

Name: _____ Date: _____ Class: _____



North Carolina: People, Places, & Progress

Chapter 7: The Antebellum Era

Section 1: The State That Moved Like a Turtle

Focused Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. North Carolina had been a _____ colony before the Revolution.
2. Its tradition of _____ political power of any type, however, reflected the _____ approach that dominated the nation after 1800, and _____ began to contribute to the first ranks of national leadership.
3. North Carolinians were happy to see the _____ of the Tenth Amendment to the U.S. _____. It reserved to the _____ or to the people all power not delegated to the federal government in the _____ itself.
4. During the 1790s, the _____ who wrote the Constitution continued to run the new nation.
5. North Carolinians tried as hard as they could to follow _____ policies, but state leaders often _____ with what was going on in the nation.
6. North Carolinians, however, still resented the _____ for what they had done during the Regulation and _____. Many openly sided with the _____.
7. As a result, in the 1796 _____ election, North Carolinians voted for _____, who had begun to call themselves Democratic-Republicans, led by Thomas _____.
8. Many _____ in North Carolina agreed, and their leaders soon controlled the state. William R. Davie, the state's leading _____, was so disheartened by this attitude that he moved _____.

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to South Carolina. A _____, Nathaniel Macon, replaced him as the state's most _____ leader.

9. _____ became North Carolina's leading spokesman for _____.
10. They believed that Americans should be self-sustaining _____, who depended on themselves, their family, and their _____— in that order—to provide for their needs. _____ was to stay out of the way, except to provide _____ and other matters essential to the nation's _____.
11. When President _____ doubled the size of the nation with the _____ Purchase in 1803, _____ did not support him.
12. In the _____ of 1812, Americans fought the _____ to ensure that Americans could settle the _____ and be safe from interference on the high _____.
13. The War of 1812 had a _____ (minor) impact on North Carolina. The _____ did land at Portsmouth but decided that the state was too _____ to invade.
14. When the _____ invaded Maryland in 1814 and threatened to take Washington, DC, First Lady Dolley Paine _____, a Guilford County native, _____ in the Executive Mansion as long as she could to protect important _____.
15. Waxhaw native _____ became the leading military figure of the war.

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Chapter 7: The Antebellum Era Section 2: The Rip Van Winkle State

Focused Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. One of the most popular stories told in the early years of the 1800s concerned _____, a fictional character in a village along the Hudson River in New York. He was said to have gone hunting, fallen _____ for twenty years, and—when he awoke— been amazed at the _____ that had occurred all around him.
2. At a time when the nation was _____ and _____, the leaders of our state seemed to be asleep to improving conditions. We were being called a _____ state.
3. Most families, therefore, had to practice _____, where they grew first what they need to feed _____ and their livestock. Only then could they _____ their surplus, often to their _____.
4. So neighborhoods practiced _____, where they combined their _____ crops into one large load and trusted their friends and neighbors to go to _____ for them.
5. The _____ did little to help. Most of the legislators were followers of _____, who continued to argue that most problems could be solved without _____ direction.
6. The _____ also started building _____ in the western mountains, including one that became the _____ Turnpike. By connecting travelers to roads leading to _____, South Carolina, it helped make Asheville a more _____ town.

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Section 2: The Rip Van Winkle State

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7. A national _____ (economic slowdown) in 1819 put many farmers in _____.
8. Some _____ North Carolinians tried to make the state better. Their leader after the War of 1812 was Archibald D. _____, one of the most renowned leaders in the history of North Carolina.
9. _____ group eventually presented a series of ideas to the legislature for _____. The two principle plans focus on _____ and _____.
10. _____, a phrase popular at the time, referred mostly to _____. For Americans after the War of 1812, that meant _____ travel.
11. The second part of the plan dealt with _____. Murphey, Caldwell, and others urged the state to fund in every county at least one _____, a school where even the most “common” family could send children to learn “the rudiments of education.”
12. As a result, they were very _____ to fund the Murphey proposals. A national _____ in 1819 made it hard for the state to pay its _____ for a number of years.
13. In 1825, however, the state _____ set up a _____, where revenues from stocks the state held in banks and canals could be used to help _____ schools.

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Section 3: North Carolina Awakens

Focused Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. In 1831, the _____ building in Raleigh burned down. The fire _____ almost all the contents of the 1795 structure, including a _____ of George Washington.
2. Citizens were _____ because of lack of opportunity and disgust with state _____. The old 1776 _____ set up representation by _____, regardless of its size or _____.
3. _____ still mattered more than state to many North Carolina leaders.
4. After more than a half dozen attempts to get the _____ to call for constitutional change, the west _____.
5. The state's voters went to the _____ in 1835 to decide whether to hold a _____ that would address the problems. Almost to a voter, the _____ said yes, and almost to a voter, the _____ said no.
6. The best leaders from both _____ and _____ came to Raleigh in 1835 to _____ the 1776 constitution.
7. The greatest _____ was to make _____ fair across the state. After long debate, the delegates _____. Each county would still have at least one _____ in the House, but more _____ counties would have _____ legislators.
8. In return, the _____ agreed that the state _____ would be appointed by _____. In other words, the _____ a county was, the more _____ it got.

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9. The _____ set up a _____ of power between the two sections of the state for the first time.
10. As for the _____, the new amendments allowed the _____ to elect him directly, instead of letting the _____ choose him.
11. Because the writers of the 1776 constitution never considered that free black men might _____, such men of color had been able to go to the polls. This was _____ in the 1835 amendments. _____ (the right to vote) was also taken away from _____ such as the Lumbee.
12. The _____ passed in North Carolina were part of a broader _____ movement to change how government worked.
13. Jackson built up the _____ Party during his terms as _____ from 1829-1837. Those who _____ Jackson—who often called him “King Andrew” because he was so _____ as president—formed the _____ Party to oppose him.
14. Like Nathaniel _____, Jackson thought the _____, not the _____, should decide where there should be banks.

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Section 4: Whigs Support Development

Focused Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. In North Carolina, Nathaniel Macon and his allies had been strong _____ of President Jackson because they wanted farm families to be left _____ to make their own _____ whenever possible.
2. In contrast, those who _____ Macon became _____ because they wanted to use _____ money and other financial resources to _____ up the state.
3. Because they had the _____ of the west (and parts of the _____ that liked Murphey's call for dredging the sounds) the _____ controlled the state in the 1830s and 1840s.
4. _____ and other Whigs pushed forward both parts of Murphey's plan: _____ and _____.
5. In 1839, the _____ created the state's first public _____ system.
6. If _____ taxes were raised, the state would _____ the plan with money from a rejuvenated (restored) _____. Once a county approved the fund, each neighborhood would get a _____.
7. In 1852, Calvin H. Wiley of Guilford County became the first _____ of public instruction. Wiley introduced _____ for teachers and published a _____ to help teachers improve their skills.
8. During the same period, the _____ in Chapel Hill also grew.

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9. By the 1850s, more North Carolinians were _____ (able to read and write) than ever before, and they had more of their own _____ to read.
10. In the 1830s, the invention of the _____ became one of the most important things ever to happen to the state. A _____ could be built almost _____.
11. Eager to revive the state, both _____ and _____ in the legislature during the reform period voted to use public _____ to invest in the new technology.
12. The first _____, which connected the state capital to the Roanoke River area, _____ to make money, but the second, the _____, was the biggest success in state history.
13. The state's first railroads helped only the _____.
14. When they were _____, first the Wilmington & Weldon (at 161 miles), then the NCRR (at _____ miles), were the _____ railroads in the world.
15. The _____ of the railroads could be seen in the _____. Planters on the Coastal Plain _____ the amount of cotton they grew. _____ farms multiplied in counties along the Virginia line, especially when a _____ reached Danville.
16. The railroads had an _____ on the development of _____ in the state.
17. The _____ town not to get a railroad, _____, resorted to a cheaper innovation. It supported the construction of

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- _____ , often called “farmer railroads,” made out of _____ laid down like a deck across the roadbed.
18. The spirit of _____ spread across the state and had an _____ on most citizens.
 19. In 1849, after a special plea from Dorothea Dix of Massachusetts (a pioneer in the proper care of people suffering from _____ illness), the state _____ the Hospital for the Insane in west Raleigh.
 20. The _____ legislature also encouraged the chartering of _____ academies and colleges.
 21. Support for _____ women became more widespread once the trains brought _____.
 22. The _____ also chartered cotton _____, setting the stage for the later growth of that industry in the state.
 23. A dozen or more _____ were set up in the 1840s. Most were located on tributaries of the Cape Fear River since _____ of the cloth was easily done in Fayetteville.
 24. Edwin M. _____ ran the best-known mill, the _____ Factory near the site of the Regulator battlefield. The Holts produced the first _____ cloth in the state in 1852. They called their product “_____.”
 25. North Carolina had been known as a _____ - _____ state ever since the John Reed family opened the nation’s first significant _____ mine in Cabarrus County in the early 1800s.

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26. North Carolinians tried to mine other _____ products.
_____ ore was taken out of the Cranberry Mine, located in the
_____, west of the present town of Spruce Pine.
27. North Carolina's first _____ mine opened in 1855 at Cumnock,
in what became Lee County.

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Section 5: Racial Issues in the Time of Reform

Focused Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. In the _____ era, the rights of minority groups were _____ by the actions of the white majority in the state.
2. In the early 1800s, North Carolina actually included part of another _____, the area where the _____ lived.
3. North Carolina _____ lived in the deepest part of the _____ and kept many of the old traditions of _____, gathering, and village life.
4. Beginning in the 1820s, southern whites began to _____ the Cherokee and other Native American groups to give up their _____ so that whites could use their rich _____ to grow cotton and other crops.
5. In the 1830s, _____ Andrew Jackson convinced some _____ to sign a treaty calling for their _____ to the West.
6. Despite _____ claims that treaties with North Carolina allowed them to stay in the state, federal _____ continued to corral the Cherokee they could find into wooden _____ (enclosures for prisoners) on the Little Tennessee River.
7. During 1838 and 1839, more than _____ members of the Cherokee nation were forced to move to Indian Territory (later the state of _____) in a journey that was so _____ it came to be known as the _____.

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8. With the help of William H. Thomas, a white who had been _____ into the Cherokee nation, about _____ Cherokee were allowed to remain in _____.
9. Thomas continued to _____ the property in his name to protect the Native Americans from whites who wanted the _____. He became the _____ of the settlement along the Oconaluftee River.
10. During the first half of the nineteenth century, in any given year, about one in _____ North Carolina families owned _____.
11. The greatest _____ of slaves was along the belt of counties where the _____ met the _____, from Hertford south through Pitt and Wayne Counties. These counties had _____ factors that promoted the _____ of slavery.
12. Although most slave-owning North Carolinians owned only one or two slaves, a _____ number of slaves lived on _____ (farms large enough to be strictly organized to produce both enough food for _____ and large amounts of _____ staple crops that earned money for the owners).
13. _____ were primarily tobacco and cotton, but sometimes they included _____ like corn, wheat, and even rice or tar on the Cape Fear River.
14. First, a _____ used its slave labor to _____ off and _____ huge areas of land and graze large numbers of livestock.
15. Second, a plantation that _____ used its slaves taught some of them to be _____. An artisan is a skilled _____.

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16. Third, planters often _____ gang work to cultivate and _____ the fields.
17. Two _____ could make a person a slave. He or she had to be at least _____ African American, and his or her _____ had to have been a slave.
18. Without a visible act of _____ (where a slave was legally freed by a master), a slave was a slave for _____.
19. The _____ defined the social, economic, and physical place of slaves in North Carolina.
20. First, they lacked _____ of movement.
21. Second, a slave was _____ most forms of _____. A slave could learn counting, which was a skill needed on the plantation, but could not legally learn to _____ or _____.
22. A slave could not _____ under state law, either to another slave or to a free person.
23. Quite a number of slaves kept their own _____ and their own _____. Some of the smarter masters allowed slaves to _____ the produce of their own labor, which eased in some ways the _____ that went with slavery.
24. A slave's _____ condition in the antebellum era varied considerably, depending on the _____ of the master.
25. Slaves generally formed close bonds in the _____, the area where their housing was located. Slaves often had their own _____ services in the quarters or a nearby barn.

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26. All slaves faced two horrors. They could be _____, even for a minor infraction against a white, and they or members of their families could be _____ and sent away.
27. A few blacks in North Carolina were _____ but they still suffered from _____ and ill treatment. In towns like Fayetteville, _____ wore a label on their sleeve that identified their condition.
28. “Elder” Ralf Freeman, a _____ slave, became one of the more notable _____ in the Uwharries during the 1820s.
29. Almost two hundred free blacks owned _____. In many cases, the slaves were _____ bought to keep them from being owned by whites.