

Chapter 11 Study Guide

Total Number of Pages: 32

Guided Reading Pages: 24

Dates Covered by Chapter: 1800-1855.

Events, Innovations, and Individuals

Remember to include the Why Does It Matter (WDIM)

The Peculiar Institution (pg. 417)—Name given to the practice of slavery in the South so that it could be discussed more politely.

WDIM—

Southern paternalism (pg. 423)—Belief espoused by some slave-owners that they were caretakers or father figures to their slaves rather than taskmasters who just benefitted from slave labor.

WDIM—

silent sabotage (pg. 443)—A form of resistance among some slaves that was used to slow down or undermine the effectiveness of the plantation system.

WDIM—

Underground Railroad (pg. 445)—A loosely connected group of organizations and individuals that existed to help slaves escape the plantation system and flee to the North (or later to Canada) to avoid recapture.

WDIM—

Harriet Tubman (pg. 445)—Legendary conductor on the Underground Railroad. An escaped slave herself who became a leading face of the abolition movement before the Civil War.

WDIM—

Chronology and Context

What is happening in the larger world outside of what will become the United States during this time and how did those things affect American History? (Identify 3)

- o –
- o –
- o –

Guided Reading

Introduction- 416

The Old South- 417



Consider these together

❑ Cotton is King- 417

❑ The Second Middle Passage- 419

❑ Slavery and the Nation- 419

❑ The Southern Economy- 420

- How does the global demand for cotton re-ignite American slavery and tie the whole American economy to it?

❑ Plain Folk of the Old South- 421

❑ The Planter Class- 422

} Consider these together

- Why might some historians classify the poor, southern whites of this era as a forgotten minority?

❑ The Paternalistic Ethos- 423

❑ The Proslavery Argument- 424

} Consider these together

- What are the arguments that slave owners use to justify their reasons for engaging in the practice?

❑ Slavery and Liberty- 425

- How do some slave owners come to see America's found ideals when faced with the reality that they are not compatible with slavery?

❑ Slaves and the Law- 429

❑ Conditions of Slave Life- 429

} Consider these together

- If Southern law classified slaves as property, why were there also laws that required a certain level of treatment for slaves?

❑ Free Blacks in the Old South- 432

❑ The Upper and Lower South- 433

} Consider these together

- How is the experience of free blacks in the South similar to slaves and how is it different?

❑ Slave Labor- 434

❑ Gang Labor and Task Labor- 435

❑ Slavery in the Cities- 437

❑ Maintaining Order- 437

} Consider these together

- How do the various means of controlling slave labor (and its output) clearly illustrate the flaws of the practice as a labor model?

- ❑ Slave Culture- 438
 - ❑ The Slave Family- 438
 - ❑ The Threat of Sale- 439
 - ❑ Gender Roles Among Slaves- 440
- } Consider these together

- In what ways does slavery up-end the traditional family roles of this era for slave families?

- ❑ Slave Religion- 440
 - ❑ The Gospel of Freedom- 441
 - ❑ The Desire for Liberty- 442
- } Consider these together

- How (and why) does the desire for liberty become a religious expression for slave in the antebellum era?

- ❑ Resistance to Slavery- 443
 - ❑ Forms of Resistance- 443
 - ❑ Fugitive Slaves- 443
 - ❑ The Amistad- 445
 - ❑ Slave Revolts- 445
 - ❑ Nat Turner's Rebellion- 447
- } Consider these together

- How do the varied methods of resistance to slavery clearly demonstrate the flawed logic used to support the paternalist ethos?

Reasoning

Provide examples from the chapter for each and explain how your example is best understood with that line of reasoning:

- Change Over Time—
 - What is the situation as described at the beginning of the chapter?
 - How have things changed by the end of the chapter and why?
- Causation—
 - What is ONE event, innovation, or individual that alters the situation and how?

- o What is a SECOND event, innovation, or individual that alters the situation and how?
- o What is a THIRD event, innovation, or individual that alters the situation and how?
- Compare and Contrast—
 - o How do the events, innovation, or individuals in the chapter affect groups of people the same and how are the effects different?
 - o Who wins and who loses because of the events in this chapter? What is won or lost?

Connections

Identify and explain (2) events, innovations, or individuals from the chapter and explain how they still affect us today:

1. –
2. –

Argumentation

Answer each of the following questions related to the content of the chapter and defend your reasoning with evidence:

1. –Do people who espouse the paternalist ethos really believe it or is it just something they say to justify their own actions?
2. –How best does America today deal with the historic reality of slavery in our past?

Unanswered Questions

Identify and explain (2) things from the chapter you would still like to know after completing it:

1. –
2. –