1. Westward Movement (pp. 287–289) At the end of this section, the authors refer to the “heedless exploitation of the West’s natural bounty” while going on to say that Americans “revered nature and admired its beauty.” *** Can these two seemingly contradictory statements be reconciled?

2. Immigration and Urbanization (pp. 290–297)
a. The population chart on p. 290 shows that, due to a high birth rate and immigration, the country in 1860 was roughly _____ times bigger than it was in 1790. If the population today is about 275 million, it is approximately _____ times bigger than it was in 1860. Also in this first section, the authors describe the squalid conditions in the new booming urban centers. *** Can you think of any similar city in the world today where growth is much too fast for the basic services (“infrastructure”) to catch up?

b. Briefly list a few distinctive characteristics of the Irish and the German immigrant groups.

<table>
<thead>
<tr>
<th>IRISH</th>
<th>GERMAN</th>
</tr>
</thead>
</table>


c. The Protestant majority was concerned about the growing influence of __________________ (a religious denomination), which in the 1840s developed its own separate educational system. The American or “________-________” Party began about 1849 centered around the concept of anti foreignism. (Note how America’s love/hate attitude toward immigrants constitutes a recurring theme.)

3. Industry and the Factory System (pp. 297–304)
a. List two reasons cited by the authors that the Industrial Revolution didn’t hit America until the 1830s and 1840s, much later than it did in Britain.

(1) 

(2) 

b. What do the authors mean on p. 303 when they say that Eli Whitney gave a boost to slavery “and perhaps made inevitable the Civil War” but at the same time “helped factories to flourish in the North,” thus contributing to the ultimate Northern victory?

(1) “…Civil War inevitable”

(2) “…ultimate Northern victory”
c. What is distinctive about the new “limited liability corporations (p. 304)”? *** Can you guess why this form of business organization was so important to industrialization?

4. **Workers and Women (pp. 304–309)**

   a. *** What do you think would be the main differences between working in a craft shop (illustration p. 305) and the more efficient factories illustrated on pp. 307 and 309?

      (1) Craft shop:

      (2) Factory:

   b. Regimented factory jobs, such as those at the first big water-powered textile mill at _________, Mass., were seen by many single girls as a way to escape the farm. Besides factory work, the “caring professions” open to women included nursing, domestic service, and _________. Upon marriage, most women left the workforce. How do the authors define the “cult of domesticity (p. 307)”? *** What is your reaction to this view of women’s role in family life?

      (1) Definition:

      (2) Reaction:

5. **Transportation (pp. 309–317)** (Note: In 1800, the biggest obstacle to national development was that people, goods, and even letters could not move faster than animals could walk, rivers could flow, or the wind could blow. Revolutionary developments, primarily the steamboat and railroad, would change that fast.) The first major wagon road west, the National or _________ Road, was started in 1811. The revolutionary steamboat, invented by Robert _________ in 1807, allowed people and goods to move upstream as well as down. The first big western canal, the ________ Canal, pushed through in 18____ by Governor DeWitt __________, benefited its Atlantic terminus at ________ City at the expense of cities like Boston. The first American railroad appeared in 18___ and soon superseded the canal system in terms of importance. Look at the railroad map on p. 313. By 1860, the Midwest was sending its agricultural products and raw materials mostly to the ________ (North or South), enabling that region to specialize in manufacturing and shipping. The South had to continue specializing in its cash crops such as __________ (its biggest cash crop), which it sent out via its navigable waterways. This new regional specialization will provide a big advantage to the ________ (North or South) in the eventual Civil War. (Note: Without these new transportation links, the South might have expected closer ties with the Midwest because Midwestern waterways all drain out through New Orleans.)

6. **Market Revolution (pp. 317–318)** In this section, the authors summarize the drastic change from the home as a self-sufficient economic enterprise to the home as a refuge from more specialized, market-oriented work outside. They also point to the growing gulf between rich and poor that caused class warfare in many European countries. What two reasons do they give for the relative absence of class conflict in America, despite these wide disparities between rich and poor?

   (1)

   (2)
CHAPTER 14 TERM SHEET
The National Economy

Pages 287–289
Natty Bumppo (James Fenimore Cooper)
Captain Ahab (Herman Melville)
“Rugged individualism”
“Rendezvous system”
George Catlin

Pages 290–297
Urbanization
Immigration (first wave)
Irish potato famine (1840s)
“Biddies” and “Paddies”
Ancient Order of Hibernians
“Molly Maguires”
Tammany Hall
European democratic revolutions (1848)
Kindergartens
American or “Know-Nothing” Party (1849)

Pages 297–304
Industrial Revolution
Factory system
Samuel Slater (1791)
Eli Whitney
Cotton gin
Interchangeable parts
Elias Howe (1846)
Isaac Singer
Patents
“Limited liability” corporations
Samuel F. B. Morse (1844)

**Pages 304–309**

“Wage slaves”

Ten-Hour Day (1840)

Trade unions

“Factory girls”

Lowell mills

Catherine Beecher

“Cult of domesticity”

“Women’s sphere”

Fertility rate

“Modern” family

John Deere (1837)

Cyrus McCormick (1830s)

“Cash-crop agriculture”

**Pages 309–317**

Lancaster “turnpike” (1790s)

National/Cumberland Road (1811-1852)

Robert Fulton (1807)

Erie Canal (1817-1825)

DeWitt Clinton

Railroad (1828)

Cyrus Field (1858)

“Clipper” ships

Pony Express (1860)

**Pages 317–318**

John Jacob Astor

“Social mobility”
1. **Religion (pp. 320–324)** *Note: Try to figure out why waves of “evangelical” religion periodically sweep over the country. The evangelical “religious right” makes up a potent cultural and political force today.*

   a. What do the authors mean on p. 331 when they say that the Second Great Awakening was a “reaction against the growing liberalism in religion”? What ideas were they reacting against?

   b. Revival religion stressed personal conversion (as opposed to predestination) and was particularly strong among Methodists and ____________. The evangelist most associated with the religious “Awakening” of the 1820s to the 1840s is Charles Grandison ____________, and the movement was especially strong in western New York along the route of the _________ Canal in what came to be called the _________-_________ District. Evangelical religion tended to appeal to women more than men and women spearheaded moral reform movements including abolitionism. One of the largest new denominations was ____________, founded in upstate New York in 1830 by Joseph __________. Eventually this group migrated to __________ under the leadership of Brigham __________ *** What do you find interesting about the Mormon Church?

2. **Education and Reform (pp. 324–330)**

   a. This section covers the growth of tax-supported public education in the mid-1800s, particularly the work of reformers such as Horace ________. Emma __________ and Mary ________ led efforts to increase educational opportunities for women. Reformers tackled many issues. The reformers included Dorothea _____, who successfully fought to change criminal codes and treatment of the mentally ill.

   b. The American _____________ Society, formed in Boston in 1826, was part of this reform spirit. *(Note that alcohol intake was then something like three times what it is today and it’s still a big problem today!)* *** As you read the section about the fight against alcohol abuse, try to think of one similarity and one difference with the “war on drugs” of today.

      (1) Similarity:

      (2) Difference:

3. **Women’s Rights and Utopian Movements (pp. 330–333)**

   a. What three examples do the authors use to support their argument that women were “legally regarded as perpetual minors”?

      (1)

      (2)

      (3)
b. In what areas do the authors say women were considered superior to men?

c. The three early feminist leaders mentioned here are Lucretia ________, Elizabeth Cady ____________, and Susan B. _____________. Two of these women were _____________, one of the earliest religious denominations to stress full equality. The Woman’s Rights Convention, commonly considered to mark the beginning of the modern feminist movement, was held in _____________, New York in 18__. The Declaration of _____________, issued at the end of this convention, was modeled on the American Declaration of _____________, but it declared that “All men and ________ are created equal.” Many women at this convention and later argued against including a demand for the right to vote. *** If you had been a relatively conservative woman, what argument might you have used against demanding the ballot?

d. Perhaps as a forerunner of the hippies of the 1960s (or of certain “cults” today), a variety of noble but largely unsuccessful “communalistic” utopian societies sprang up in this individualistic and anti-authoritarian age including New __________ in Indiana, _________ Farm in Massachusetts, and the _________ Community in New York.

4. Science and Art (pp. 333–339)
   a. *** What impressed you most when reading about the state of health and medicine in the mid-nineteenth century?

   b. The section on art is not overly complimentary about American contributions but does mention Thomas ____________ in the field of architecture and the _________ _________ school of landscape painters influenced by the upsurge of nationalism after the War of 1812.

5. Blossoming of a National Literature (pp. 339–345)
   a. What was distinctive about “Knickerbocker Group” writers such as Washington _________, James Fenimore _________, and William Cullen ____________?

   b. How do you summarize the “transcendentalist” philosophy of Ralph Waldo ____________ and how did Henry David ____________ implement that philosophy with his Waldon Pond experiences?
      (1) Definition:
      (2) Implementation:

   c. Note a distinguishing feature of the works of three of the writers mentioned in the remainder of the chapter that you found most interesting. *** Have you read anything by any of these writers?
      (1)
      (2)
      (3)
VARYING VIEWPOINTS
Reform Movements/Abolitionism

1. This essay is interesting because it points out how the historical interpretation of various social reform movements has been related to the current level of reform activity. Read the fourth paragraph on pp. 346-347 about the “historiography” of abolitionism. How were the abolitionists generally viewed in the early twentieth century when African-Americans were institutionalized second-class citizens and there was little effort at reform? How has this view changed since the civil rights movement of the 1960s?

   Early twentieth century:

   Later twentieth century:

2. Most of us have grown up with a positive view of abolitionists and crusaders for minority rights. But in such movements, there are always those who argue for smaller, incremental steps and compromise rather than pushing for a “pure” position - a demand for radical change that risks entrenchment of the opposition and possible conflict. From this perspective, how might some historians have “blamed the fanaticism of the abolitionists for the Civil War”?

© Copyright Houghton Mifflin Company  
Student Reading Questions for*The American Pageant*, Twelfth Edition
CHAPTER 15 TERM SHEET
Reform and Culture

Pages 320–324
Deism
Unitarians
Second Great Awakening
Charles Grandison Finney
“Burned-Over District”
Joseph Smith (1830)
Mormon Church (Latter-Day Saints)
Brigham Young (1846-1847)
Utah statehood (1896)

Pages 324–330
Horace Mann
Noah Webster
McGuffey’s readers
Emma Willard
Mary Lyon
Lyceum lecture associations
Dorothea Dix
William Ladd
American Temperance Society (1826)

Pages 330–333
Lucretia Mott
Elizabeth Cady Stanton
Susan B. Anthony
Seneca Falls Convention (1848)
“Declaration of Sentiments”
“Communitarian” utopias
Robert Owen/New Harmony (1825)
Brook Farm (1841)
John Noyes/Oneida Community (1848)
Shakers

Pages 333–339
Louis Agassiz
Asa Gray
John J. Audubon
Monticello/University of Virginia
“Hudson River” school
Stephen C. Foster

Pages 339–345
“Knickerbocker” group
Washington Irving
James Fenimore Cooper
William Cullen Bryant
Transcendentalism
Ralph Waldo Emerson
Henry David Thoreau
Walt Whitman
Henry Wadsworth Longfellow
John Greenleaf Whittier
Louisa May Alcott
Emily Dickinson
Edgar Allen Poe
Nathaniel Hawthorne
Herman Melville
George Bancroft
CHAPTER 16
The South and Slavery, 1793–1860

1. **Part Three Introduction (pp. 348–349)** This introduction gives you a preview of the authors’ answers to certain key questions about the causes and consequences of the nation’s “awesome trial by fire,” the Civil War. Look at this section and list three major questions you think the authors will be addressing in the next seven chapters.

   (1) 
   (2) 
   (3) 

2. **Southern Economy and Social Structure (pp. 350–356)**
   a. Explain the connection between the invention of the cotton gin by Eli _________ in 17___ and the rapid expansion of short-staple cotton production based on slave labor in the South. If the cotton gin actually made picking seeds from cotton much easier, why did planters perceive a vastly increased need for slave labor?

   b. Cotton was king in both the South and in Britain. By 1840, cotton amounted to _____ percent of U. S. exports and accounted for more than _____ percent of the world’s supply. Britain’s economy was based on cotton textiles, and Britain got _____ percent of its fiber supply from the South. (No wonder Southerners thought England would “be tied to them by cotton threads” in the event of conflict with the North.)

   c. List two negatives of this Southern plantation economy mentioned by the authors (pp. 352–353).

      (1) 
      (2) 

   d. Although most slaves were owned by the large-scale planters, most slave-owners held only a few slaves each, and often worked together with them in the fields. The chart on p. 353 shows that, out of about 345,000 slave-owning families, only about ______ families owned fifty or more slaves, representing about ____ percent of the total. Fully _____ percent of Southern whites owned no slaves at all. List two reasons cited by the authors to explain why many poor whites without slaves remained staunch defenders of the slave system.

      (1) 
      (2) 

3. **Conditions of Slavery (pp. 356–362)**
   a. If northerners were really against slavery, why do you think they treated individual free blacks with such disdain?

   b. With slave importation outlawed since 1808, the slave population grew to a total of ___ million by 1860 primarily by natural reproduction. Unlike the North, wealth in the South was not held in monetary form, but rather in the form of land and _________. What did it mean to sell a slave “down the river”? Slaves were being sold from where to where?
c. List two examples of the fact that slaves had absolutely no political or civil rights.
   
   (1) 
   
   (2) 

d. What do the authors conclude on pp. 360–362 about black family and religious life?

e. *** Did anything surprise you about the extent of slave resistance and rebellion (p. 362)?

4. Abolitionism (pp. 362–368)
   a. The ___________ (a religious sect) were among the first to advocate abolitionism. In the early 1820s, the emphasis was on sending ex-slaves back to Africa, especially to the West African country of ___________. A small minority of fervent abolitionists emerged in the 1830s, encouraged by the freedom given by ___________ (a country) to its West Indian slaves, and by the religious spirit of the Second Great ______________. What is the essential difference between a radical abolitionist, such as William Lloyd ___________, and a more practical or political abolitionist, such as the ex-slave Frederick ___________? *** Had you been against slavery at the time, put an (*) by the approach you would have favored.
      
      (1) Radical: 
      
      (2) Political/practical: 

b. *** If you had been a moderate Southerner at the time, list two legitimate arguments you might have used against the call of the radical abolitionists for the immediate release of all slaves with no compensation to their owners.
      
      (1) 
      
      (2) 

c. Look at the cartoon on p. 367. In reaction against increasingly perceived threats to their way of life, Southerners began advancing arguments as to why slavery was a “positive good.” *** What do you think of the argument that the North was hypocritical because southern slaves had it better than did the “wage slaves” of the North? Was there any truth in this charge?

   d. Were the abolitionists popular or unpopular in the North? Why?
VARYING VIEWPOINTS
Nature of Slavery

Read the Varying Viewpoints essay and address ONE of the following questions:

1. According to historian Eugene Genovese, what motivated southern slave-owners to embrace “a strange form of paternalism” toward their slaves? *** Do you agree with the authors that this paternalistic attitude had the effect of subverting the “racist underpinnings” of the slave society?

2. Although economic historians have demonstrated that slavery was still a profitable proposition at the time of the Civil War, it was dying out as an institution in other places around the world. *** Do you have any thoughts as to what would have happened to slavery in America in the absence of a Civil War?

3. Slaves were purposefully kept illiterate and therefore left few written records of their life on the plantations. Technology for audio and video recordings was unavailable and few travelers from the North recorded observations on slave treatment, lifestyle, or culture. *** If you were a historian trying to make conclusions about these subjects, what types of sources would you consult? Do you think an “objective” picture of southern slavery is possible to construct?
CHAPTER 16 TERM SHEET
The South and Slavery

Pages 350–356
Eli Whitney
“Cotton Kingdom”
Planter aristocracy
Sir Walter Scott
“Poor white trash”/“hillbillies”/“crackers”

Pages 356–362
Free blacks
Sold “down the river”
Harriet Beecher Stowe
Denmark Vesey (1822)
Nat Turner (1831)

Pages 362–368
Abolitionism
American Colonization Society (1817)
Liberia (1822)
British emancipation (1833)
Theodore Dwight Weld
Lyman Beecher
William Lloyd Garrison/The Liberator (1831)
American Anti-Slavery Society (1833)
Wendell Phillips
David Walker
Sojourner Truth
Martin Delaney
Frederick Douglass
Rev. Elijah P. Lovejoy (1837)
1. **Politics of the 1840s (pp. 370–374)** The key theme of the 1840s is the growing urge for territorial expansion. The first Whig Party president, ex-General William Henry __________, died shortly after taking office in 1841. The new president was John ____________, an ex-Democrat from ____________, who disliked Andrew Jackson personally but supported many of the Democratic states-rights positions. America, despite having used British capital extensively to build its roads and canals, was at odds with ____________ during this period. Successful diplomacy, however, between Britain's Lord ____________ and Secretary of State Daniel ____________ resolved a sticky dispute over the northern border of the state of ____________ in 1842.

2. **Texas and Oregon (pp. 374–377)**
   a. Whether or not to annex the Republic of Texas (which, remember, became independent of Mexico in 1836 and was looking for allies in Europe if it couldn’t unite with the U.S.) became a big issue in the election of 1844. Democrat James K. ___________ wanted expansion but the Whigs, who nominated Henry ___________, resisted not wanting to stir up the debate about admitting a new slave state. The expansionists won, so President Tyler, as his last act in office, shepherded through the admission of Texas in early 18___. This greatly angered ____________, which had not given up its own claim to Texas. *** Based on what you’ve read, would you have been (check one) ____ a) in favor of, or ____ b) opposed to annexing Texas in 1845? Why?

   b. The British had long traded in the Pacific Northwest while, in the 1840s, Americans were streaming into the southern part of that territory over the _________ Trail. Americans claimed that part of the Oregon Territory north to the ____ parallel (the present border with Canada) while Britain claimed territory south to the _____________ River (the present Washington-Oregon border).

3. **Polk and Manifest Destiny (pp. 377–380)**
   a. Note the authors’ summary on p. 377 of the gung-ho creed of “Manifest Destiny”—i.e., taking over new territory to gain riches and to spread America’s “uplifting and ennobling democratic institutions.” *** What do you think was the real mix of “greed and ideals—‘empire’ and ‘liberty’” in this philosophy? Do you think that some of this spirit lingers in our national character today?

   b. Although James K. __________ had won but a narrow victory in the election of 1844, it was seen by many as a mandate for expansion. Expansionist Democrats wanted Polk to carry out his campaign pledge to fight Britain if necessary to extend the border of the Oregon Territory as far north as the latitude __________ (the present southern border of Alaska). But Polk, a Southerner more concerned with Texas and California, agreed with Britain in 1846 to accept the present boundary with Canada at latitude __________. While this was America’s original objective, why did some in the Northwest and some antislavery forces call the agreement a “base betrayal by the South” (p. 380)?

4. **War with Mexico, 1846–1848 (pp. 380–384)**
   a. Remembering how Texas gained its independence and then applied for admission to the U.S., what do the authors mean when they say that, to gain California (his real objective), Polk thought he might be able to “play the Texas Game” (p. 380)?
b. *** After reading about the Texas boundary dispute, the aborted mission of John __________ to try to buy California from Mexico, the military mission of General Zachary __________ to the disputed area between the Rio Grande River and the __________ (means “nuts” in Spanish!) River; and Polk’s war message to Congress, what is your response to the question posed by the authors on p. 383: Did Polk provoke war with Mexico? Explain.

c. During the ensuing war with Mexico (which was led by Gen. Santa __________), U.S. General Stephen W. __________ and Captain John C. __________ helped secure California, General Zachery __________ won a big battle in Northern Mexico at __________ ________ in early 1847, and the main force under General Winfield __________ landed at Vera Cruz and successfully captured the Mexican capital of __________ ________ in late 1847.

5. Consequences of the Mexican War (pp. 384–388)
a. The 1848 Treaty of Guadalupe __________ ending the Mexican War was negotiated for the U.S. by Nicholas P. ________. The treaty confirmed American title to __________ and turned over to the U.S. all territory to the west, including the coveted __________, in return for the payment to Mexico of $____________. *** What do you think of this outcome? If the U.S. won the war, why pay Mexico anything? If American troops had captured the Mexican capital, why do you think the U.S. didn’t press to annex all of Mexico?

b. What impact do the authors say (pp. 385–388) the Mexican War had on each of the following?

(1) American lives lost:

(2) American military preparedness:

(3) Latin American relations:

c. What was the Wilmot Proviso and what was its significance? Why (although it was never adopted) does the proviso illustrate the fact that the war “re-aroused the snarling dog of the slavery issue”?

(1) Proviso:

(2) Significance:
CHAPTER 17 TERM SHEET
Manifest Destiny

Pages 370-374
William Henry Harrison (1841)
Daniel Webster
Henry Clay
John Tyler (1841)
Canadian insurrection (1837)
Caroline incident (1837)
Webster-Ashburton Treaty (1842)

Pages 374-377
Texas Republic
James K. Polk (1844)
Admission of Texas (1845)
Oregon Country
Hudson’s Bay Company
Oregon Trail (1840s)

Pages 377–380
“Manifest Destiny”
1844 election
54° 40' Pledge
Oregon settlement (1846)

Pages 380–384
California, 1845
Texas border dispute
John Slidell mission (1845)
Gen. Zachary Taylor
Nueces River (1846)
Polk war message (1846)
Gen. Santa Anna
Gen. Stephen W. Kearny
Capt. John C. Fremont
Bear Flag Republic
Battle of Buena Vista (1847)
Gen. Winfield Scott
Vera Cruz/Mexico City (1847)

**Pages 384–388**

Nicholas P. Trist
Treaty of Guadalupe Hidalgo (1848)
“*Californios*”
Father Junipero Serra
Wilmot Proviso (1846)