

SOUTH CAROLINA

Our History, Our Home

Chapter 8

The Antebellum Era

Name: _____ Date: _____

Vocabulary Matching

Directions: Match the vocabulary words in Column A with their definitions in Column B. Write the letter of the correct answer in the space provided.

COLUMN A

____ 1. Abolitionist

____ 2. Acquitted

____ 3. Blue Laws

____ 4. Currency

____ 5. Internal
Improvements

____ 6. Kiln

____ 7. Martyr

____ 8. Menial

____ 9. Nationalism

____ 10. Nullify

____ 11. Secession

____ 12. Sectionalism

____ 13. States' Rights

____ 14. Tariff

____ 15. Yeoman

COLUMN B

A. money

B. declare something invalid

C. a tax

D. oven used for firing pottery

E. dissolving the states to make a separate country

F. a person who wanted to end slavery

G. pride in one's country

H. belief that powers of the state are more important than
powers of the federal government

I. small farmer

J. person who suffers or dies for a cause

K. found not guilty

L. lowly

M. building roads, bridges, canals, etc.

N. allegiance to one's region as opposed to loyalty to the
whole country

O. laws to restrict activity on Sunday

© 2021 Clairmont Press, Inc. DO NOT DUPLICATE WITHOUT LICENSE 1-800-874-8638



Name: _____

Date: _____

Section 1 A Class System

Directions: Use information in your textbook or other sources to complete the chart. List each of the social classes in order from the highest class to the lowest class found in South Carolina during the antebellum era. Then, briefly summarize what the life of each was like.

| Class (From highest to lowest) | Description of Daily Life |
|--------------------------------|---------------------------|
| | |
| | |
| | |
| | |



Name: _____

Date: _____

Section 1 Picking Cotton

Directions: Look at the illustration of slaves picking cotton. Then, using your observations and textbook, answer the questions that follow.



1. What observations can you make about the scene?
2. Why was picking cotton often referred to as “backbreaking”?
3. Why did picking the cotton bolls cause pain?
4. Who might the man standing be?
5. Imagine that you were one of the people in the illustration—picking cotton. Write a journal entry describing your day.



Name: _____

Date: _____

Section 2

The Story of “The Star-Spangled Banner”

Directions: Read the introduction to the Battle of Baltimore that took place during the War of 1812. Then, go to https://amhistory.si.edu/starspangledbanner/pdf/ssb_lyrics.pdf or another website and carefully read the words of our national anthem, “The Star-Spangled Banner,” which was written during that battle. Finally, on a separate sheet of paper, answer the questions on the next page.

The War of 1812 split our nation, as some favored the war and some opposed it. However, during the war, something happened in Baltimore, Maryland, that still makes all Americans proud. It was 1814. Washington, DC, had been burned. American Major General Samuel Smith had gotten the help of Baltimore’s citizens to defend their city against the British. Earlier in the war, Major Armistead, the commander at Fort McHenry in Baltimore’s harbor, had ordered Mary Pickersgill to make an American flag so big that all British ships could see it. The flag maker and her daughter sewed a flag that was 42 feet by 39 feet. The 15 white stars were arranged on a blue background in the upper left corner. The 15 red-and-white stripes were made, interestingly enough, from British wool. The huge flag, which had cost \$405.90 to make, was raised over the fort for everyone to see.

As the British drew closer to Baltimore, Francis Scott Key, a young attorney from Washington, boarded a truce ship to meet with British commanders to try to gain the freedom of Dr. William Beanes, who had been captured by the British. The British agreed to release Dr. Beanes but only after the fighting had ended. Both Key and Beanes were forced to remain on the truce ship as fighting broke out.

The Battle of Baltimore began on Sunday, September 13. The British commander knew he would have to capture Fort McHenry in order to take Baltimore. On Sunday night, the skies were filled with cannon fire, and the air was heavy with the smell of explosives. British troops planned to assault the fort the next morning from the land side as cannons continued to fire on the harbor side.

Unfortunately for the British, their commander was killed and coordination between their ground troops and their naval forces failed. The bombing continued through Monday night without a break. Key watched throughout the night as he saw the “rockets’ red glare, the bombs bursting in air.” As dawn broke over Fort McHenry, he anxiously strained his eyes to see through the heavy smoke. Yes, Mary Pickersgill’s huge flag continued to wave!

The 1,000-man force at Fort McHenry had held off the powerful British navy. As the British retreated, lawyer Key feverishly scribbled down the words to a poem describing what he had seen. He decided to put his completed poem, which friends would call “The Defense of Fort McHenry,” to music. He selected an old drinking song, “To Anacreon in Heaven,” made popular during the Revolutionary War, for his music. Today, you know the poem and the music as “The Star-Spangled Banner.”



Name: _____ Date: _____

Section 2

The Story of "The Star-Spangled Banner" continued

Directions: Read each stanza as you complete the activities.

Stanza One represents questions Dr. Beanes was asking.

1. Draw a rampart.
2. Define perilous.
3. Why was he denoting our land as the "land of the free and the home of the brave"?
4. Draw the flag Mary Pickersgill designed using the description in the reading. Then, use your research skills and an Internet search engine to check your drawing for accuracy. What were the two states that made up the 14th and 15th stars?
5. Use your art skills and illustrate what Key saw as he described it in the first stanza.

Stanza Two is where Key responds to Dr. Beanes's questions.

6. Describe what Key saw, or illustrate what he said in his response to Dr. Beanes.

Stanza Three is a rebuke to those who thought the United States could never win the War of 1812. That stanza is rarely sung today.

Stanza Four is like a prayer for the future of our country.

7. What does Key think about the possibility of future wars?
8. Rewrite the final stanza in your own words.
9. In summary, express how Key describes our country.



Name: _____

Date: _____

Section 2 Sectionalism Divides the Country

Directions: Use a different color to color the three sections of the United States—Northeast, Northwest Territory, and South—that existed prior to the Civil War. Then, use the information in your textbook to describe how each section was different.



| Sectional Differences | | |
|-----------------------|---------------------|-------|
| Northeast | Northwest Territory | South |
| | | |

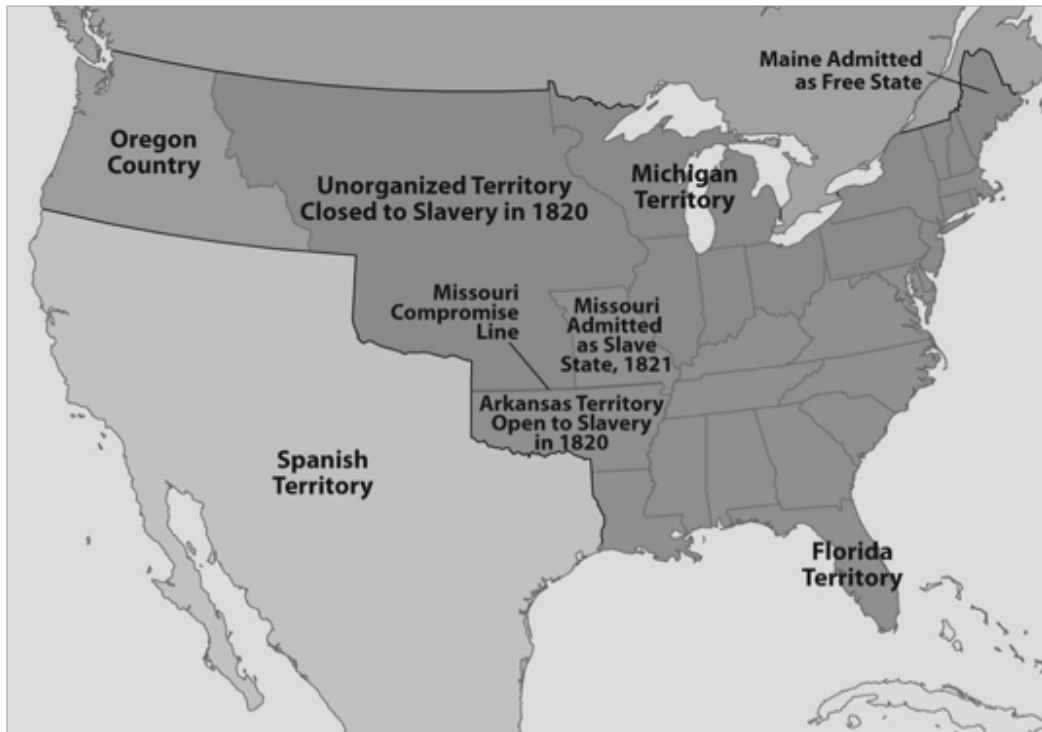


Name: _____

Date: _____

Section 2 The Missouri Compromise

Directions: Use your textbook and the map below to answer the questions that follow.



1. What were the provisions of the Missouri Compromise?
2. Why was it important to bring two states into the Union under the terms of the Missouri Compromise?
3. Use a map of the United States in your Atlas to identify which states today were created from the Unorganized Territory of Louisiana.
4. What message did Congress send when it closed the Unorganized Territory to slavery?



Name: _____

Date: _____

Section 3

The Kansas-Nebraska Act

Directions: The Kansas-Nebraska Act, which allowed people who lived in the two territories to decide the issue of slavery for themselves, created havoc within the country. On the chart below, give an example of something that happened in each identified area as a result of the Kansas-Nebraska Act. Briefly describe the events that you choose.

| KANSAS-NEBRASKA ACT | |
|---|--|
| Changes in Political Parties What happened? Why did it happen? What was the result? | Debates in Congress What happened? Why did it happen? What was the result? |
| Supreme Court Decisions What happened? Why did it happen? What was the result? | Violence/Bloodshed What happened? Why did it happen? What was the result? |



Name: _____

Date: _____

Section 3

John Brown's Final Statement to the Court

Directions: In his final public speech, John Brown reaffirmed his belief that he had acted appropriately. He referred to his belief in a law that was higher than those of the United States. Read his final statement, which was made on November 2, 1859, in the Courthouse in Charles Town, Virginia (now West Virginia). Then, answer the questions that follow.

I have, may it please the Court, a few words to say,

In the first place, I deny everything but what I have all along admitted, –the design on my part to free the slaves. I intended certainly to have made a clean thing of that matter, as I did last winter, when I went into Missouri and there took slaves without the snapping of a gun on either side, moved them through the country, and finally left them in Canada. I designed to have done the same thing again, on a larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite slaves to rebellion, or to make insurrection.

I have another objection: and that is, it is unjust that I should suffer such a penalty. Had I interfered in the manner which I admit, and which I admit has been fairly proved (for I admire the truthfulness and candor of the greater portion of the witnesses who have testified in this case), –had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends, –either father, mother, brother, sister, wife, or children, or any of that class, –and suffered and sacrificed what I have in this interference, it would have been all right; and every man in this court would have deemed it an act worthy of reward rather than punishment.

This court acknowledges, as I suppose, the validity of the law of God. I see a book kissed here which I suppose to be the Bible, or at least the New Testament. That teaches me that all things whatsoever I would that men would do to me, I should do even so to them. It teaches me, further, to “remember them that are in bonds, as bound with them.” I endeavored to act up to that instruction. I say, I am yet too young to understand that God is any respecter of persons. I believe that I have interfered as I have done –as I have always freely admitted I have done –in behalf of His despised poor, was not wrong, but right. Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, –I submit; so let it be done.

Let me say one word further, I feel entirely satisfied with the treatment I have received on my trial. Considering all the circumstances, it has been more generous than I expected. But I feel no consciousness of guilt. I have stated from the first what my intention was, and what was not. I never had any design against the life of any person, nor any disposition to commit treason, or excite slaves to rebel, or make any general insurrection. I never encouraged any man to do so, but always discouraged any idea of that kind.



Name: _____

Date: _____

Section 3

John Brown's Final Statement to the Court continued

Let me say, also, a word in regard to the statements made by some of those connected with me. I hear it has been stated by some of them that I have induced them to join me. But the contrary is true. I do not say this to injure them, but as regretting their weakness. There is not one of them but joined me of his own accord, and the greater part of them at their own expense. A number of them I never saw, and never had a word of conversation with, till the day they came to me; and that was for the purpose I have stated.

Now I have done.

1. What did John Brown admit to doing?
2. What charges did he deny?
3. Why did he believe he was given such a harsh penalty?
4. What was the higher law Brown mentioned?
5. Why did he believe his actions were right under the higher law?
6. According to Brown, how did he get so many people to follow him?



Name: _____ Date: _____

Section 3

North versus South: What Were the Differences?

Directions: As the Civil War approached, the resources of the North far outweighed those of the South. Look at the chart that follows and rank the importance of each resource from 1 to 10, with 1 being the most important. Give a reason for your ranking.

| Resource | North | South | Ranking | Reason for Ranking |
|--|---|---|---------|--------------------|
| Overall population | 22 million people | 9 million people (3.5 to 4 million slaves) | | |
| Men of combat | 4 million | .8 million | | |
| Military forces | Trained army and navy | None | | |
| Factories | 100,000 with 1.1 million workers | 20,000 with 100,000 workers | | |
| Banks/Funds | 81 percent of nation's deposits | 19 percent of nation's deposits | | |
| Gold | \$56 million | None | | |
| Farms | 67 percent of nation's total | 33 percent of nation's total | | |
| Agriculture/Grain | 64 percent of nation's supply | 36 percent of nation's supply | | |
| Number of draft animals (horses, mules, oxen) | 4.6 million | 2.6 million | | |

© 2021 Clairmont Press, Inc. DO NOT DUPLICATE WITHOUT LICENSE 1-800-874-8638



