**Unit 7- Slavery in America**

**Northwest Ordinance of 1787:**

Established by the Articles of Confederation.

Developed to organize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the Northwest Territory and guaranteed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of settlers and BANNED .

**Missouri Compromise of 1820:**

(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ proposed this in 1820)

\* Key Points Missouri Compromise: This plan hoped to avoid conflicts over slavery

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would enter the Union as a “free” state

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would enter the Union as a “slave” state

3. The free/slave state border for new states would now be at the \_\_\_\_\_\_\_\_\_ line

**Abolitionist Movement**

Abolition was the movement to end slavery

1. **John Brown: Who was he?**
	1. **What incident, in Kansas, did he & his sons take part in that made national news?**

* 1. **What was the Pottawatomie Massacre?**
1. **John Brown’s raid**- **Where was the attack?**
	1. **What did John Brown hope to do by leading this raid?**
		1. **How did many northerners feel about the raid?**
		2. **How did many southerners feel about the raid?**
	2. **How did John Brown’s raid affect the people in the North and in the South?**

**3. Harriet Tubman/Underground Railroad:**

**4. William Lloyd Garrison/The Liberator:**

1. **Elihu Embree/The Emancipator:**
2. **Harriet Beecher Stowe/Uncle Tom’s Cabin:**
3. **Virginia Hill and Free Hill, Tennessee:**
4. **Francis Wright and Nashoba Commune:**
5. **Frederick Douglass/The Slave Narratives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

“The Slave Narratives” provided the most powerful voices contradicting the slaveholders' favorable claims concerning slavery. By their very existence, the narratives demonstrated that African Americans were people with mastery of language and the ability to write their own history. The narratives told of the horrors of family separation, the abuse of black women, and the inhuman workload. They told of free blacks being kidnapped and sold into slavery. They described the frequency and brutality of flogging and the severe living conditions of slave life. They also told exciting tales of escape, heroism, betrayal, and tragedy. The narratives captivated readers, portraying the fugitives as sympathetic, fascinating characters.

The narratives also gave Northerners a glimpse into the life of slave communities: the love between family members, the respect for elders, the bonds between friends. They described an enduring, truly African American culture, which was expressed through \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_. Then, as now, the narratives of ex-slaves provided the world with the closest look at the lives of enslaved African American men, women and children. They were the abolitionist movement's voice of reality.

**Compromise of 1850:**

5 Key components of the **Compromise of 1850**: (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ came up with this idea)

 1.

2.

3.

 4.

5.

**Debating the Compromise of 1850 and the free/ slave state issue:**

**John C. Calhoun versus Daniel Webster**

**John C. Calhoun**

**What did John C. Calhoun argue about letting California in as a free state?**

Letting California join as a free state would destroy the balance in \_\_\_\_\_\_\_\_\_\_\_ and he believed southern states to be allowed to “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (\_\_\_\_\_\_\_\_\_\_ from the Union)

**Daniel Webster**

In contrast, Daniel Webster favored Henry Clay’s plan stating: “I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_......

I speak today for the preservation of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Hear me for my cause.”

Daniel Webster criticized **Northern**  and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ who talked of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (officially withdrawing from the union).

**What were the effects of the Compromise of 1850?**

Even though it hoped to settle the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ disputes in new territories, it actually caused a bigger split between the \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_

**What did the Fugitive Slave Act do?**

**Kansas-Nebraska Act of 1854**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ came up with it **Kansas- Nebraska Act**

**What did the Kansas- Nebraska Act do?**

**Why was the Kansas- Nebraska Act important?**

**What was “Bleeding Kansas”?**

**Sumner/ Brooks Incident:**

**Why did South Carolina Representative Preston Brooks attack Massachusetts Representative Charles Sumner?**

**Republican Party**

**What was the purpose the Republican Party was formed in 1854?**

**Dred Scott v. Sandford (1857)**

**Who was Dred Scott?**

**Why did Dred Scott sue?**

**What did the Supreme Court decide about Dred Scott?**

**Why was this decision so important?**

**Lincoln/ Douglas Debates**

**Famous debates between Stephen Douglas and Abraham Lincoln**

These were a series of debates for the 1858 Illinois Senate seat by Republican candidate Abraham Lincoln and Democrat Stephen Douglas. Douglas wins the Senate seat but Lincoln becomes nationally known.

 Debater their arguments presented in the debates

**Abraham Lincoln** 1.

2.

**Stephen Douglas** 1.

2.

**“A House Divided” speech**

**During one of the debates, Lincoln gave this famous speech**

**Speech excerpt:** Lincoln stated “In my opinion, it [disagreement over slavery] will not cease, until a crisis shall have been reached and passed. **A house divided against itself cannot \_\_\_\_\_\_\_.** I believe this government cannot endure permanently half \_\_\_\_\_\_\_ and half \_\_\_\_\_\_\_\_. I do not expect the Union to be dissolved- I do not expect the house to fall- but I do expect it will cease to be divided.”

**What does Lincoln mean by this speech?**

**Identify slave conditions, how they adapted, and resisted**

**Slave Conditions:**

 **Housing**:

 **Food:**

 **Clothes**:

**Free Time:**

**Rights**:

**Types of Slave Labor:**

**Adapting to Slavery:**

**Resistance:**