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## Study Guide for “4.1 Antebellum North and South”

Dr. Price’s History 201 Classes

The material for this lecture is available in the YouTube lecture number 3.3 (Antebellum Reform and American Whigs), and, I believe actually in two places in the on-line lectures.

### Terms

Water Power	interchangeable parts
Samuel Slater	Cyrus McCormick
Moses Brown	John Deere
cotton textiles	the cotton gin
Francis Lowell	Sea Island cotton (long staple)
Frederick Geissenhainer	upland cotton (short staple)
Elias Howe	cotton boll
Samuel F. B. Morse	King Cotton
Eli Whitney	

### Questions

1. Discuss the growth of the U.S. population from the end of the Revolution to the 1850s. How did the demographics of the nation change during that period? What role did foreign immigration play in U.S. population growth?
2. The first half of the 19th century saw the United States change from a primarily agrarian nation to the greatest industrial nation in the world, by 1860, even eclipsing Great Britain. Discuss the development of the U.S. during the period and give examples of the technical innovations that helped make it happen. Interestingly, the U.S. still remained one of the great agricultural producers as well. What explains that fact?
3. At the beginning of the 1800s, most southern thinkers believed that slavery would soon end. People like Thomas Jefferson and John C. Calhoun argued that slavery was both immoral and inefficient, yet, by the 1820s, cotton was king, slavery had become once again the most important economic institution in the South, and few Southerners were willing to criticize it. What changed? Explain.

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## Study Guide for “4.2 Divisions Over Slavery”

Dr. Price’s History 201 Classes

### Terms

Missouri Territory	Cotton Whigs
the Tallmadge Amendment	Conscience Whigs
The Missouri Compromise	Free Soil Party
latitude 36° 30’	Republican Party
Mexican Cession	“Bleeding Kansas”
California	“Border Ruffians”
Free Soil Party	“bullets and ballots”
the Wilmot Proviso	New England Emigrant Society
the Compromise of 1850	free-state settlements
Fugitive Slave Law of 1850	“Beecher’s Bibles”
Stephen Douglas	Shawnee Mission
Chicago	Topeka
popular sovereignty	Raid on Lawrence, Kansas
President Franklin Pierce	Pottawatomie Creek Massacre
“doughface”	John Brown
Kansas Territory	Battle of Osawatomie
Nebraska Territory	John W. Geary

### Questions

1. Discuss the Tallmadge Amendment. What were its main elements, and why do you think that, while it passed in the House of Representatives, it failed in the Senate?
2. Why do you think that the Missouri Compromise of 1820 passed when the Tallmadge Amendment failed. Enumerate and discuss the provisions of the Missouri Compromise. What were its main features in terms of creating a relatively acceptable compromise between moderate pro- and anti-slavery factions in Congress? What were its limitations?
3. Like the Tallmadge Amendment, David Wilmot’s Proviso passed in the House, but failed in the Senate. Discuss the Proviso, Why do you think that it passed in the House, but failed in the Senate (remember that the House is apportioned based on population).
4. We’ve touched on Henry Clay’s famous Compromise of 1850 a couple of times so far. Make sure that you know the elements of the Compromise. As I point out in this lecture, moderate pro- and anti-slavery folks were optimistic that the Compromise might end further divisions over slavery, while extremists on both sides liked it not at all. Looking at the elements of the Compromise,, why do you think that was the case?
5. The best efforts of cautious political leaders and conservative businessmen could not preserve the uneasy truce created by the Compromise of 1850. Several factors led to the disruption of the compromise in the later 1850’s. What were they and Why did they threaten the “truce”?
6. The most fateful factor in the undoing of the compromise of 1850 and the Missouri compromise was the Kansas/Nebraska Act (1854). What was Stephen Douglas’ purpose for creating the law? What effect did the Kansas/Nebraska Act have on the political parties? What were the consequences for Kansas?

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## Study Guide for “4.3 Rise of the Republican Party”

Dr. Price’s History 201 Classes

### Terms

Panic of 1857	Brown as a “new saint”
Dred Scott	Barn Burners
Chief Justice Roger Taney	John C. Fremont
Dred Scott Decision	protective tariffs
Lincoln-Douglas Debate	transatlantic telegraph
Freeport Doctrine	transcontinental railroad
John Brown’s Raid	homestead bills
Harper’s Ferry, Virginia	land grant colleges
Robert E. Lee	James Buchanan
Ralph Waldo Emerson	

### Questions

1. Born in the turmoil of the 1850s, the Republican Party represented the interests of a wide range of Northerners and Westerners, and an amalgamation of elements of the pre-Kansas-Nebraska national political parties. Who joined the Republican Party, and who didn’t? What policies were the Republicans able to offer constituents in order to create a powerful regional coalition? Did it help or hurt Republicans that Democrats defeated those offered policies between 1850 and 1860? What did the national political-party landscape look like by 1860?
2. Discuss the Dred Scott Decision. What was the history of the case and what were the issues. What were the national political consequences of the Decision, especially on the “slavery question”?
3. What was the Freeport Doctrine and how did it come about?
4. What was the effect on the widening gap between North and South of John Brown’s Raid on Harper’s Ferry.
5. I have said on several occasions, especially in reference to the Jefferson’s Republican Party and Jackson’s Democratic Party, that a central feature of American politics was that a national political party could not succeed unless it was *really national*, that is unless it had support in all of the regions of the nation. What had changed by 1860 in the U.S. that might make a regional political party strong enough, and influential enough to win a presidency and a majority in Congress? What region could successfully capture the presidency and control of the national government? Explain.

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## Study Guide for “4.4 The Election of 1860”

Dr. Price’s History 201 Classes

### Terms

William Seward

Salmon Chase

Abraham Lincoln

grass-roots politics

party corresponding secretary

Republican Convention, Chicago

Illinois Central Railroad

“the Rail Splitter”

Democratic Convention, Baltimore

Stephen Douglas (Dem.)

John C. Breckinridge (S. Dem)

Constitutional Unionist Party

John C. Bell

South Carolina secedes (Dec. 20, 1860)

### Questions

1. How did Abraham Lincoln manage to win the Republican nomination at the 1860 Republican Convention?
2. Discuss Lincoln himself. What made him a good candidate for the Republican nomination? What made him an unlikely candidate? He was certainly not a mainstream political thinker in 1860, discuss his rather quirky ideas.
3. It is pretty safe to say that the Democratic party self-destructed during the convention and after. What happened at the convention? I don’t mention it in the lecture, but the Democrats actually held *three* conventions in the spring of 1860. The first nominated nobody; the second two nominated Stephen Douglas and John C. Breckinridge, the former the Northern Democratic candidate and the latter, the Southern Democratic candidate. Explain the issues that broke up the party.
4. Discuss the actual election. What parties were involved, and who won and how did Abraham Lincoln, essentially a regional candidate who received only 40% of the popular vote, manage to win the electoral vote by a landslide? There is a map of the election on page 5 of the on-line lecture that labels electoral numbers state by state. What does that map tell us about politics and demographics of the U.S. in 1860?

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## Study Guide for “4.5 Secession & Reaction”

Dr. Price’s History 201 Classes

### Terms

Confederate States of America  
Montgomery, Alabama  
Jefferson Davis  
political balance  
James Buchanan  
Crittenden Compromise

John Crittenden  
Virginia Convention  
Fort Sumter  
Fort Pickens  
Major Robert Anderson  
Gen. P. G. T. Beauregard

### Questions

1. Some southerners believed that secession was necessary because of the increasing inequality between North and South in the Union, and the increasing threat to the rights of southerners. Briefly discuss their arguments.
2. Southern extremists argued that the south could prosper without the union. What were their talking points?
3. What were Lincoln’s thoughts on the legitimacy of secession, and what were his policy plans?
4. How did the bombardment of Ft. Sumter in April of 1861 complicate Lincoln’s policy plans? Why did the bombardment trigger the war?
5. After April 15th, 1861, the lines were fully drawn between the Union and the Confederacy. Which slave states left the Union, and when? Which slave states stayed in the Union, and why?

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## Study Guide for “4.6 Civil War (A & B)”

Dr. Price’s History 201 Classes

### Terms

Gen. Winfield Scott  
the Anaconda Plan  
Richmond  
“Offensive Defense”  
Antietam  
Gettysburg  
Ulysses S. Grant  
William T. Sherman  
localism  
Artillery  
musket

rifle  
“pumpkin slingers”  
Jefferson Davis  
P. G. T. Beauregard  
Major Anderson  
Ft. Sumter  
Robert E. Lee  
Antoine Jomini  
states’ rights

### Questions

6. Compare and contrast Northern and Southern preparedness for the war in terms of resources, advantages and disadvantages.
7. Discuss the Union and Confederate strategies.
8. In his lecture, Dr. Price states that, “the war reveals not two civilizations but one people divided by conflicting interpretations of common American values.” Explain. How might the reasons for the conflict also be explained in terms of a conflict between Hamiltonian and Jeffersonian concepts of the meaning of the American Republic and its founding principles?
9. Discuss the material and tactical evolution of the war in terms of changes in lethal technology. What technological changes took place that made the war evolve into a much more deadly affair?
10. [Lecture B] Historians of the Vietnam War era often cited the Civil War (especially in the Southern case) as just another “rich man’s war, poor man’s fight.” Is this a valid assumption. What did LSU Professor, Paul Paskoff’s research tell us about planter-class participation in the war?
11. [Lecture B] What were the biggest economic, political, and other liabilities under which the Confederacy operated?