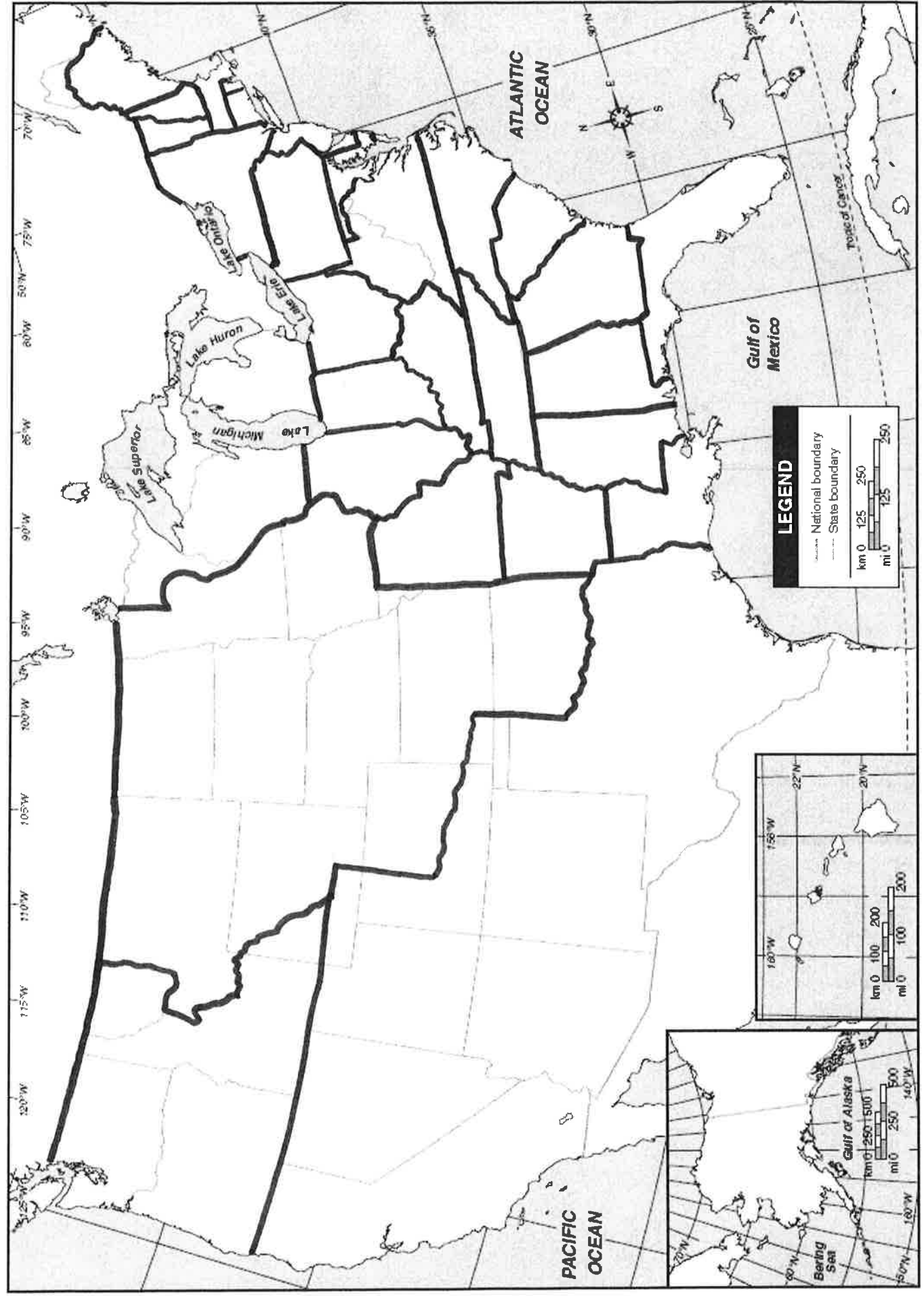


Manifest Destiny & Sectionalism



Name - _____

Political Map – US @ 1830



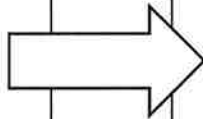
Manifest Destiny

Observation, Description, and Analysis -

Directions – take a look at the document provided and, in the corresponding quadrant below, write down only what you observe or see in the document. Do not write down any analysis in the boxes below.

Directions – Complete the task for each of the boxes below.

What is your analysis of the document?



What details or evidence from the document support your analysis? (Use the observations from above to support your analysis.)



“American settlers should possess the whole of the continent [that God] has given us for the development of the great experiment of liberty and...self-government.”

- John L. O’Sullivan, editor of the *U.S. Magazine & Democratic Review*

What were the attitudes of Americans toward the frontier?	

As more Americans moved out west, they passed through or even settled on Native American lands. Native Americans and the US government responded in various ways.

The Black Hawk War	The Fort Laramie Treaty
Causes:	Causes:
Results:	Results:

What was “middle ground”? - _____

Despite the hardships of the journey and the difficult living conditions at journey's end, the West drew increasing numbers of Americans during the mid-19th century.

New Mexico:			
The Santa Fe Trail – it became one of the busiest trade routes stretching all the way from Independence, MO to Santa Fe in Mexico Territory			
Who Went?	Why did they go?	How did they get there?	What did they find there?

Oregon:			
The Oregon Trail – it became a “highway” for pioneers who were in search of a new place to settle. The trail began in Independence, MO and ultimately ended in Portland, OR			
Who Went?	Why did they go?	How did they get there?	What did they find there?
“Fifty-four, forty or fight!”			
Why was latitude line 54° 40' chosen as the boundary between the United States and Canada?			

Utah:			
Who Went?	Why did they go?	How did they get there?	What did they find there?
Joseph Smith:			
Brigham Young:			

CHAPTER
9

Section 2

PRIMARY SOURCE **On the Oregon Trail**

In the spring of 1843, more than 1,000 pioneers began the first large migration from Independence, Missouri, to the Oregon Territory. Jesse Applegate led those pioneers who owned cattle in the slow-moving "cow column." What impressions of travel on the Oregon Trail does this excerpt from Applegate's account convey?

From 6 to 7 o'clock is a busy time; breakfast is to be eaten, the tents struck, the wagons loaded, and the teams yoked and brought up in readiness to be attached to their respective wagons. All know when, at 7 o'clock, the signal to march sounds that those not ready to take their proper places in the line of march must fall into the dusty rear for the day.

There are sixty wagons. They have been divided into fifteen divisions, or platoons, of four wagons each, and each platoon is entitled to lead in its turn. The leading platoon of today will be the rear one tomorrow and will bring up the rear unless some teamster, through indolence or negligence, has lost his place in the line and is condemned to that uncomfortable post. It is within ten minutes of 7; the corral but now a strong barricade is everywhere broken, the teams being attached to the wagons. The women and children have taken their places in them. The pilot (a borderer who has passed his life on the verge of civilization and has been chosen to the post of leader from his knowledge of the savage and his experience in travel through roadless wastes) stands ready, in the midst of his pioneers and aids, to mount and lead the way. . . .

It is on the stroke of 7; the rushing to and fro, the cracking of the whips, the loud command to oxen, and what seems to be the inextricable confusion of the last ten minutes has ceased. Fortunately everyone has been found, and every teamster is at his post. The clear notes of the trumpet sound in the front; the pilot and his guards mount their horses, the leading division of wagons moves out of the encampment, and takes up the line of march, the rest fall into their places with the precision of clockwork, until the spot so lately full of life sinks back into that solitude that seems to reign over the broad plain and rushing river as the caravan draws its lazy length toward the distant El Dorado. . . .

We are full six miles away from the line of march; though everything is dwarfed by distance, it is seen distinctly. The caravan has been about two hours in motion and is now extended as widely as a prudent regard for safety will permit. First, near

the bank of the shining river, is a company of horsemen; they seem to have found an obstruction, for the main body has halted while three or four ride rapidly along the bank of the creek or slough. They are hunting a favorable crossing for the wagons; while we look they have succeeded; it has apparently required no work to make it passable, for all but one of the party have passed on and he has raised a flag, no doubt a signal to the wagons to steer their course to where he stands.

The leading teamster sees him though he is yet two miles off and steers his course directly toward him, all the wagons following in his track. They (the wagons) form a line three quarters of a mile in length; some of the teamsters ride upon the front of their wagons, some walk beside their teams; scattered along the line companies of women and children are taking exercise on foot; they gather bouquets of rare and beautiful flowers that line the way; near them stalks a stately greyhound or an Irish wolf dog, apparently proud of keeping watch and ward over his master's wife and children. . . .

But a little incident breaks the monotony of the march. An emigrant's wife, whose state of health has caused Dr. Whitman to travel near the wagon for the day, is now taken with violent illness. The doctor has had the wagon driven out of the line, a tent pitched, and a fire kindled. Many conjectures are hazarded in regard to this mysterious proceeding and as to why this lone wagon is to be left behind. . . .

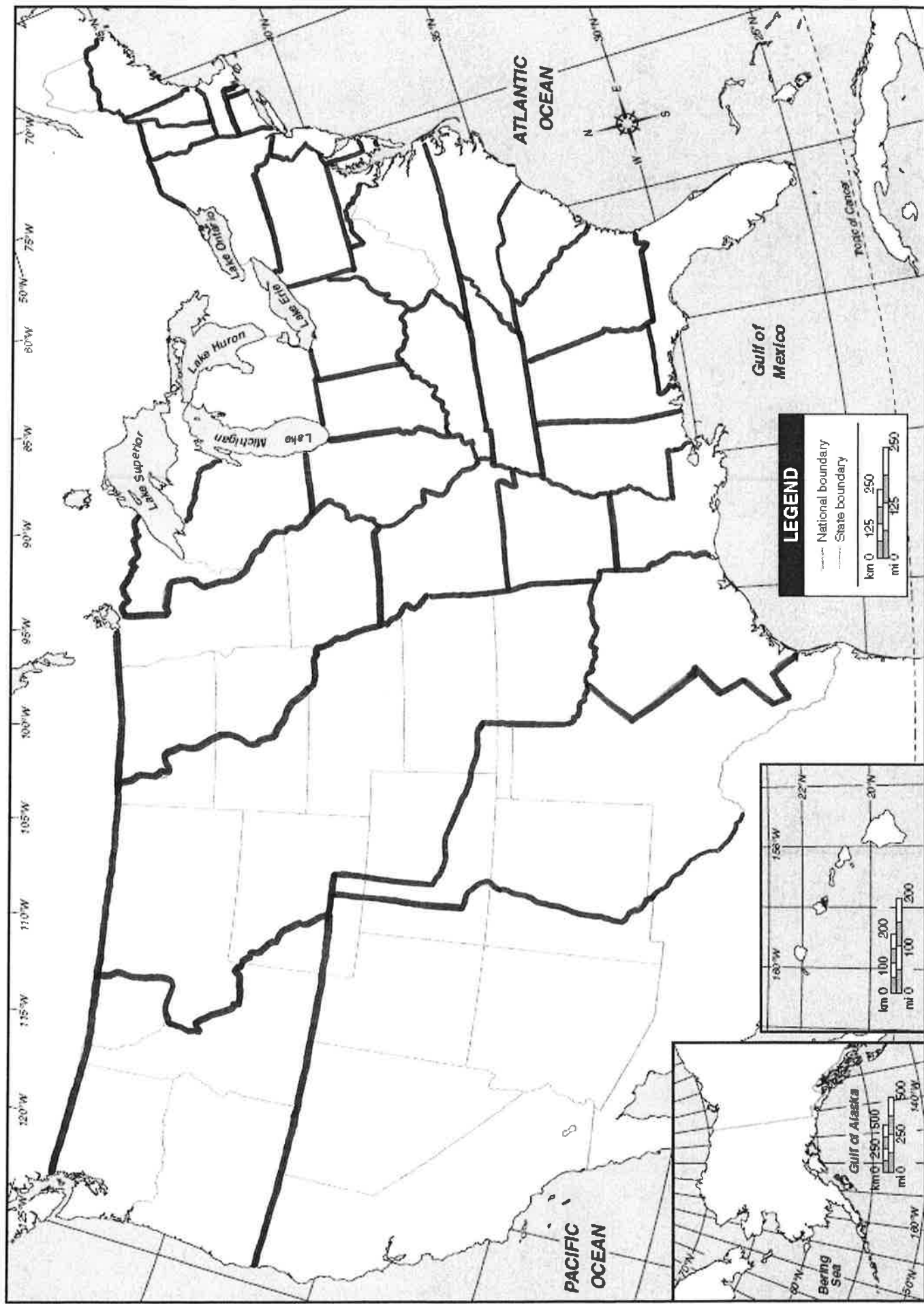
from Jesse Applegate, "A Day with the Cow Column" in Transactions of the Fourth Annual Re-Union of the Oregon Pioneer Association; for 1876 (Salem, Ore., 1877), 57-65.

Activity

The events in this excerpt occur along the Platte River near Laramie, Wyoming. Find Laramie on a U.S. map and estimate how many miles the pioneers were from Independence, Missouri, and from Portland, Oregon.

Name - _____

Political Map – US @ 1840



The Texas War of Independence – 1835-36

1821-1823 – Mexico offers land grants to anyone bringing settlers to Texas.

Why did Mexico want Americans to settle in Texas?
1.
2.
3.

Mexico offered inexpensive land to Americans on 3 conditions:
1.
2.
3.



Why did Americans want to settle in Texas?
1.
2.
3.
*By 1835, there were 30,000 Anglo-Texans led by Stephen F. Austin who outnumbered the Tejanos six-to-one



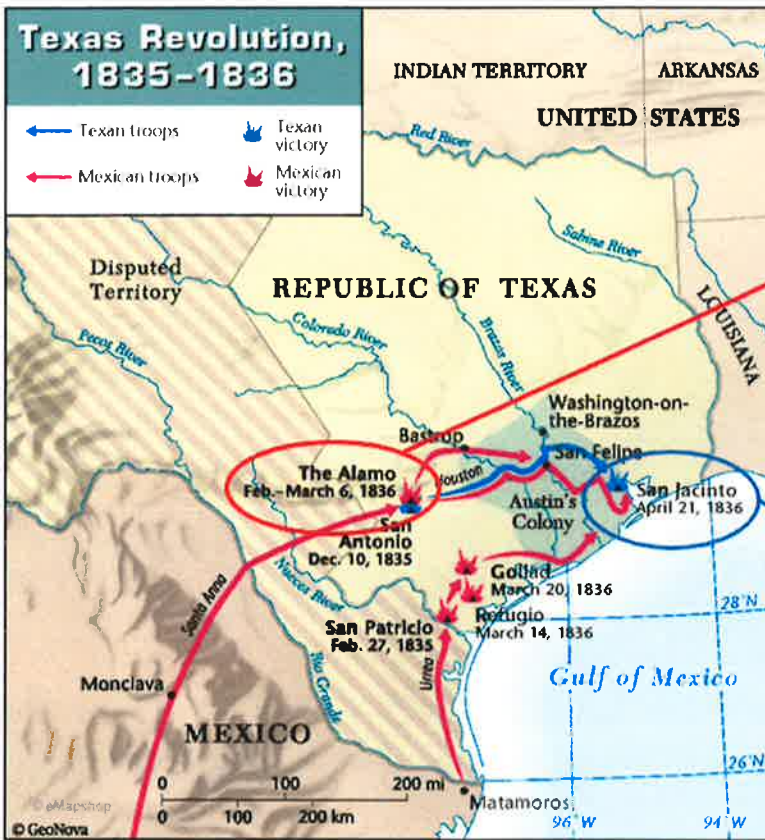
What brought American settlers into conflict with the Mexican government?			
CULTURAL DIFFERENCES		DEFIANCE	INDEPENDENCE
LANGUAGE	RELIGIOUS		

The Texas Revolution is led by Texans eager to gain independence from Mexico.



What happened at the Alamo?
In 1835, Texans declared independence for the Lone Star Republic.
After 12 days, he stormed the mission and executed any surviving defenders (187 in total), including Jim Bowie and Davy Crockett.

- Instead, Santa Anna created a set of martyrs. “Remember the Alamo,” became the Texans’ rallying cry.
- Many Southerners were inspired to volunteer and joined the Texans.



Major Battles

Alamo – Texans attempted to stop or at least slow down the Mexican army as it entered into Texas. Although considered a Mexican victory, the Texans were able to give their compatriots time to gather & develop a plan to stop Santa Ana and his army

San Jacinto – after a tactical retreat through east Texas, the Texans under the command of Sam Houston, surprised the Mexican army and captured General Santa Ana at the San Jacinto River

The Republic of Texas is founded in 1836 and two years later, Sam Houston (1st President of Texas), invites the United States to annex the new republic.

Why was the United States at first reluctant to annex Texas?



Texas became the 28th state of the Union in 1845.



Republic of Texas
1836-39



State of Texas
1839-45

Close Read: Texas Annexation

CR

Objective

What were the arguments for and against the annexation of Texas?

Directions: Read the timeline below. Analyze the content of the timeline by choosing the best answer from those provided to the questions below.

Path to Texas Independence						
	1820	1828	1830	1835	1836	1837
<p>Mexico wins independence from Spain</p> <p>Moses Austin & Stephen F. Austin obtain a land grant from the Mexican gov't - they settle in Texas with 300 American families</p>	<p>Tension erupts between the Mexican government and the American settlers over slavery (American settlers brought African American slaves to Texas - even though slavery was banned in Mexico)</p>	<p>Mexico, fed up with the American settlers continuing to keep slaves, bans American immigration into Mexico / Texas</p> <p>Mexico encourages Mexicans and Europeans to settle in Texas</p>	<p>Texas Revolution begins</p>	<p>Texas declares independence from Mexico</p> <p>Mexicans launch a deadly attack on Texans at the Alamo</p> <p>Battle of San Jacinto: Texans secure independence, become the Republic of Texas</p>	<p>US Recognizes the Republic of Texas as a free nation (last act of the Jackson Presidency)</p>	

1) Why did tension develop between the Mexican government and American settlers in Texas in 1828?

- a) Americans settled in Texas without permission
- b) Americans settled in Texas with slaves
- c) Mexico banned American Immigration

2) When did Texas become independent from Mexico?

- a) 1836
- b) 1828
- c) 1820

3) **Predict:** Texas applied to be annexed (acquired) by the United States in 1837 - what impact do you think this would have America?

- a) This will contribute to the debate of expanding slavery into western territories
- b) This will reinforce / strengthen the idea and feelings of Manifest Destiny
- c) Both A & B

Directions: Read the attached documents 1 - 6. Each document highlights one argument either for or against the Annexation of Texas. Determine which document matches the arguments listed in the tables below and write down that document number. Cite evidence from the documents to support the claims you make about the arguments for or against annexation. For example, if you think "Manifest Destiny" comes from document 1, then write "Document 1" next to "Document 1" and find evidence to support your claim in the box to the right.

Arguments for the Annexation of Texas

Argument	Evidence
<p>Mexico could declare war on the United States</p> <p>Document #:</p>	
<p>Manifest Destiny</p> <p>Document #:</p>	
<p>Annexation will boost the US economy</p> <p>Document #:</p>	

Arguments against Annexation of Texas

Argument	Evidence
<p>Texas has a lot of debt - which the United States can't afford to absorb</p> <p>Document #:</p>	
<p>Annexation of Texas would upset the balance of free and slave states in US Congress</p> <p>Document #:</p>	
<p>Annexing Texas - a free nation - is not within the necessary and proper clause of the constitution - unconstitutional</p> <p>Document #:</p>	

Document 1: Henry Clay - Letter Published in the *National Intelligencer* April 27th, 1844

"I consider the annexation of Texas, at this time, without the consent of Mexico, as a measure compromising the national character; involving us certainly in a war with Mexico and probably other foreign powers that are allies of Mexico, dangerous to the integrity [trustworthiness] of the Union; not practical in the present financial condition of the country.... It is estimated that Texas has a debt of \$10,000,000 - if we are absorb Texas, we are to absorb that debt, which we can not afford..."

Document 2: Sam Houston - Letter from Sam Houston to Andrew Jackson February 16th, 1844

"So far as I am concerned....I am determined upon immediate annexation of Texas to the United States...Mexico might make a cause of war, and inflict violence upon us. It might be time before proper aid from the United States would be available for our defense against this; such an incident would interrupt our citizens in their peaceful existence.... I have no desire to see war renewed again in Texas, to save Texas from more bloodshed, we must annex ourselves to the United States..."

Document 3: John Calhoun - Letter to W.R. King August 12th, 1844 (Printed publically)

"It is impossible to cast a look at the map of the United States and Texasand then take into consideration the extraordinary increase of population and growth of the former, and the source from which the later must derive its inhabitants, institutions and laws, without coming to the conclusion that it is their destiny to be united, and of course, that annexation is merely a question of time and mode...It is our destiny to occupy that vast region; to intersect it with roads and canals; to fill it with cities, towns, villages, and farms; to extend over it our religion, customs, constitution and laws; and to present it as a peaceful and splendid addition to the domains of commerce and civilization. It is our policy to increase, by rowing and spreading out into unoccupied regions, assimilating all we incorporate; in a word, to increase by accretion, and not through conquest..."

Document 4: Stephen A. Douglas - Speech of Stephen A. Douglas in the House of Representatives, January 6th, 1845

"Without dwelling upon the numerous advantages that would attend the annexation of Texas, in stimulating the industry of the whole country; in opening new markets for the manufacturers of the North and East; in bringing in the waters of the Red River, the Arkansas River, and other streams flowing into the Mississippi... in growing the political power of the United States; in securing safer and more natural boundaries, and avoiding the danger of collisions with foreign power - without dwelling upon these and other considerations, appealing to our interest and pride as a people and a nation it is sufficient argument to me that our honor and faith require the immediate annexation of Texas to the Union."

Document 5: Central Clay Club of Northampton County - pamphlet in support of Henry Clay October 18th, 1844

"Pennsylvania has to fight against the dishonest annexation of Texas, the extension of representation and slavery to a foreign people brought into our union to weigh down the free state votes of the north in congress, giving a larger voice to slaveholders ...to annex Texas would imbalance congress and violate the compromises we have worked so hard to make..."

Document 6: Charles Hudson - Massachusetts Congressman Speech in the House of Representatives, January 20th, 1845

“... Congress has the power to admit states into the Union, this is true. The gentleman from Illinois (Stephen A. Douglas) has said further here not two weeks ago that under the “necessary and proper” clause, we can annex the nation of Texas. I find this to be preposterous! This is not based on sound reasoning. Does it follow that because a power is granted to Congress, that they have the authority to exercise that power in any manner they please, regardless of the laws of the nation?At the time when the Constitution was formed, we were in possession of the Northwest Territory, which we held as per a treaty we signed with England...we have signed no treaty with Mexico nor with Spain over the ownership of the lands we call Texas... it is unconstitutional if we annex these lands...”

Vocabulary

Annexation: to add as an extra part of a larger whole

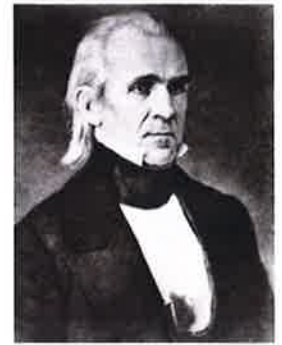
Commerce: related to business and economics

Congress: part of the legislative branch of the US federal government

Clause: a phrase or article or paragraph

Unconstitutional: not legal under the US Constitution

Mexican-American War – 1846-1848



Why was President James K. Polk adamant about going to war with Mexico?

He was a firm believer in Manifest Destiny; he also wanted control over the entire Southwest and West coast which was controlled by Mexico

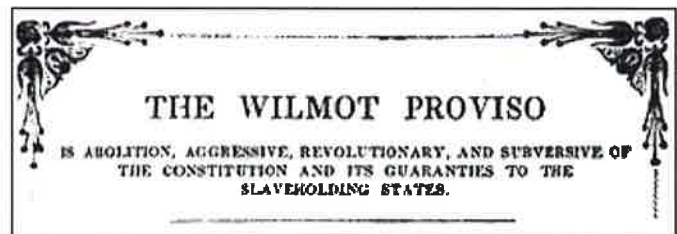


What were sectional attitudes toward the war?

South - wanted to annex Texas in order to expand slavery while others opposed the seizure of so much land
 North - many opposed the war questioning the reasons for war and the likelihood slavery would be expanded

7. What was the Wilmot Proviso?

It was a proposed amendment to a military appropriations bill that stated all of the land obtained after the war against Mexico would prohibit slavery - failed to pass



8. How did the United States provoke the war?

Pres. Polk sent troops to the Rio Grande River and out to California in order to entice the Mexicans to attack and start the war

9. What was the outcome of the war?

death toll	Treaty of Guadalupe Hidalgo	Presidential election of 1848	California gold rush
-50,000 Mexicans were killed -13,000 Americans (11,000 from disease)	- Mexico agreed to the Rio Grande River as the Southern border & agreed to give up New Mexico and California for \$15 million - Gadsden Purchase - paid \$10 million to establish the rest of the Southern border with Mexico	-war hero Zachary Taylor (Whig) narrowly won election after Polk declined to run for a second term (health reasons)	- Discovery of gold led to a gold rush from 1848-1851 - population rose from just 400 (1848) to 44,000 (1850)

CHAPTER
9

GUIDED READING *The War with Mexico*

Section 4

A. As you read about the war with Mexico, fill in the blanks in the following summary. You may need to abbreviate.

Mexico was angered when Texas was annexed—and became a state—in 1845. In addition, Mexico and the United States disagreed about the location of Texas's (1) _____, U.S. President (2) _____ sent Slidell to Mexico with an unsuccessful offer to purchase disputed land in Texas and the Mexican-owned territories of (3) _____ and California.

When (4) _____'s troops blockaded the (5) _____, Mexico viewed the action as an invasion and attacked the U.S. soldiers near Matamoros. In response, President Polk successfully urged Congress to declare war. Polk then ordered General Kearny to capture (6) _____, which was accomplished without bloodshed. In the meantime, American settlers in (7) _____ led by John C. Fremont overthrew the Mexican government in the town of Sonoma and established an independent nation that they called the (8) _____. General (9) _____ arrived and joined forces with the U.S. Navy to complete the conquest of (10) _____.

The war with Mexico was also going on in the territory of (11) _____ and in Mexico. In September 1846, General (12) _____'s troops captured the city of Monterrey. (13) _____ did not honor an agreement made with Polk to end the war and led troops in a battle at Buena Vista, which they lost. In the meantime, General Scott moved toward (14) _____, and captured the capital.

The signing of the Treaty of (15) _____ ended the war. As a result, the United States gained vast amounts of land. More was added when President (16) _____ authorized the (17) _____ in 1853. These two events, together, set the present-day borders of the lower 48 states.

B. On the back of this paper, describe the relationship between the **Forty-niners** and the **gold rush**.

Chapter 9, Section 4 – The War with Mexico

Bear Flag Republic

Borders

California (2x)

Gadsden Purchase

General Zachary Taylor

Guadalupe Hidalgo

Kearney

Mexico

New Mexico (2x)

Pierce

Polk

Rio Grande

Santa Anna

Taylor

Texas

CHAPTER
9

GEOGRAPHY APPLICATION: REGION

Mexico Cedes Land to the United States

Section 4

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

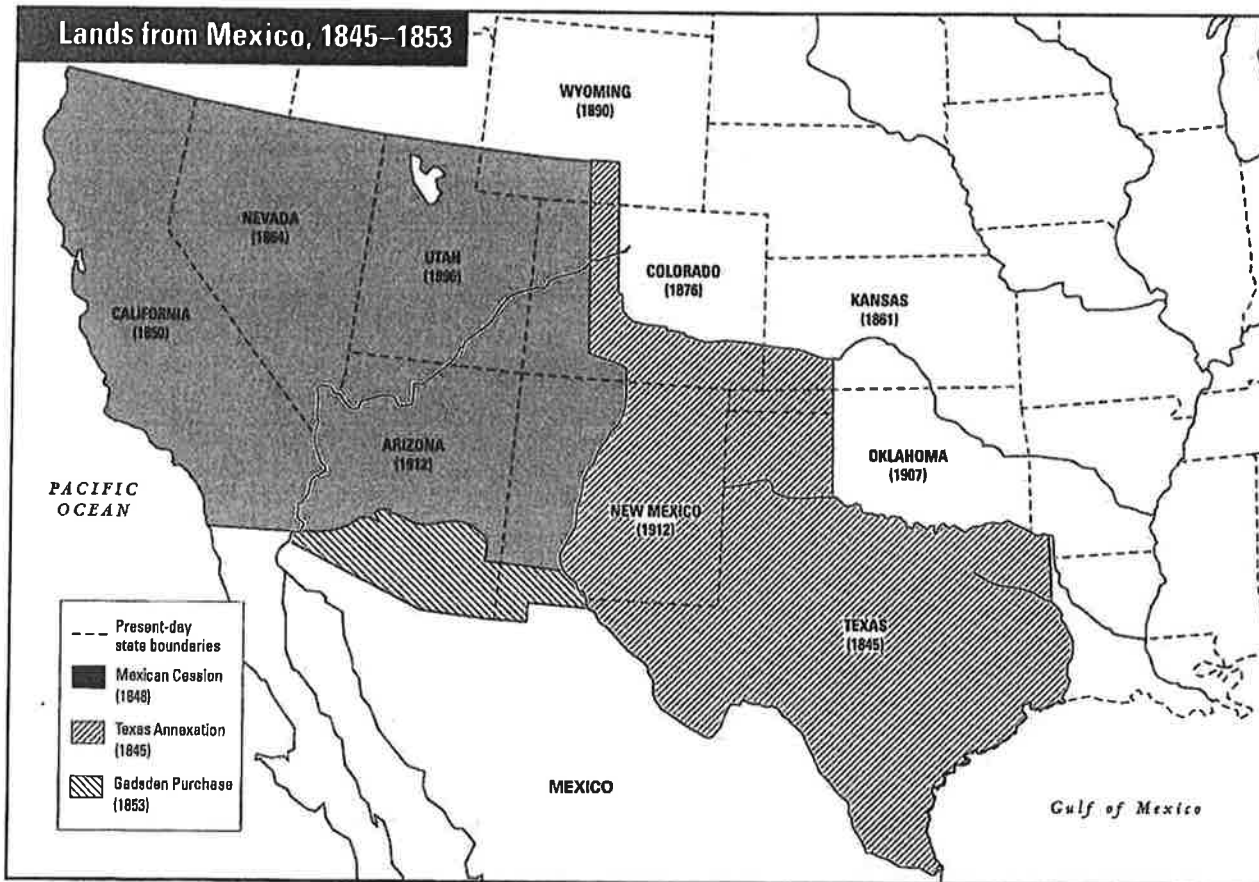
Long-standing tensions between the United States and Mexico erupted into warfare in 1846.

A year earlier the United States had angered Mexico by annexing the independent Republic of Texas and making it a state. Mexico and Texas were still in dispute over the exact borders of Texas, with Mexico refusing to concede that they extended down to the Rio Grande.

Then, when the United States sought to buy from Mexico the disputed Texas territory, as well as the territories of New Mexico and California, the Mexicans refused and war broke out.

The war with Mexico lasted until 1848. At its conclusion the two parties signed a treaty that ceded to the United States, for \$15 million, all the territory it sought. Five years later, seeking a low-mountain passage through which to build a transcontinental railroad, the United States bought, for \$10 million, a strip of land in a deal called the Gadsden Purchase. Thus, between 1845 and 1853 the United States gained more than a million square miles of land from Mexico.

The map below shows the states formed from the land and the years they achieved statehood.



Interpreting Text and Visuals

1. How many present-day states are included, at least in part, in the acquisition from Mexico?

2. Look at the Mexican Cession and think about where the United States began back in 1776. What unique borders did the United States gain when it acquired this territory?

3. Which state acquired part of its land from the Mexican Cession, part from the Gadsden Purchase, and part from the Texas Annexation?

4. In what state is most of the land of the Gadsden Purchase found? _____

5. Which states were fashioned in their entirety from these territories? _____

6. How much did acquiring these three parcels of land cost the United States?

7. Statehood came early for some of the lands acquired from Mexico, such as California and Texas. For other lands, however, statehood came later and for some, not until the 20th century. What might account for the difference in the dates of statehood for these lands?

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THE CALIFORNIA GOLD RUSH

The California Gold Rush, which occurred in the late 1840s, was one of the most compelling events in the history of westward expansion. Thousands of people caught “gold fever” and decided to go west in order to “see the elephant,” as the great adventure was often called. Lightly populated by American Indians, Spanish missionaries, and traders, California passed into the hands of the United States as a result of the Mexican War of 1846–48. A number of American settlers, including the ill-fated Donner Party, had already made the overland trek from the east, but the situation was about to be rapidly transformed. On January 24, 1848, James Marshall, overseeing construction of a millrace at Sutter’s Mill on the American River, noticed flakes of metal in the water. Various tests, including that the metal could be pounded flat unlike brittle pyrite (fool’s gold), convinced Marshall and his boss John Sutter that the material was in fact real gold. Despite their best efforts to keep the discovery a secret, word spread like wildfire and the mill was largely abandoned as workers caught the first cases of “gold fever.” The reaction of many was typified by J.H. Carson, who wrote, “A frenzy seized my soul...piles of gold rose up before me...”



By 1851, the gold rush had made San Francisco a thriving port city.

Excitement spread to San Francisco via the leather lungs of Sam Brannan, who ran through the streets, hollering “Gold, gold, gold from the American River.” Before doing this, he had scouted out a suitable site for a store located adjacent to the diggings. This was an early indication of who would be the greatest profiteers from the Gold Rush. Before long, San Francisco emptied as men went off to the mines, while its harbor was jammed with ships abandoned by their crews, who did the same. People from as far away as Hawaii, Chile, and Peru arrived during the summer and fall of 1848, and in fact these “Forty-Eighters” often picked out the best sites for mining and had the most success.

Not surprisingly, word of the discovery was slow to reach the eastern United States during this pre-telegraph era. Thomas O. Larkin, consul at Monterey, sent dispatches describing the discovery to the east, while a tea caddy filled with gold was displayed at the War Department in Washington, D.C. President James K. Polk gave great publicity to the gold discovery in his December 5, 1848 message to Congress, reporting that “the accounts of the abundance of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by the authentic reports of officers in the public service.” It was now that the excitement really began, and thousands of people began planning their trip to California for the following spring.



There were two routes from the East Coast – a dangerous overland route or a steamship around the South America

Forty-Niners coming to California from the east had three travel choices — whether to go by sea via Cape Horn or Panama, or overland. The amazing Cape Horn route was popular in the early days of the Gold Rush, with hundreds of vessels of varying quality making the more than 13,000-mile voyage around the tip of South America. If weather conditions were unfavorable, this voyage could take as long as eight months. Due to great demand, the ships were often jammed with passengers, and unsanitary conditions prevailed. A number suffered from scurvy from a lack of sufficient variety in their diet. Worse yet, since the crews often took off in search of gold once arriving in San Francisco, many people were left behind waiting for ships in the east. Others failed to account for the reversal of the seasons in the Southern Hemisphere, and suffered from bitter wind and cold as the ships rounded Cape Horn in July or August.

Some intrepid Forty-Niners saw a possible shortcut in the sea route — instead of going all the way around Cape Horn, why not cross through Panama in Central America? This route was indeed much shorter on paper, but suffered from its own pitfalls. In sailing from the east coast of the United States, one had to disembark on the Atlantic side of Panama, and since neither railroad service nor the canal existed at this time, cross overland across the Isthmus to the Pacific coast. The tropical climate and endemic diseases claimed many victims. Many people found that having to rely upon two ships for passage to San Francisco merely doubled their chances of being delayed, with disastrous results.

In spite of all of these difficulties, it has been estimated that as many as 25,000 persons made the sea journey to California in the aftermath of the gold discovery, or about as many as lived in the whole territory before 1848. These numbers were dwarfed by those who opted for travel by land. Many people already possessed much of the basic equipment, especially wagons, oxen, and mules, required for the trip, and those west of the Appalachians were relatively close to the trail. A good number of these Forty-Niners passed through St. Louis, where they were impressed by the hustle and bustle of the rapidly growing city. Others, such as William Swain, were appalled that St. Louis was “...dirty, with black narrow streets filled with cars drawn by mules. It is a bare heap of stone and brick, covered with coal smoke...” Merchants in St. Louis shipped supplies to Independence and St. Joseph, Missouri, the jumping-off points for the trail.



This map shows the various routes available across the United States in 1850.

One of the biggest and most important decisions that those going overland had to make was when to embark on the trail. If a group started too early in the spring, they found that grass on the Great Plains might not yet be high enough for their cattle to graze upon, wearing out the teams at the very outset of the journey. On the other hand, if one started too late, much of the grass might be consumed by the animals of those who had started earlier, or worse yet, too many miners might already be at the diggings. Finally, there was the recent memory of the fate of the Donner Party, trapped in the Sierras with no food by the first winter snowfall of 1846–47. For all of these reasons, it seems that most overland Forty-Niners tended to start somewhat earlier than would have been best.

Cholera is an acute, diarrheal illness caused by a bacterial infection of the intestine. About one in twenty infected persons has severe disease characterized by profuse watery diarrhea, vomiting, and leg cramps. In these persons, rapid loss of body fluids leads to dehydration and shock. Without treatment, death can occur within hours. The disease can spread rapidly in areas with inadequate treatment of sewage and drinking water. From Missouri as far as Fort Hall, in present-day eastern Idaho, most followed the already well marked Oregon Trail. The green travelers gained experience the hard way, suffering such accidents as being run over by wagons, shot by nervous companions, or even shooting themselves as they pulled a loaded rifle out of a wagon muzzle first. However, the greatest hazard of all certainly was disease, especially the dreaded cholera, with which a victim could be “merry at breakfast and dead at supper.” The foul water, incessant labor, grueling walks, and varying weather all contributed to the toll. For too many, as diarist Alonzo Delano put it, “the spade of the adventurer was first used to bury the remains of a companion.”

Past Fort Hall, a majority of the overland Forty-Niners followed the Humboldt River, soon to be nicknamed the “Hellbolt” or “Humbug.” Muddy and alkaline, the river diminished steadily as it meandered west. Such grasses as it supported were quickly worn thin by the vast numbers of cattle going to California. The Humboldt simply vanished into the sand at Humboldt Sink, in western Nevada. There began the most difficult part of the journey, the Forty Mile Desert to the Sierras. Although not far by the standards of the entire trip, the exhaustion of men and animals led to the trail becoming littered with discarded belongings and the corpses of horses, cattle, and humans. Finally surmounting with difficulty the heights of the Sierras, the Forty-Niners staggered into the mining camps. As historian Ray Allen Billington put it, they had “indeed been well tested.”

The great adventure of the mass migration to California completely changed the course of westward expansion. Up until 1849, there had been a gradual movement of Euro-Americans from the Appalachian Mountains to the Mississippi River and areas beyond, which were geographically contiguous. The only significant exception to this had been the movement of relatively small numbers of people along the trail to Oregon. Suddenly, more than 100,000 people leapfrogged the Great Plains, Rocky Mountains, and western deserts within a period of just a few years, many employing St. Louis as a transit point. Motivated primarily by greed, these Forty-Niners also embodied other human qualities, including bravery and a search for adventure, which made their story timeless.

Questions:

1. How did information spread from the earliest days of the California Gold Rush to the East Coast?

2. What were the 3 travel choices of reaching California from the East Coast? What were the pitfalls of each?

--	--	--

3. What was the overall impact of the California Gold Rush?

Manifest Destiny and Slavery

"Frederick Jackson Turner, the great historian of the late 19th century, said it was on the frontier that democracy was born, that American ideas of equality were born, individualism. But the frontier also carried with it the expansion of slavery. The westward expansion of slavery was one of the most dynamic economic and social processes going on in this country. The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas. So the expansion of slavery, which became the major political question of the 1850's, was not just a political issue. It was a fact of life that every American had experienced during this period."

- Eric Foner, historian

President Andrew Jackson

In 1828, when Andrew Jackson was elected president, he promised to expand the United States westward. His justification for expansion seemed to him self-evident, for "What good man would prefer a country covered with forest and ranged by a few thousand savages to our extensive republic, studded with cities, towns and prosperous farms and filled with all the blessings of liberty, civilization and religion?" The idea of Manifest Destiny, which held that America had the right and even the duty to extend its civilization, fueled the westward move into Indian and Mexican territories. As the country expanded, the question of slavery gained new importance. Would the new territories be slave-holding or free?

Over the next several years, Jackson seized millions of acres of Indian lands in the southeast, eventually removing five Indian nations from their homes. As a result of the removals, these lands were opened to settlement and the establishment of new cotton plantations. Although some Indian nations chose to fight, in the end, most of the population was removed. The U.S. Army forcibly removed more than 15,000 Cherokees and marched them westward to "Indian Territory" in Oklahoma, a journey the Cherokee called the "Trail of Tears." As many as a quarter of the Indians died during the forced march, and the \$6 million cost of the removal was deducted from the \$9 million offered them for their land in the treaty they were forced to sign. The Removal Act of 1830 guaranteed the Indians lands in the west, but these promises were later broken.

Mexican American War

When Mexico encouraged settlers to come to its territory of Texas, many Americans brought slaves with them. In 1829, the Mexican government abolished slavery in Texas to try to lessen American influence. American slaveowners forced their newly-freed slaves to sign life indenture contracts, and the American population continued to grow even after Mexico forbade further immigration in 1830. Tensions mounted, and in 1835 a rebellion broke out. Although the Mexican army won initial engagements at the Alamo in

Manifest Destiny

Name: _____

Awesome Nation Seeks Growth Opportunity

Imagine you've just created a brand new nation. It's a nation based on freedom and equality, where citizens control the government and are free to make the best of life. It's obviously the greatest nation on earth, even though it's young. And small. But just think: If this great nation grew, more people would get to live this way. It could be a giant land of freedom and equality! No doubt about it... This nation was meant to get a *lot* bigger.



The U.S. Constitution created a new kind of government—one governed by "we the people"!

Welcome to the concept of **manifest destiny**—the idea that America was meant to grow so democracy and freedom could spread.

We're All About Those Rights



An 1834 book about slavery in the U.S. shows African American children serving food to a white family.

When the American colonists declared independence from Great Britain, they were determined to be free from abusive British rule. They demanded liberty and equality, which they saw as naturally belonging to all citizens. For them, *equality* meant every citizen had the same rights, instead of a few "noble" families having special privileges that "common" people did not. *Liberty* meant citizens had the freedom to govern themselves and to do what they wanted with their lives. The United States was the first nation ever built around these principles. More than that, Americans didn't just think they offered a better way of life—they believed they were creating a nation that fulfilled a divine purpose.

Destined to Grow?

From its very first days, America began to expand. At the end of the Revolutionary War in 1783, the British gave America control of enough extra land that America doubled in size right away. There was never any question that Americans would settle this land. It wasn't long before the United States stumbled on a chance to buy some extra territory from France. For an amazing low price, in 1803 America doubled its size again! Now the U.S. spread half way across the continent. For a few decades after this, growth basically stopped. But by the 1840s, more and more American settlers were moving west, and many United States leaders were itching to get their hands on more territory.

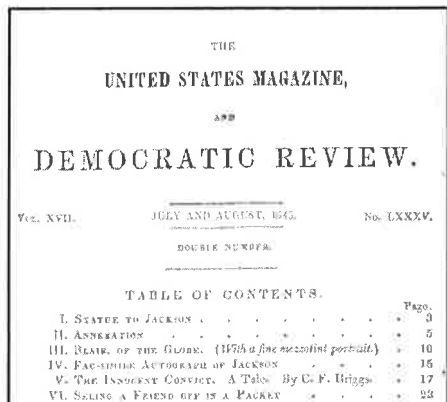


In 1803, Napoleon Bonaparte sold the U.S. the tract of land known as the Louisiana Purchase.

Manifest Destiny

It was during this time that newspaperman John O'Sullivan first used the phrase "manifest destiny." O'Sullivan was fed up with a long debate about Texas becoming part of the United States. While Congress dragged its feet, other countries were trying to make deals with Texas. O'Sullivan said these other nations had the goal of "limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence..."

"Manifest" means obvious. "Destiny" means a future that has already been determined by a divine source. O'Sullivan was saying America was being stopped from doing what it was obviously destined to do: take over the continent.



O'Sullivan's article "Annexation" included the first use of "manifest destiny."

Manifest Destiny

Name: _____

About That Whole “Taking Over” Thing...

It sounds pretty bad. But O’Sullivan didn’t believe the U.S. should just attack its neighbors, take their land, and be done with it. He believed that taking over would happen naturally as Americans settled new areas. O’Sullivan expected that American settlers would move into places that Mexico owned—say, for example, California—and build new communities based on American principles. The settlers would want to keep what they built, so they would demand independence from Mexico. Because Mexico’s government was too disorganized and distant to resist, O’Sullivan believed the settlers would succeed. But that’s not quite how it happened.



American settlers began moving west even before the United States owned the land.



1846 map showing Texas.

Expanding Expectations

Up to this point, the U.S. had only added new territory by negotiating with European countries that controlled land nearby. One exception was Texas: There, American settlers had won independence from Mexico in 1836 and asked to become part of the United States. (This was probably what O’Sullivan imagined would happen elsewhere, too.) Texas became a state in 1845. By then, the American hunger for more territory had grown pretty intense. So had tensions between the U.S. and Mexico, who owned most of the land between the U.S. and the Pacific Ocean. President James Polk had his eye on this land when he took office in 1844, and he was determined to get it for America.

Okay, Maybe We Do Mean Taking Over

When the U.S. annexed Texas, Mexico was furious. The Mexican government felt that the U.S. had violated Mexico’s borders and taken its land. Even so, President Polk tried to buy additional land from Mexico, but Mexico wouldn’t sell. So Polk took advantage of the tension and started a war. The United States won. Mexico gave up what is now the southwestern United States—and many Mexicans living in that area lost their land to American settlers. At about the same time, America worked out a deal with Great Britain to get Oregon Territory, now the northwestern United States. By the end of the 1840s, the United States stretched from coast to coast. American settlers began pouring into the new western frontier.



1897 drawing shows Uncle Sam waiting for Cuba, Hawaii, Canada, and central America to fall. Florida, Louisiana, Texas, California, and Alaska are already in the basket.



1878 magazine cover shows Indians near a settler’s cabin, planning to commit “bloody murder.”

A Not-So-Civilized Attitude

Americans rolled into the west believing they were bringing civilization to an untamed land. But thousands of Native Americans already lived on that land in civilizations that had existed for centuries. Most Americans of the 1800s couldn’t appreciate that. They saw Native Americans as “uncivilized”—little better than wild animals. To make room for “civilization,” the U.S. kept moving native tribes out of the way to smaller and smaller areas. Native Americans either lost access to their traditional lands or saw those lands destroyed by mining, logging, and over-hunting. As America’s “manifest destiny” played out, the Native American way of life quickly disappeared.

Manifest Destiny

Name: _____

A. Expand That Land! Follow the directions below each map to see how the United States grew across the continent. On each map, shade both the new area AND all the areas you shaded before.



1783: When the Revolutionary War ended, Britain gave up territory to the U.S. Shade the area south of the Great Lakes and east of the Mississippi.



1803: The U.S. bought a huge area of land from France. Shade the large area that goes all the way from north to south. Don't shade that extra notch at the top!



1818: Okay, now you can shade that extra little area at the top. The U.S. traded with Britain to get that land.



1819: The U.S. made a deal with Spain to get Florida. Shade Florida. (You might notice that today, some of that land is not in Florida.)



1845: Yee-haw! The U.S. annexed Texas. Back then, Texas claimed a bigger area than it has today. Shade the big blob that looks like Texas with a chimney.



1846: The U.S. settled a dispute with Britain and got the Oregon Territory. Shade the area in the northwest corner.



1848: After the Mexican-American war, Mexico gave up a million acres to the U.S. Shade the big area below the Oregon Territory. Do not shade that little slice on the Mexico border!



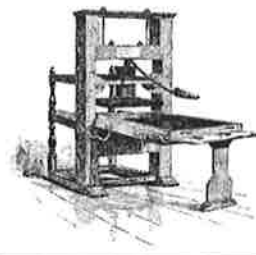
1853: Now you can shade that little slice on the Mexico border. The U.S. bought that area from Mexico. The sale was called the Gadsden Purchase.

REFERENCE MAP



B. Technology, Ho! Why did the U.S. expand so quickly? One huge factor was technology! The first half of the 1800s saw huge advances in transportation and communication. Can you spot the changes? Draw lines to match the earlier and later images.

Before 1800...



By the 1850s...



Manifest Destiny

Name: _____

C. That 'Manifest Destiny' Attitude. Even before there was a name for it, people who believed in Manifest Destiny had a distinct way of thinking. Read the following excerpts and answer the questions.

Be it enacted by the Senate and House of Representatives of the United States of America ... that for the purpose of providing against the further decline and final extinction of the Indian tribes ... and for introducing among them the habits and arts of civilization, the President of the United States ... is hereby authorized ... to employ capable persons of good moral character, to instruct them in the mode of agriculture suited to their situation; and for teaching their children in reading, writing, and arithmetic...

— from "An Act Making Provision for the Civilization of the Indian Tribes Adjoining the Frontier Settlements" (March 3, 1819)

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

— from President Andrew Jackson's Message to Congress 'On Indian Removal' (1830)

[T]he continent is ours... [A]ll the lines from the beginning have been converging toward this nation... [W]hen the choice seed was planted on these shores, it was in reality the great stride of the human race onward... [I]t is simply the plain sober fact that the forward thought of the world in civilization, in government, in liberty, in education and in religion is on this continent.

— from *The Home Missionary* (1867)

1. One word appears in all three excerpts. **Circle** it in each excerpt and write it on this line:

2. There are 12 words in the puzzle that describe things people valued. Use all three excerpts to help you find them!

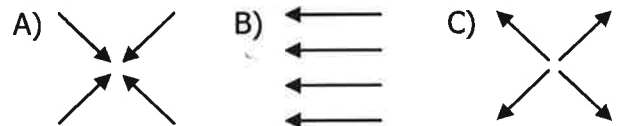
S	L	R	P	S	F	G	C	T	Q	M	C
L	T	Q	E	Z	M	I	P	R	I	I	T
I	B	N	V	L	T	R	U	A	V	P	N
B	U	F	E	I	I	B	A	I	R	O	E
E	G	H	E	M	D	G	L	F	I	D	M
R	C	S	E	L	E	I	I	T	K	U	N
T	V	J	I	I	Z	V	A	O	T	I	R
Y	H	Z	G	A	O	C	O	N	N	S	E
E	R	U	T	L	U	C	I	R	G	A	V
U	V	I	O	D	Q	O	N	X	P	L	O
K	O	A	E	S	N	W	O	T	I	M	G
N	I	N	D	U	S	T	R	Y	T	D	I

3. Based on what President Jackson *did* value, what do you think was his problem with "a country covered with forests"?

4. Does it sound like President Jackson had respect for Native Americans? Yes No

Box the evidence for your answer.

5. Which diagram shows lines "converging"?



6. Manifest Destiny was seen as progress. Underline two phrases in the *Home Missionary* excerpt that mean *progress*.

Manifest Destiny

Name: _____

E. American Progress. This painting by John Gast was done in 1872. It is called "American Progress." Study the image and answer the questions.



- Circle each kind of transportation you see the settlers using.
- Put a box around the group of miners.
- Draw an arrow pointing to the farmers.
- Find the Native Americans. What does it look like they are doing?

- Think of two words to describe the Native Americans' emotions. Explain how you can tell:

- Find any wild animals. What do they have in common with the way the Native Americans are portrayed in this painting?

- Look at the woman in the sky. What is her role in this scene? Add a speech bubble and have her explain what she is doing.
- Add one thing to the painting that *modern* Americans would build or do if they were settling today!

Emotion	How can you tell?



Name: _____ Manifest Destiny Map

Directions: Label the map with the name of the acquisition of land and the date it was added to the United States. Color each section a different color.



Treaty of Paris
(1783)

Louisiana Purchase
(1803)

1818 Treaty

Adams-Onís Treaty (Florida)
(1819)

Annexation of Texas
(1845)

Oregon Treaty
(1846)

Mexican Session
(1848)

Gadsden Purchase
(1853)

Manifest Destiny

ROAD MAP TO THE CIVIL WAR

Check List

- Choose ten (10) important events, laws, and actions that led to the war.
- Design a road that has a beginning and end. It can be a winding country road, a busy main street, a superhighway, or a design of your choice. **USE PENCIL** in case you need to make changes.
- Design a "stop" along the road for each event on your list. The stops can be traffic lights, stop signs, yield signs, bridges, exit ramps, detours, toll booths, road hazards, buildings, and so on.
- Make sure you label each stop with the name and date of the event. The events **MUST** be added to the road map in **SEQUENTIAL** order, starting at the beginning of the road and ending with the title "The Civil War."
- Write at least two complete sentences under the title of each stop that describes important and interesting information about the event.
- Fill up empty space by illustrating details related to each event, such as the problem or issue, the place, and/or the people involved.
- Fold the road maps as shown below and use creative lettering to write a map title on the small square panel at the front. On the back panel, include your name for credit.



1. Fold the map in half so that the illustration is on the outside.



2. Fold the top and bottom panels back toward the first fold.



3. Fold the top half of the map down.

- Lift the title panels to reveal a blank long vertical panel (see step 2 above). On this panel, write two complete paragraphs describing the United States in the years leading up to the Civil War.

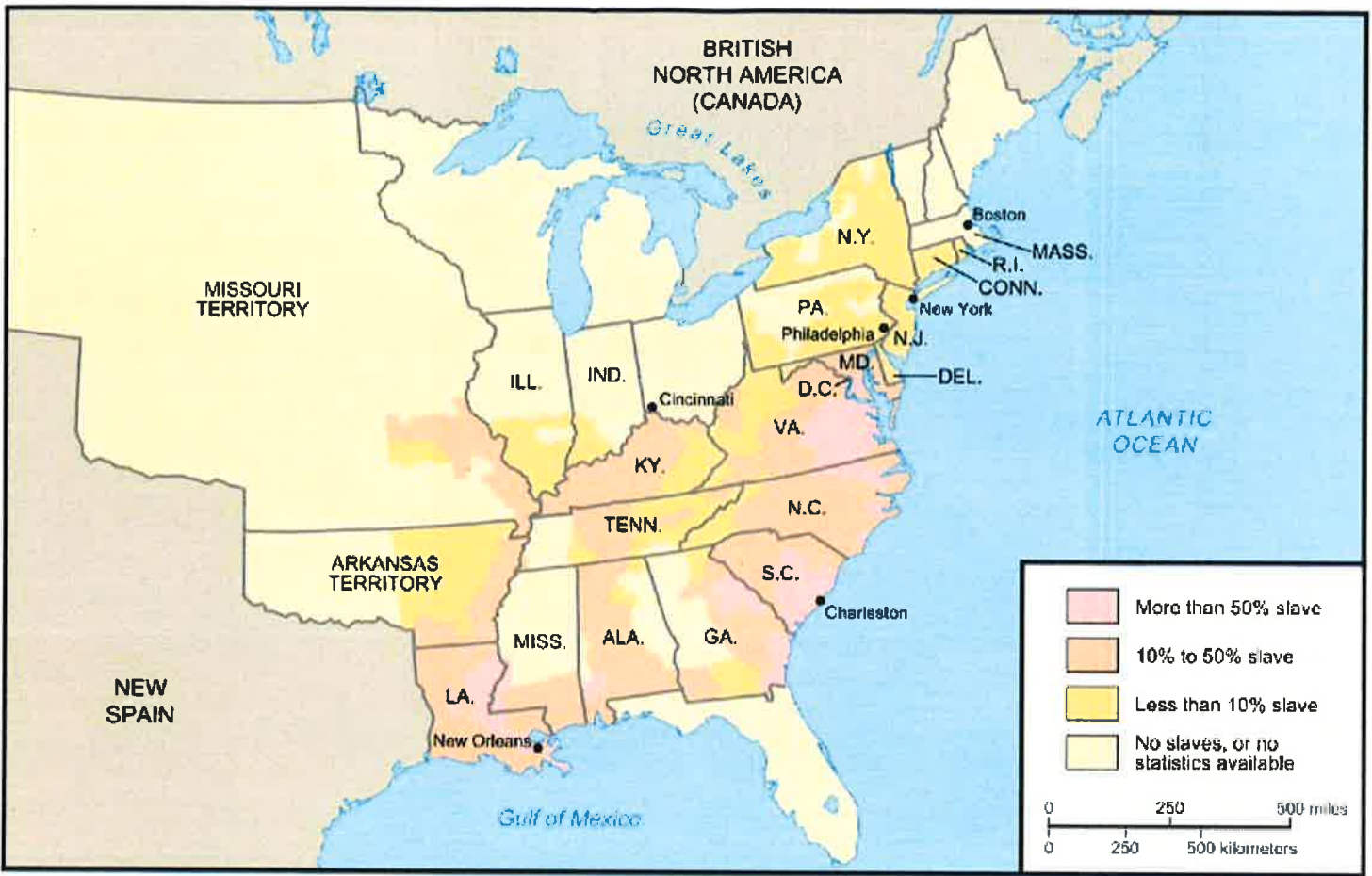
Name - _____

Date - _____

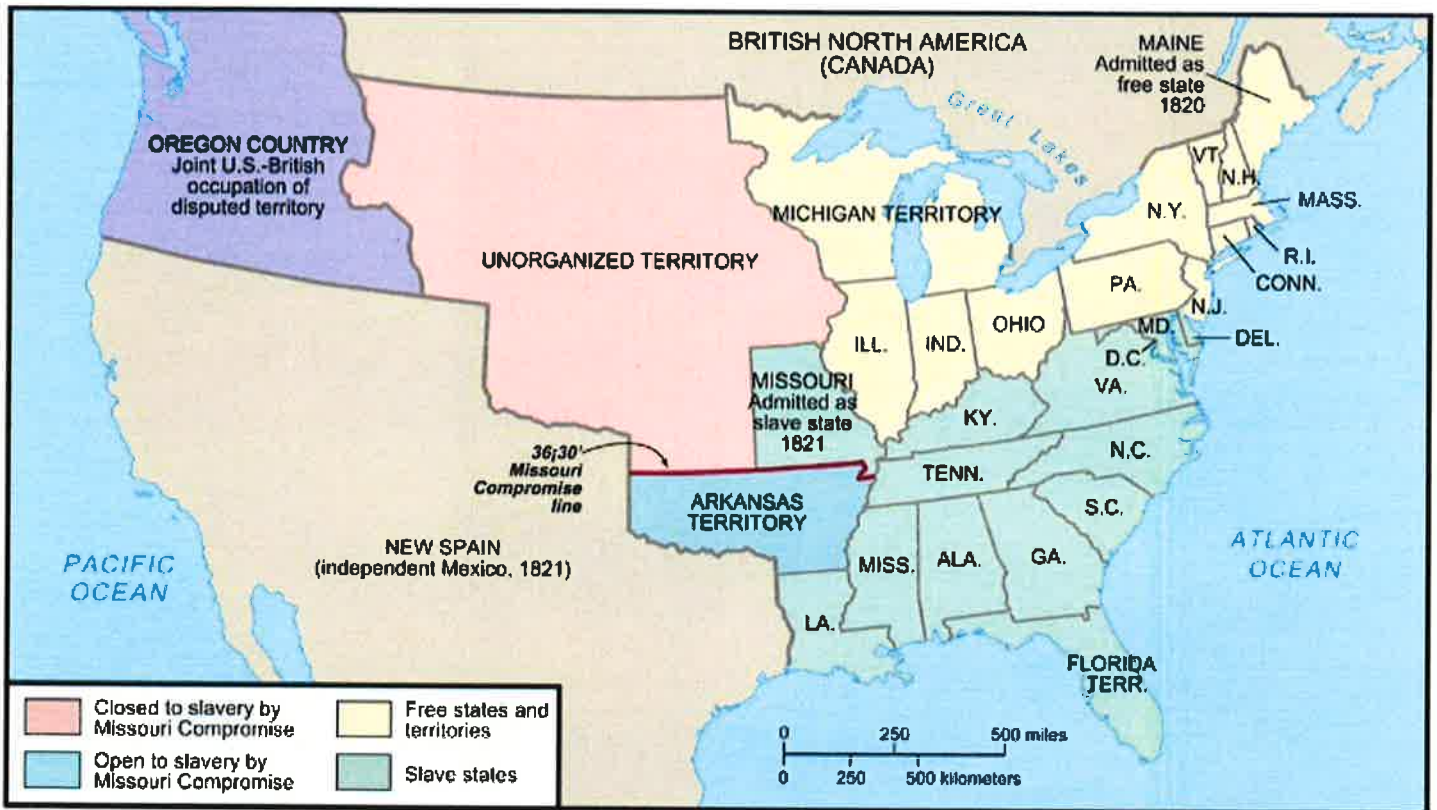
US History & Government

Road to War – Causes to the Civil War

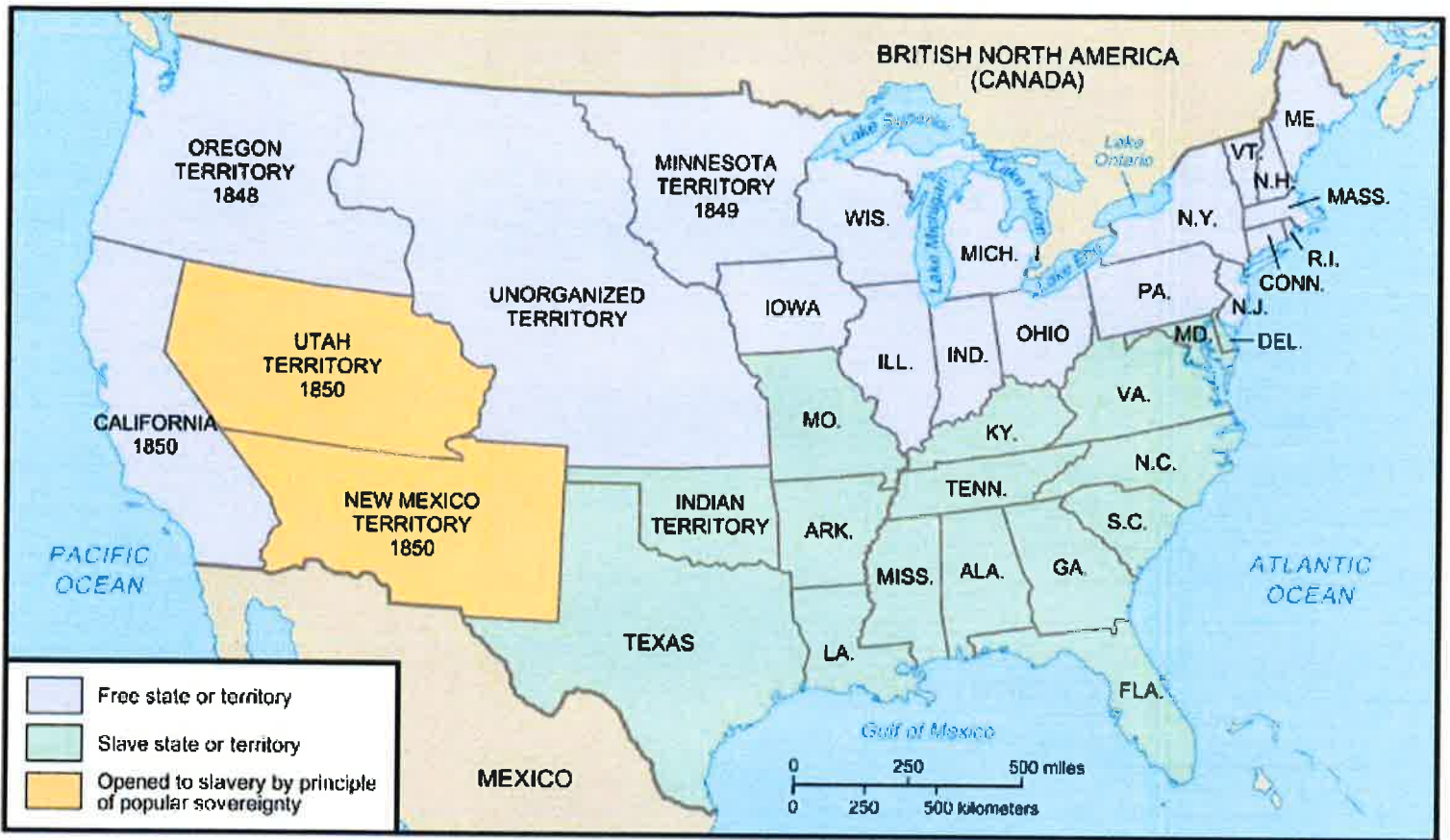
Event and Date		
<p>Missouri Compromise (1820)</p>	<p>What were the major provisions of the compromise? Explain:</p> <ol style="list-style-type: none"> 1. <u>statehood</u>: 2. <u>36°, 30'</u>: 	<p>What were the long term impacts?</p> <p>The compromise was an attempt to stop the tension between slave and non-slave states, however it was only temporary.</p> <p>The compromise was eventually declared unconstitutional by the Supreme Court in the Dred Scott decision (1857)</p>
<p>Abolitionist Movement (1820s-1860)</p>	<p>Who was against slavery?</p> <p><u>David Walker</u> – wrote a pamphlet that encouraged slaves to take their freedom (1829)</p> <p><u>William Lloyd Garrison</u> – Anti-slavery Society; published <i>The Liberator</i> (1831)</p> <p><u>Nat Turner</u> – led an unsuccessful slave revolt in the South (1831)</p> <p><u>Frederick Douglass</u> – former slave spoke out against slavery; published <i>The North Star</i> (1847)</p>	<p>What were the arguments for slavery?</p> <ul style="list-style-type: none"> • It was necessary for economic prosperity • <i>The Bible</i> justified its use • African Americans were better off as slaves • African Americans were built for work/slavery (scientific fact?)
<p>The Compromise of 1850</p>	<p>What were the provisions of the compromise?</p> <p><u>Henry Clay's Compromise (4 parts):</u></p>	<p>What were the impacts of the compromise?</p> <ul style="list-style-type: none"> • <i>It created a great debate over the issue of slavery;</i> • <i>Increases the ire of anti-slavery and abolition supporters;</i> • Popular sovereignty is established to determine slavery in new territories and states;
<p>Underground Railroad (1851-60)</p>	<p>What was the Underground Railroad?</p> <ul style="list-style-type: none"> • a loosely organized network used to help slaves escape slavery from the South • railroad terminology was used to describe the actions of the “railroad” • hid in farm wagons, stowed away on ships, or escaped simply on foot • they were aided by other slaves or those who were sympathetic to abolitionism (was very dangerous) 	<p>Who was Harriet Tubman?</p> <hr/> <p>What were the impacts?</p> <ul style="list-style-type: none"> • <i>thousands of slaves were helped in escaping to the North which also inspired other slaves to escape</i> • <i>Southerners believed that their right to property was being violated – favored stricter fugitive slave laws</i>



SLAVE CONCENTRATION, 1820



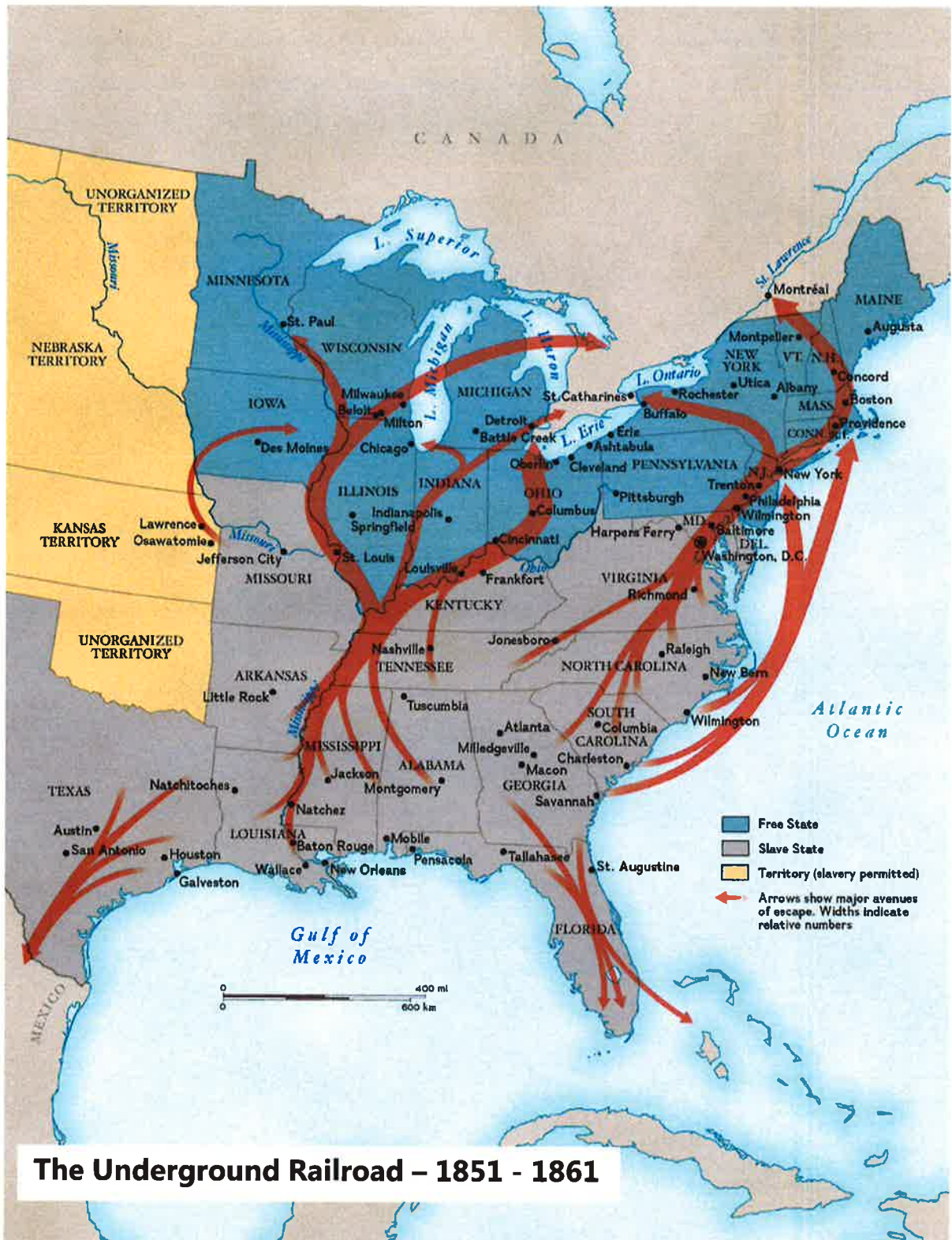
THE MISSOURI COMPROMISE, 1820-1821



THE COMPROMISE OF 1850

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
 You are hereby respectfully CAUTIONED and advised, to avoid conversing with the **Watchmen and Police Officers of Boston,**
 For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as **KIDNAPPERS**
 AND **Slave Catchers,**
 And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES.** Therefore, if you value your **LIBERTY,** and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.
Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.
APRIL 24, 1851.





The Underground Railroad – 1851 - 1861

CHAPTER
10

Section 2

PRIMARY SOURCE **The Underground Railroad**

In this passage from his Reminiscences (1880), abolitionist Levi Coffin describes how the Underground Railroad operated. According to Coffin, what were some of the risks of helping slaves escape to freedom?

I was personally acquainted with all the active and reliable workers on the Underground Railroad in the city [Cincinnati, Ohio], both colored and white. There were a few wise and careful managers among the colored people, but it was not safe to trust all of them with the affairs of our work. Most of them were too careless, and a few were unworthy—they could be bribed by the slave hunters to betray the hiding places of the fugitives. We soon found it to be the best policy to confine our affairs to a few persons and to let the whereabouts of the slaves be known to as few people as possible.

When slave hunters were prowling around the city we found it necessary to use every precaution. We were soon fully initiated into the management of Underground Railroad matters in Cincinnati, and did not lack for work. Our willingness to aid the slaves was soon known, and hardly a fugitive came to the city without applying to us for assistance. There seemed to be a continual increase of run-aways, and such was the vigilance of the pursuers that I was obliged to devote a large share of time from my business to making arrangements for their concealment and safe conveyance of the fugitives.

They sometimes came to our door frightened and panting and in a destitute condition, having fled in such haste and fear that they had no time to bring any clothing except what they had on, and that was often very scant. The expense of providing suitable clothing for them when it was necessary for them to go on immediately, or of feeding them when they were obliged to be concealed for days or weeks, was very heavy.

Added to this was the cost of hiring teams when a party of fugitives had to be conveyed out of the city by night to some Underground Railroad depot, from twenty to thirty miles distant. The price for a two-horse team on such occasions was generally ten dollars, and sometimes two or three teams were required. . . .

It was necessary to use every precaution, and I thought it wise to act, as the monkey did, take the cat's paw to draw the chestnut from the fire, and not burn my own fingers. I generally gave the money to

a second person to hand to the colored man. We had several trusty colored men who owned no property and who could lose nothing in a prosecution, who understood Underground Railroad matters; and we generally got them to act as drivers, but in some instances white men volunteered to drive—generally young and able-bodied. Sometimes the depot to which the fugitives were consigned was not reached until several hours after daylight, and it required a person of pluck and nerve to conduct them to their stopping place. If the party of fugitives were large they were soon scattered among the Abolitionists in the neighborhood, and remained in safe concealment until the next night. . . .

Our house was large and well adapted for secreting fugitives. Very often slaves would lie concealed in upper chambers for weeks without the boarders or frequent visitors at the house knowing anything about it. My wife had a quiet unconcerned way of going about her work as if nothing unusual was on hand, which was calculated to lull every suspicion of those who might be watching, and who would have been at once aroused by any sign of secrecy or mystery. Even the intimate friends of the family did not know when there were slaves hidden in the house, unless they were directly informed. . . .

The fugitives generally arrived in the night and were secreted among the friendly colored people or hidden in the upper room of our house. They came alone or in companies, and in a few instances had a white guide to direct them.

from William Benton, pub., 1850–1857: A House Dividing, vol. 8 of The Annals of America (Chicago: Encyclopædia Britannica, 1968), 134–138.

Discussion Questions

1. What were some of the risks involved in helping slaves escape to freedom?
2. According to this excerpt, what was the role of a conductor on the Underground Railroad?
3. Based on your reading of this excerpt, weigh the pros and cons of being an Underground Railroad conductor like Levi Coffin.

<p><i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe (1852)</p>	<p>What was Uncle Tom's Cabin about?</p>	<p>What impact did the novel have on the North and the South?</p> <p><i>"So you're the little woman who wrote the book that started this great war." - Lincoln</i></p>
<p>The Kansas-Nebraska Act (1854)</p>	<p>Why did Congress want to open up new territories in the west?</p> <p><i>Thought settlement would unify the nation; expansion of railroads; comply with idea of Manifest Destiny</i></p>	<p>What were the provisions and results of the Kansas-Nebraska act?</p> <p><u>Popular sovereignty:</u></p> <p><u>"Bleeding Kansas":</u></p>
	<p>What issue came about because of this?</p> <p><i>Slavery issue and the idea of popular sovereignty</i></p>	
<p>Rise of the Republican Party</p>	<p>What happened to the Whig party?</p> <p><i>It divided between Northern and Southern members over the slavery issue</i></p>	<p>Who made up the Republican Party?</p> <p>What was/were their platforms?</p> <ul style="list-style-type: none"> • <i>Supported small farmers and land grants,</i> • <i>they were supporters of prohibition (temperance),</i> • <i>were against the spread of slavery and slavery itself</i>
	<p>Who was the "Know-Nothing" Party?</p> <p><i>They were Nativists who disagreed with immigration and its negative impacts</i></p>	
	<p>Who was the "Free Soil Party"?</p> <p><i>They were those who were against the spread of slavery</i></p>	
<p>Dred Scott Case: <i>Scott v. Sanford</i> (1857)</p>	<p>Explain the details of the case:</p>	<p>What were the impacts?</p> <ul style="list-style-type: none"> • <i>The Supreme Court declared that Dred Scott was a slave and therefore property and could not be a citizen therefore having no rights;</i> • <i>The Missouri Compromise was declared unconstitutional;</i> • <i>Sectional passions exploded-the North vehemently disagreed while the South applauded the decision</i>

THE UNION IN CRISIS

Primary Source

Analyzing *Uncle Tom's Cabin*

Harriet Beecher Stowe wrote *Uncle Tom's Cabin* to expose the evils of slavery and generate concern and compassion for slaves. Stowe presented Tom as a man of faith, who remains gentle and kind even when treated badly. But Tom wasn't the only slave Stowe described in her book, and she gave the other slave characters different personalities.

Directions: Read the following conversation between the slave George Harris and his wife Eliza. As you read, compare the opinions they express to the description of Tom's experience on the auction block, which you read in "A Rising Tide of Protest and Violence." Then answer the questions that follow on a separate sheet of paper.

"... Did I say a word when he came and took me away, for no earthly reason, from the place where everybody was kind to me? ..."

"Well, it is dreadful," said Eliza; "but, after all, he is your master, you know."

"My master! and who made him my master? That's what I think of,—what right has he to me? I'm a man as much as he is. I'm a better man than he is... I have been careful, and I have been patient, but it's growing worse and worse; flesh and blood can't bear it any longer;—every chance he can get to insult and torment me, he takes..."

"... I have been kicked and cuffed and sworn at, and at the best only let alone; and what do I owe? I've paid for all my keeping a hundred times over. I *won't* bear it. No, I *won't!*" he said, clenching his hand with a fierce frown.

Eliza trembled, and was silent. She had never seen her husband in this mood before; and her gentle system of ethics seemed to bend like a reed in the surges of such passions...

"So, Eliza, my girl," said the husband, mournfully, "bear up, now; and good-by, for I'm going."

"Going, George! Going where?"

"To Canada," said he, straightening himself up; "and when I'm there, I'll buy you; that's all the hope that's left us. You have a kind master, that won't refuse to sell you. I'll buy you and the boy;—God helping me, I will!"

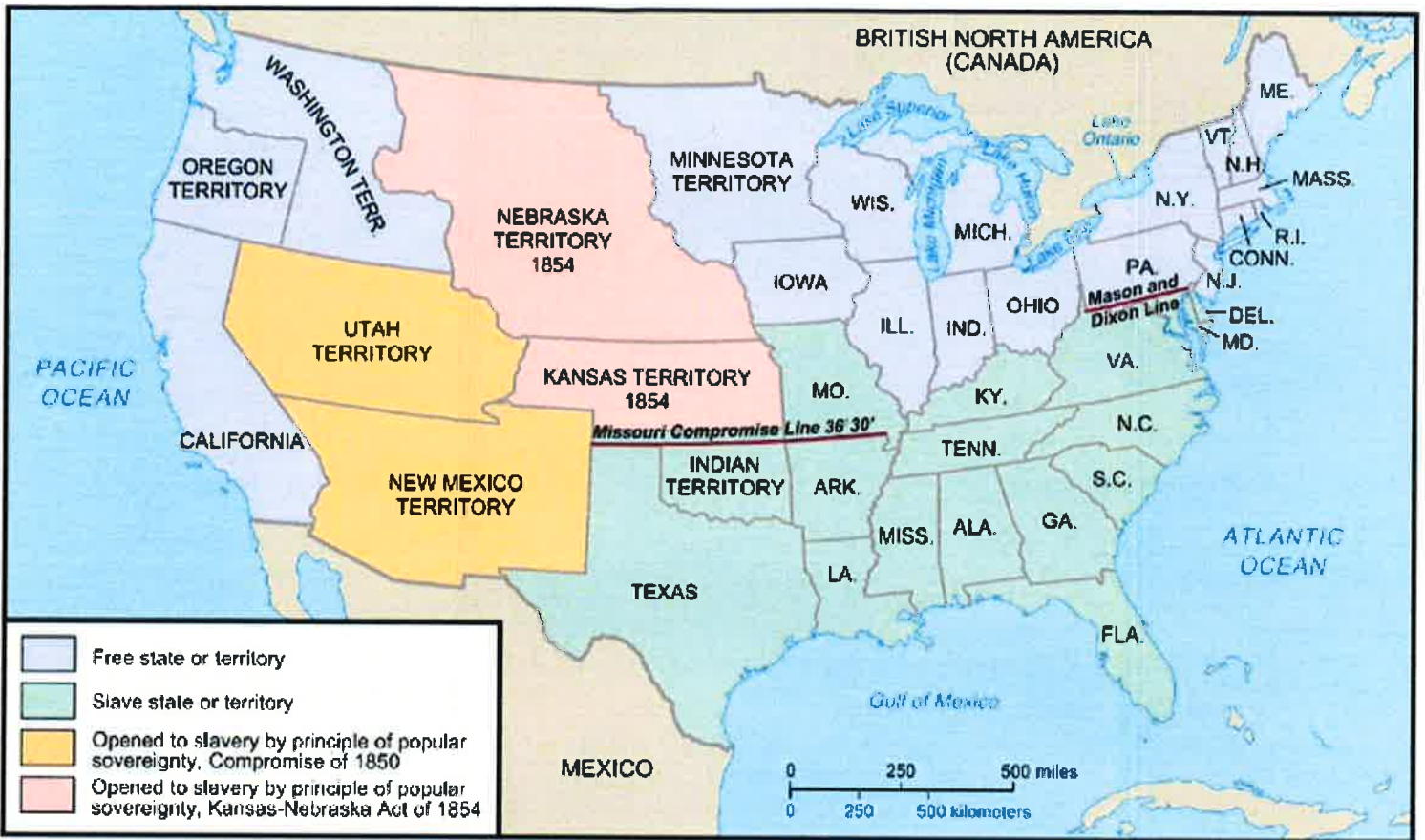
"Oh, dreadful if you should be taken?"

"I won't be taken, Eliza; I'll *die* first! I'll be free, or I'll die!"

—Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1852

Questions to Think About

1. Why does George plan to escape to Canada?
2. How does Eliza feel about George's strong opinion about his master and life situation?
3. **Compare and Contrast** Compare and contrast George and Tom's view of masters.
4. **Analyze** How does Stowe use her novel to generate concern and compassion for slaves?



THE KANSAS-NEBRASKA ACT OF 1854

NATIONAL GEOGRAPHIC

"Bleeding Kansas," 1856

Antislavery supporters in "Bleeding Kansas"

Geography Skills

1. **Interpreting Maps** In 1856, how many governments were there in the Kansas territory?
2. **Applying Geography Skills** What other territory lay to the north of Kansas?

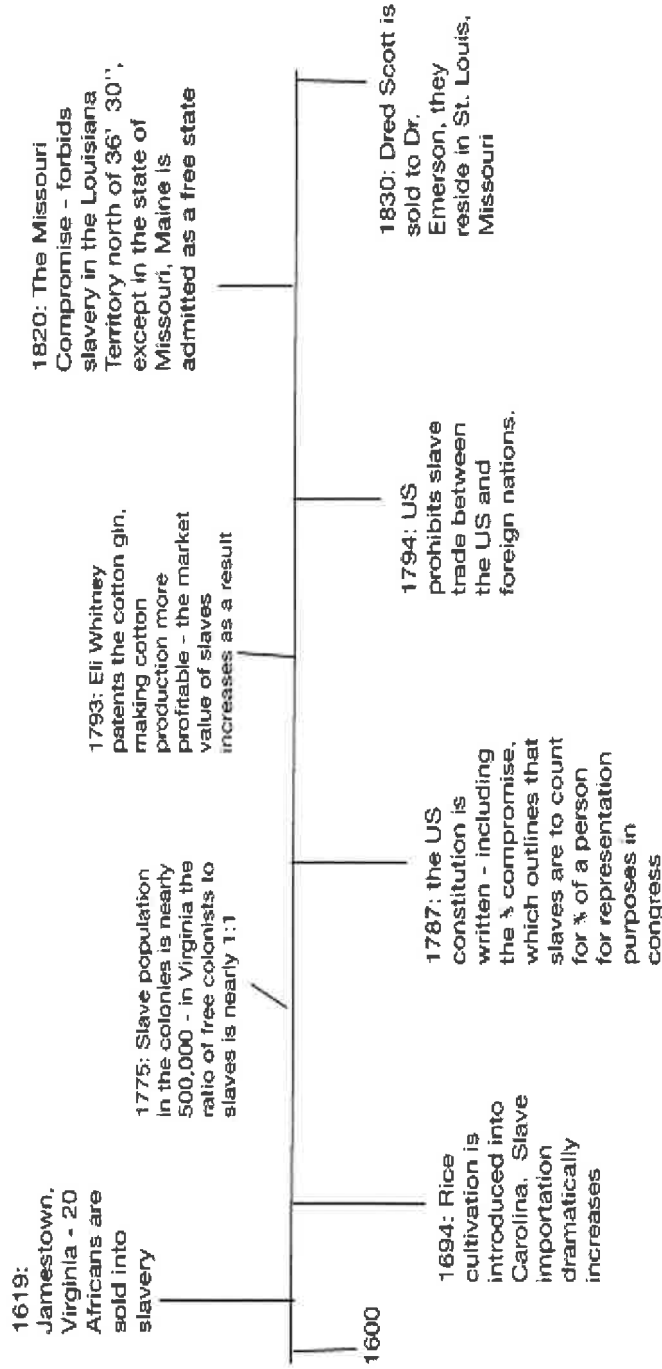
Close Read: Dred Scott v. Sandford

CR
Objective

What did the ruling in the Dred Scott case mean for African Americans in 1857?

Directions: Analyze the timeline below by answering the two questions that follow.

Contextualization: Document 1 - Timeline of Slavery & associated acts - 1600 - 1850



1) Which two crops dramatically impacted the institution of slavery in America? (Choose two answers)

- a) Corn b) Rice c) Cotton d) Wheat

2) What did the Missouri Compromise say about where slavery was legal? (Choose the best answer)

- a) Slavery was legal south of the 36° 30" line b) Slavery was legal north the 36° 30" line c) Slavery was illegal

Directions: Read the primary source below, and answer the three analysis questions that appear to the left of the primary source reading.

Contextualization: Document 2 - The Dred Scott Case - NY Times December 25, 1856

In which state was Dred Scott originally serving Dr. Emerson as a slave?

- a) Illinois
- b) Missouri
- c) Iowa

Which two locations was Dred Scott taken to where slavery was banned?

- a) Rock Island, Illinois & Fort Snelling, Minnesota
- b) Missouri & Iowa

How does the Missouri Compromise / Compromise of 1820 impact this case?

- a) The Missouri compromise bans slavery in territories north of the 36' 30" line - where Dred Scott was taken as a slave
- b) Missouri compromise bans slavery in territories south of 36' 30"
- c) Missouri compromise bans slavery in the entire United States
- d) It doesn't impact this case

Vocabulary

Legal: allowed by the law

Prohibited: not allowed by the law

Territory: area of land under one state

Temporary: not lasting forever

Congress: Governing body of the legislative branch of US gov't

The Dred Scott Case

The case of Dred Scott, which has just been argued at length before the Supreme Court at Washington, involves principles of great political as well as legal importance.

"Dr. Emerson, of the U.S. Army, took with him from Missouri a slave named Dred Scott, as a body servant, to a military post at Rock Island, in the State of Illinois. After remaining there for two years, he removed to Fort Snelling*, which post is north of the line of 36°30'. At this last post, a slave woman, brought there by Major Tallafero, and owned by him, was married to Dred Scott and they had two children, one of whom was born at this post, and another after the parties had returned to Missouri. Neither of these slaves [Dred Scott or his wife] were ever set free by their owners. But, under the Constitution of Illinois, Slavery is prohibited, and Dred Scott could have asserted his right to freedom in that state....The second posting in Fort Snelling was a territory in which slavery was prohibited by the Missouri Act of 1820. .

Scott claimed that having been voluntarily carried by his owner into a free state, and having been their servant, he was upon his voluntary return with his master, to Missouri, a free man there, in virtue of his temporary residence in a free territory. The same claim was made on behalf of his wife. The Missouri court decided against Dred Scott to the claim, on the ground that temporary residence in a Free State did not make them free in the state of Missouri, unless their owners had signified by some act and intention to free them from slavery by taking them into a free territory - which did not appear to be a fact in this case.

Scott's claim to freedom rests upon two grounds - first that he was taken voluntarily by his master into a state whose Constitution prohibited slavery [Rock Island, Illinois]; and resided there for two years; second, that he was afterwards taken into a territory from which, by act of Congress, slavery had been expressly prohibited [Fort Snelling]... The question which this involves is substantially whether any state has the right to abolish slavery - or whether slave property is so recognized and protected by the Constitution of the United States that it can not be outlawed by states laws..." *Note: Fort Snelling is located in present day Minnesota

[Excerpt of Chief Justice Roger B. Taney's Ruling in Dred Scott v. Sandford \(1857\)](#)

The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen?

The words "people of the United States" and "citizens" are synonymous terms, and mean the same thing. ... They both describe the political body who ... form the sovereignty [source of power], and who they are those who hold the power and conduct the Government through their representatives - the Congress, the president, etc. The question before us is, whether the class of persons described in the plea in abatement [people of African ancestry] compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings, who...had no rights or privileges but such as those who held the power and the Government might choose to grant them.

...The court thinks [Dred Scott] could not be a citizen of the State of Missouri, within the meaning of the Constitution of the United States, and, consequently, was not entitled to sue in its courts... the language used in the Declaration of Independence, show, that neither the class of persons who had been imported as slaves, nor their descendants, whether they had become free or not, were then acknowledged as a part of the people, nor intended to be included in the general words used in that memorable instrument....

Vocabulary

Ancestors: A person from whom one is descended (comes from)

Existence: fact or state of living

Immunities: protection against

Sovereignty: source of power

Subordinate: lower rank or position

Close Read: Dred Scott

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Analysis Task

What did the ruling in the Dred Scott case mean for African Americans in 1857?

Directions: Using information from the documents, you will now write a response to the task with regards to excerpts from the documents provided above.

Task: Using the information from the documents above, and your knowledge of US History complete the following writing prompt:

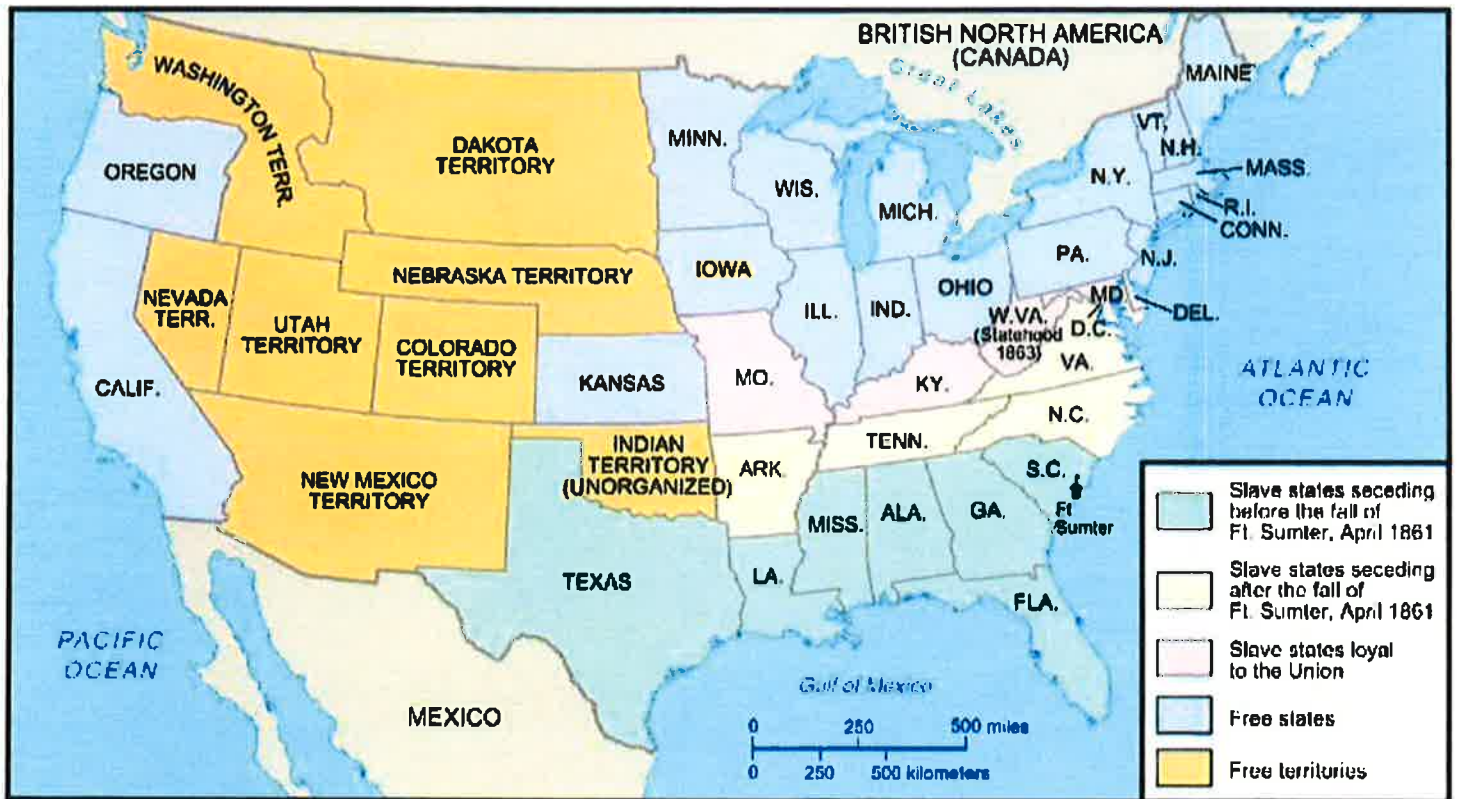
Read the [excerpt from Chief Justice Roger B. Taney's ruling on the *Dred Scott v. Sandford* case](#). Imagine it is 1857, and you are a journalist writing for the "New York Star Daily News". You have been assigned by your editor to write an article on the ruling of the Dred Scott case.

- Explain the context of the case
 - What is the history behind the case? What are the details of the case?
- Analyze & explain the final ruling by the Supreme Court (written by Chief Justice Taney)
 - What does his ruling mean for African Americans living in the United States in 1857?
- **explain** means "to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of"
- **analyze** means "to determine the nature and relationship of the component elements"

The Lincoln-Douglas Debates (1858)	<p>What were the Lincoln-Douglas Debates?</p> <p><i>The were a series of 7 debates between incumbent Stephen Douglas and Abraham Lincoln as they ran for the US Senate seat in Illinois</i></p>	<p>What was Abraham's stance on the expansion of slavery?</p>
		<p>What impact did these debates have on Lincoln?</p> <p><i>It brought him popularity which he used to run for the Presidency in 1860</i></p>
John Brown's Raid at Harper's Ferry (1859)	<p>How did John Brown support the abolitionist movement throughout his life?</p> <ul style="list-style-type: none"> • <i>John Brown was an antislavery extremist who believed that slavery was religiously immoral;</i> • <i>He financed antislavery literature;</i> • <i>Supported the Underground Railroad and adopted runaway slaves;</i> • <i>Took part in "Bleeding Kansas" violence attacking antislavery groups</i> 	<p>What was his plan to end slavery in Virginia? How did it end?</p>
		<p>What was his legacy in the North and how did the South feel about that?</p> <p>- <i>Northerners called him a hero and celebrated</i></p> <p>- <i>Southerners were appalled by his actions and the reaction of antislavery supporters</i></p>
Election of 1860	<p>Who were the candidates in the 1860 election? (list parties too)</p>	<p>What impact did the outcome have on the United States?</p> <p><i>Lincoln did not even appear on the ballot in most of the Southern states due to the hostility toward him and his antislavery ideals;</i></p> <p><i>The South was believed that they had lost their voice in the gov't;</i></p>
	<p>Who won the 1860 election?</p>	<p><u>Secession:</u></p>
Secession from the Union (1860-61)	<p>Who was the first state to secede from the Union? When?</p>	<p>What was the immediate cause of the Civil War?</p> <ul style="list-style-type: none"> • <i>On April 12, 1861 a Confederate army attacked a U.S. base at Fort Sumter in South Carolina</i>
	<p>How did Lincoln feel about secession? He believed <i>secession was illegal</i> however was reluctant to use force because he did not want to be responsible for starting a civil war</p>	<ul style="list-style-type: none"> • <i>The attack on Fort Sumter united the North and volunteers were called in</i> • <i>The Civil War had begun</i>



SLAVE CONCENTRATION, 1860



SECESSION

Name - _____

US - The Causes to the Civil War

_____1. Which reform movement is most closely associated with William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe?

- 1) Abolitionist
- 2) Labor
- 3) Populist
- 4) Progressive

_____2. Passage of the Kansas-Nebraska Act (1854) was criticized by Northern newspapers because it

- 1) limited settlement in those territories
- 2) repealed the 36°30' line of the Missouri Compromise
- 3) upheld the Supreme Court decision in *Gibbons v. Ogden*
- 4) admitted Maine to the Union as a free state

_____3. What was one result of the Supreme Court's decision in *Dred Scott v. Sanford* (1857)?

- 1) Sectional tension increased.
- 2) The slave trade was abolished.
- 3) Northern states were more willing to compromise.
- 4) Southern states immediately seceded from the Union.

_____4. Before the Civil War, the collapse of the Whig Party and the formation of the Free Soil and the Republican parties showed that

- 1) opposing views on slavery affected national unity
- 2) Americans were united in their political views
- 3) major political parties received most of their support in the South
- 4) Americans were divided over the issue of unlimited coinage of silver

_____5. Which event was the immediate cause of the secession of several southern states from the Union in 1860?

- 1) the Dred Scott decision, which declared that all prior compromises on the extension of slavery into territories were unconstitutional
- 2) the Missouri Compromise kept an even balance between the number of free and slave states
- 3) the raid on the federal arsenal at Harpers Ferry, which was led by the militant abolitionist John Brown
- 4) the election of President Abraham Lincoln, who opposed the spread of slavery into the territories

Base your answer to question 6 on the passage below and on your knowledge of social studies.

. . . And now to the point. In our opinion, an opinion which has been formed from data obtained by assiduous [thorough] researches, and comparisons, from laborious investigation, logical reasoning, and earnest reflection, the causes which have impeded the progress and prosperity of the South, which have dwindled our commerce, and other similar pursuits, into the most contemptible insignificance; sunk a large majority of our people in galling poverty and ignorance, rendered a small minority conceited and tyrannical, and driven the rest away from their homes; entailed upon us a humiliating dependence on the Free States; disgrace us in the recesses of our own souls, and brought us under reproach in the eyes of all civilians and enlightened nations—may all be traced to one common source, and there find solution in the most hateful and horrible word, that was ever incorporated into the vocabulary of human economy—Slavery! . . .

— Hinton Helper, *The Impending Crisis of the South: How To Meet It*, 1857

_____6. This statement most clearly expresses the author's opinion that slavery

- 1) should be extended into the western territories
- 2) caused the North to be dependent on the South
- 3) was the cause of economic and social problems in the South
- 4) was the reason the South should secede from the Union

_____7. One way in which Frederick Douglass, William Lloyd Garrison, and Sojourner Truth are similar is that they all supported the

- 1) abolitionist movement
- 2) passage of Black Codes
- 3) nullification theory of States rights
- 4) plantation system in the South

_____8. Abraham Lincoln's 1858 warning that "a house divided against itself cannot stand" referred to sectional differences over the

- 1) treatment of Native American Indians
- 2) issue of slavery
- 3) funding for internal improvements
- 4) treaties with European nations

_____ 9. The Missouri Compromise of 1820 and the Compromise of 1850 were attempts by the federal government to

- 1) limit immigration from Europe
- 2) reduce the conflict over slavery
- 3) settle border disputes with Mexico
- 4) control the migration of settlers to new western territories

_____ 10. Which heading best completes the partial outline below?

I. _____

- A. Disputes over tariff rates
- B. Introduction of slavery into the territories
- C. Demands of abolitionists
- D. Disagreements over States rights

- 1) Reasons for the American System
- 2) Successes of Third Political Parties
- 3) Causes of Sectionalism
- 4) Justifications for Economic Reform

_____ 11. Which event led directly to the secession of several Southern states from the Union?

- 1) violence in Kansas over the spread of slavery
- 2) election of Abraham Lincoln as president in 1860
- 3) publication of Uncle Tom's Cabin
- 4) raid by John Brown at Harpers Ferry

_____ 12. Which of the following was an immediate result of the Compromise of 1850?

- 1) "Bleeding Kansas"
- 2) the passage of the Kansas-Nebraska Act
- 3) the admission of California as a free state
- 4) the abolition of the slave trade in Washington, DC

_____ 13. Which of the following was intended to spark a general slave uprising?

- 1) *Uncle Tom's Cabin*
- 2) the Underground Railroad
- 3) John Brown's raid on Harpers Ferry
- 4) the Lecompton constitution

Base your answers to questions 14 and 15 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The right way to settle the question of slavery in the territories is to let the people who live there determine if their state is to be slave or free.

Speaker B: The Supreme Court's decision in *Dred Scott v. Sanford* is exactly what this country needs. Perhaps now the abolitionists will stop their meddling.

Speaker C: Secession is unlawful and treasonous. Everything possible must be done to preserve the Union.

Speaker D: The rights of the states must be protected. The federal government is exceeding its authority.

_____ 14. The solution proposed by Speaker A is known as

- 1) nullification
- 2) the spoils system
- 3) popular sovereignty
- 4) federal supremacy

_____ 15. Which speaker most accurately represents the opinions of President Abraham Lincoln?

- | | |
|------|------|
| 1) A | 3) C |
| 2) B | 4) D |

- **Publication of The Liberator**
- **Kansas-Nebraska Act**
- **Dred Scott decision**

_____ 16. The events listed above all contributed to the

- 1) outbreak of the Civil War
- 2) formation of the policy of Manifest Destiny
- 3) passage of the Missouri Compromise
- 4) annexation of Texas

_____ 17. The Kansas-Nebraska Act called for the fate of slavery in both territories to be decided by the

- 1) Senate.
- 2) state's legislature.
- 3) Supreme Court.
- 4) popular sovereignty.

Base your answers to questions 18 and 19 on the quotation below and on your knowledge of social studies.

... In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend it." ...

— President Abraham Lincoln, *First Inaugural Address*, March 4, 1861

_____ 18. President Lincoln made this statement in an effort to

- 1) urge Congress to spend money to buy the freedom of slaves
- 2) convince Southerners that he posed no threat to their way of life
- 3) offer to compromise his position regarding territorial expansion of slavery
- 4) persuade Americans that war between the North and South was unavoidable

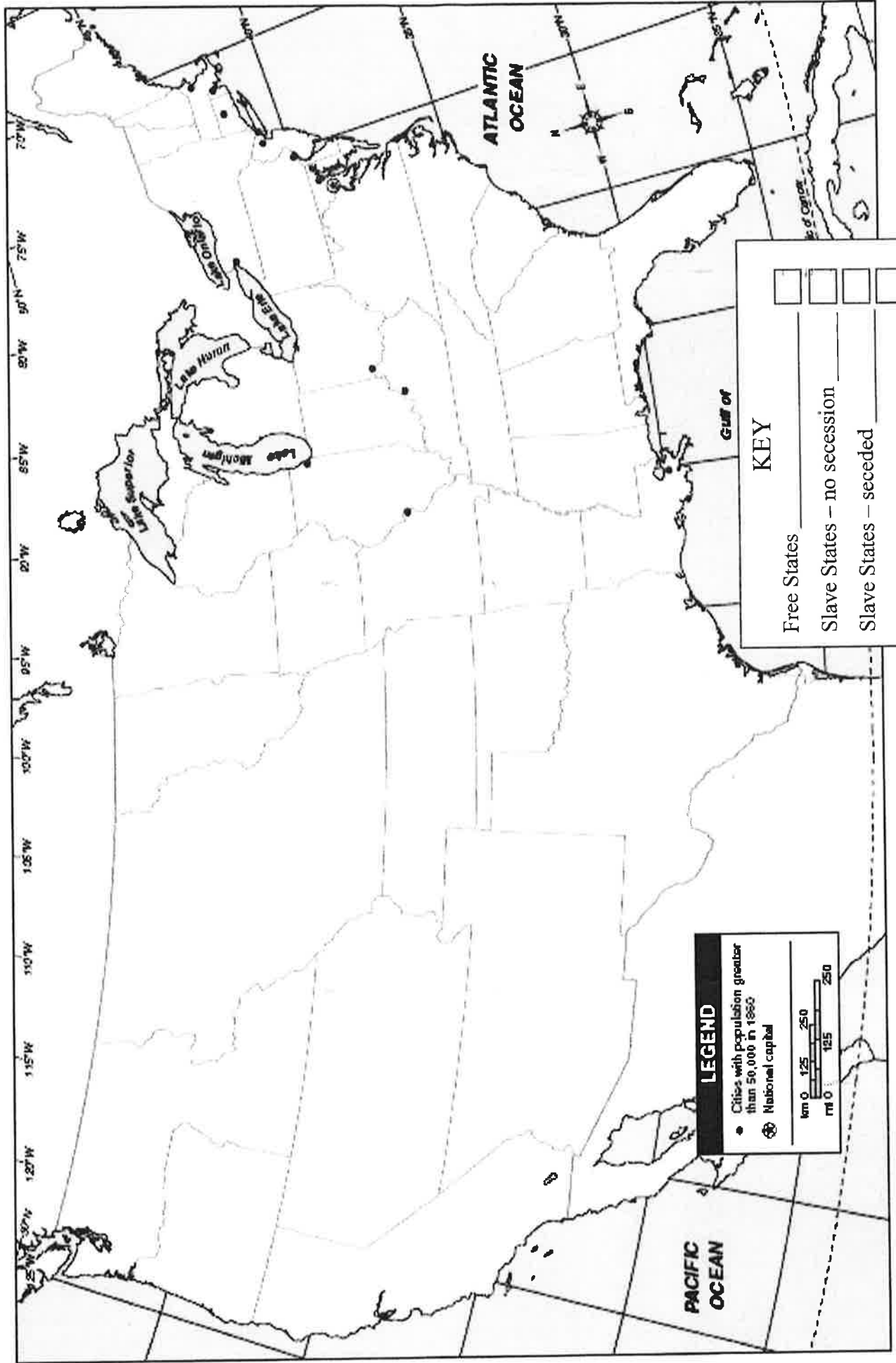
_____ 19. When President Lincoln made this speech, which step toward civil war had already taken place?

- 1) The Emancipation Proclamation had been issued.
- 2) Union troops had invaded several Southern states.
- 3) General Robert E. Lee had led an attack on Gettysburg, Pennsylvania.
- 4) Several Southern states had seceded from the Union

_____ 20. Which of the following reflects the correct sequence of events?

- 1) Bleeding Kansas->secession of South Carolina->Lincoln elected President->formation of the Confederate States of America
- 2) Bleeding Kansas->Lincoln elected President->secession of South Carolina->formation of the Confederate States of America
- 3) Lincoln elected President->Bleeding Kansas->secession of South Carolina->formation of the Confederate States of America
- 4) Lincoln elected President->secession of South Carolina->formation of the Confederate States of America->Bleeding Kansas

United States of America: 1860



LEGEND

- Cities with population greater than 50,000 in 1860
- ★ National capital

km 0 125 250
mi 0 125 250

KEY

Free States	<input type="checkbox"/>
Slave States – no secession	<input type="checkbox"/>
Slave States – seceded	<input type="checkbox"/>
Territories	<input type="checkbox"/>