**Chapter 8 The Antebellum Era**

**TRUE/FALSE**

1. In order to be considered a member of the planter class, a large landowner had to own at least 100 slaves.

ANS: F

In order to be considered a member of the planter class, a large landowner had to own at least 20 slaves.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 1

TOP: Society

2. South Carolina bought a lot of slaves from Virginia.

ANS: T PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: The Economy

3. Free blacks in South Carolina were permitted to own slaves.

ANS: T PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Society

4. The War of 1812 was a decisive victory for the United States.

ANS: F

The War of 1812 was a near disaster for the United States.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 2

TOP: The War of 1812

5. Congress first showed its authority to limit the expansion of slavery in the Compromise of 1850.

ANS: F

Congress first showed its authority to limit the expansion of slavery in the Missouri Compromise.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 2

TOP: Sectionalism

6. Denmark Vesey was a free black.

ANS: T PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Slave Rebellions

7. Most immigrants preferred to settle in the North rather than the South so they did not have to compete with slave labor.

ANS: T PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 2 TOP: Society

8. John C. Calhoun always put his state’s interests before the interests of the nation.

ANS: F

When he was Vice President, John C. Calhoun supported national interests.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 2

TOP: Sectionalism

9. Most of the Unionists in South Carolina lived in the Lowcountry.

ANS: F

Most of the Unionists in South Carolina lived in the Upcountry.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 2

TOP: Nullification

10. John C. Calhoun’s last battle was an attempt to prevent Texas from becoming a state.

ANS: F

John C. Calhoun’s last battle was an attempt to prevent California from becoming a state.

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 3

TOP: Compromise of 1850

11. South Carolina Unionists supported the abolition of slavery.

ANS: F

South Carolina Unionists were proslavery, but believed differences could be decided within the Union.

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 3

TOP: Secession

**MULTIPLE CHOICE**

1. Besides the Baptists, what other religious group benefited most from the Second Great Awakening?

|  |  |
| --- | --- |
| a. | Catholic |
| b. | Episcopalian |
| c. | Methodist |
| d. | Presbyterian |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 1 TOP: Society

2. Who was the most outspoken and best known champion for states rights in South Carolina?

|  |  |
| --- | --- |
| a. | John C. Calhoun |
| b. | Thomas Cooper |
| c. | William Lloyd Garrison |
| d. | Sarah Grimke |

ANS: A PTS: 1 DIF: Application REF: Chapter 8 Section 2

TOP: Nullification

3. Which statement best describes how South Carolina was affected by the Industrial Revolution?

|  |  |
| --- | --- |
| a. | It eliminated jobs. |
| b. | The state became more urban. |
| c. | It increased the demand for cotton. |
| d. | It reduced the need for slave labor. |

ANS: C PTS: 1 DIF: Analysis REF: Chapter 8 Section 1

TOP: The Economy

4. What change in transportation saved cotton producers the most money?

|  |  |
| --- | --- |
| a. | canals |
| b. | flatboats |
| c. | railroads |
| d. | steamboats |

ANS: C PTS: 1 DIF: Application REF: Chapter 8 Section 1

TOP: The Economy

5. In what region of South Carolina was gold discovered?

|  |  |
| --- | --- |
| a. | Blue Ridge |
| b. | Coastal Plain |
| c. | Piedmont |
| d. | Sandhills |

ANS: C PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: The Economy

6. Which was NOT a cause of the War of 1812?

|  |  |
| --- | --- |
| a. | The British attacked Washington, D.C. |
| b. | The British seized cargo from American ships. |
| c. | The British angered Americans which incited feelings of nationalism. |
| d. | The British stopped ships and made American sailors serve in their navy. |

ANS: A PTS: 1 DIF: Analysis REF: Chapter 8 Section 2

TOP: The War of 1812

7. Which of the following did John C. Calhoun NOT support when he served as Vice President of the United States?

|  |  |
| --- | --- |
| a. | building a national bank |
| b. | supporting a protective tariff |
| c. | making internal improvements |
| d. | nullifying laws that hurt South Carolina |

ANS: D PTS: 1 DIF: Analysis REF: Chapter 8 Section 2

TOP: Nullification

8. Which statement provides the BEST reason why whites feared free blacks after the Denmark Vesey plot?

|  |  |
| --- | --- |
| a. | A free black planned the event. |
| b. | Free blacks got control of governments in the South. |
| c. | Free blacks wanted to gain control of cotton plantations. |
| d. | Free blacks were able to influence slaves to follow them. |

ANS: A PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 2 TOP: Slave Rebellions

9. Who was one of the founders of the American Colonization Society?

|  |  |
| --- | --- |
| a. | John Brown |
| b. | William Lloyd Garrison |
| c. | Angelina Grimke |
| d. | Daniel Webster |

ANS: B PTS: 1 DIF: Application REF: Chapter 8 Section 2

TOP: Society

10. Which South Carolinian was NOT a Unionist?

|  |  |
| --- | --- |
| a. | William Drayton |
| b. | Robert Hayne |
| c. | James Petigru |
| d. | Joel Poinsett |

ANS: B PTS: 1 DIF: Application REF: Chapter 8 Section 2

TOP: Nullification

11. Who was President of the United States when John C. Calhoun resigned as Vice President?

|  |  |
| --- | --- |
| a. | Andrew Jackson |
| b. | Thomas Jefferson |
| c. | James Madison |
| d. | James Monroe |

ANS: A PTS: 1 DIF: Application REF: Chapter 8 Section 2

TOP: Nullification

12. What crime did Andrew Jackson think was as bad as secession?

|  |  |
| --- | --- |
| a. | kidnapping |
| b. | murder |
| c. | robbery |
| d. | treason |

ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 2 TOP: Nullification

13. What method did South Carolina use in an effort to reduce abolitionist information from influencing people in South Carolina?

|  |  |
| --- | --- |
| a. | censored the U.S. Mail |
| b. | made it illegal to print abolition flyers |
| c. | prevented people from meeting to discuss abolition |
| d. | passed laws to prevent information on abolition being distributed |

ANS: A PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 2 TOP: Abolition

14. What was added to the Compromise of 1850 to appease the South?

|  |  |
| --- | --- |
| a. | Emancipation Proclamation |
| b. | Fugitive Slave Act |
| c. | Ordinance of Secession |
| d. | Texas statehood |

ANS: B PTS: 1 DIF: Application REF: Chapter 8 Section 3

TOP: Compromise of 1850

15. What act allowed people in territories to decide the issue of slavery for themselves?

|  |  |
| --- | --- |
| a. | Compromise of 1850 |
| b. | Fugitive Slave Act |
| c. | Kansas-Nebraska Act |
| d. | Missouri Compromise |

ANS: C PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 3 TOP: Kansas-Nebraska Act

16. What resulted from the passage of the Kansas-Nebraska Act?

|  |  |
| --- | --- |
| a. | A compromise to preserve the Union |
| b. | Dred Scott Case |
| c. | John Brown’s Raid |
| d. | Violence and blood shed |

ANS: D PTS: 1 DIF: Comprehension

REF: Chapter 8 Section 3 TOP: Kansas-Nebraska Act

**COMPLETION**

1. The new staple crop in South Carolina in the nineteenth century was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: cotton

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: The Economy

2. If you lived in a society where each social class was expected to show respect for classes above them, you would be living in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ society.

ANS: deferential

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 1

TOP: Society

3. The Second Great Awakening introduced camp meetings and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to society.

ANS: blue laws

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 1

TOP: Religion

4. The first and longest canal in South Carolina was the \_\_\_\_\_\_\_\_\_\_\_\_\_ Canal.

ANS: Santee

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: The Economy

5. During the War of 1812, the biggest battle was the Battle of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: New Orleans

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: The War of 1812

6. When Missouri became a slave state in 1820, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became a free state.

ANS: Maine

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Sectionalism

7. The first major slave revolt after the Stono Rebellion was an uprising planned by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Denmark Vesey

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Slave Rebellions

8. The Nat Turner Rebellion took place in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Virginia

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Slave Rebellions

9. Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ led the Nullifiers in a drive to nullify the protective tariff.

ANS: James Hamilton, Jr.

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Nullification

10. When John C. Calhoun resigned as Vice President of the United States, he was appointed to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ANS: Senate

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Nullification

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became a state under the terms of the Compromise of 1850.

ANS: California

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 3

TOP: Compromise of 1850

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a secessionist, was elected governor of South Carolina in 1850.

ANS: John H. Means

PTS: 1 DIF: Knowledge REF: Chapter 8 Section 3

TOP: Secession

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thought South Carolina should secede, but only after other southern states agreed to cooperate.

ANS: Cooperationists

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 3

TOP: Secession

**MATCHING**

*Match the term with its definition.*

|  |  |  |  |
| --- | --- | --- | --- |
| a. | abolitionist | i. | nationalism |
| b. | acquitted | j. | nullify |
| c. | blue laws | k. | secession |
| d. | currency | l. | sectionalism |
| e. | internal improvements | m. | states rights |
| f. | kiln | n. | tariff |
| g. | martyr | o. | yeoman |
| h. | menial |

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

2. person who suffers or dies for a cause

3. money

4. a tax on imported goods

5. pride in one’s country

6. allegiance to one’s region as opposed to loyalty to the whole country

7. farmer

8. found not guilty

9. dissolving the states to make a separate country

10. declare something invalid

11. a person who wanted to end slavery

12. oven used for firing pottery

13. laws to restrict activity on Sunday

14. lowly

15. roads, bridges, canals, etc.

1. ANS: M PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Vocabulary

2. ANS: G PTS: 1 DIF: Knowledge REF: Chapter 8 Section 3

TOP: Vocabulary

3. ANS: D PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

4. ANS: N PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

5. ANS: I PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

6. ANS: L PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

7. ANS: O PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Vocabulary

8. ANS: B PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

9. ANS: K PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

10. ANS: J PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

11. ANS: A PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

12. ANS: F PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Vocabulary

13. ANS: C PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Vocabulary

14. ANS: H PTS: 1 DIF: Knowledge REF: Chapter 8 Section 1

TOP: Vocabulary

15. ANS: E PTS: 1 DIF: Knowledge REF: Chapter 8 Section 2

TOP: Vocabulary

**ESSAY**

1. List the social classes in South Carolina from highest to lowest. Then, describe the life of each class.

ANS:

Answers will vary, but may include:

Planters owned several hundred acres of land and at least 20 slaves; lived in

large houses, well educated; emphasized a code of honor

White Middle Class artisans, mechanics, small landowners; owned some farm

animals--pigs and chickens; lived in small houses, usually two rooms;

grew own food--corn, beans, okra; grew cotton; worked hard

Poor Whites worked for wages on someone else’s farm or in menial jobs in town;

received low wages; lived in shacks, sometimes worse than slave

quarters; widows and children of widows were the poorest; might

receive charity

Slaves rapidly growing class; family was extremely important because well

being and status in the slave community depended on the productivity

of the whole family; not paid for their work; could have their children

and/or spouse taken away at any time; very religious; religion instilled

a need to obey their masters

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 1

TOP: Society



2. Describe what is happening in the illustration.

ANS:

Answers will vary, but may include:

both men and women picked cotton; pickers had to bend over to

harvest the crop; they carried a bag to place the cotton bolls in; a

boss, or overseer, supervised their work; they wore long clothing and

head cover

PTS: 1 DIF: Analysis REF: Chapter 8 Section 1

TOP: The Economy

3. List the three predominant regions that existed in the United States in the mid-nineteenth century. Describe each section.

ANS:

Answers will vary, but may include:

Northeast farming important; industrial towns important; favored a protective

tariff; increasingly becoming anti-slavery

Northwest Territory breadbasket of the nation; produced an abundance of corn, wheat and

livestock; many settlers were immigrants; most people opposed to

slavery

South dedicated to producing cotton; produced some rice, tobacco and

sugarcane; economy dependent on slavery; became defensive against

criticism from Northeast and Northwest Territory

PTS: 1 DIF: Comprehension REF: Chapter 8 Section 2

TOP: Sectionalism