

Name: _____

Key Concept 5.2 Video Guide

Big Idea Questions	Guided Notes	Areas of Concern
	<p style="text-align: center;">The New Curriculum</p> <ul style="list-style-type: none">■ Key Concept 5.2 “Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.”<ul style="list-style-type: none">■ Page 46 of the Curriculum Framework■ Big ideas:<ul style="list-style-type: none">■ _____■ _____■ _____ <p style="text-align: center;">Key Concept 5.2, I</p> <ul style="list-style-type: none">■ “The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.” – pg 46 of the curriculum framework■ Northern v. Southern economies:<ul style="list-style-type: none">■ North:<ul style="list-style-type: none">■ _____■ Population grew rapidly - _____■ South:<ul style="list-style-type: none">■ More reliant on _____■ Slow population growth■ Abolitionism:<ul style="list-style-type: none">■ _____ in the North■ Very noticeable campaign<ul style="list-style-type: none">■ William Lloyd Garrison’s _____ called for the IMMEDIATE end to slavery■ Underground RR helped slaves escape – _____/ year■ Some used violence to achieve goals:<ul style="list-style-type: none">■ _____■ David Walker’s _____■ John Brown’s Raid■ Many in the South defended slavery as a positive good<ul style="list-style-type: none">■ _____■ Arguments used to defend slavery:<ul style="list-style-type: none">■ States’ Rights:<ul style="list-style-type: none">■ States could create laws to determine what’s in their own best interest■ Nullification:<ul style="list-style-type: none">■ __________ – <p style="text-align: center;">belief that states could nullify (void) federal laws</p>	

What were Jim Crow laws?

- Racist Stereotypes:
 - _____ Shows:
 - White actors used blackface in shows that promoted racism and stereotypes
 - “_____” was a major character

Key Concept 5.1, II

- “Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of slavery and southern states.” – pg 46 of the curriculum framework
- Proposals to resolve the issue of slavery that ultimately failed to reduce tensions:
 - Compromise of 1850:
 - Major Parts:
 1. _____ was added as a free state
 - Tips the balance in favor of free states
 2. Slave _____ was abolished in DC
 - Slavery remained, just not the trade
 3. _____ in land gained from Mexican Session
 - Those living in territories could decide status of slavery
 4. More strict Fugitive Slave Act – will infuriate Northerners
 - Requires Northerners to aid in catching and return of slaves
 - Leads to _____
 - Kansas-Nebraska Act:
 1. 1854 Law that allowed for popular sovereignty in the Kansas and Nebraska Territories
 - The expectation was that Kansas would be slave, Nebraska would be free
 - Overturned the _____
 2. Many in the North were upset
 3. Helped lead to the creation of the _____
- Proposals to resolve the issue of slavery that ultimately failed to reduce tensions:
 - *Dred Scott v. Sanford*:
 1. African Americans (regardless if they were free or slave) were _____ and could not sue in court
 2. Slaves were considered _____ and could not be taken away without “due process” (5th amendment)
 3. Congress could not regulate slavery in _____

What are Personal Liberty Laws?

