



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History
Standard # - Do Now - Day #110

Aims: SWBAT read and interpret maps to learn about the movement and distribution of the slave population by 1860

DO NOW

Directions: Identify what you already know about the North and South before the Civil War, including what life was like for each region's African American population.

K.W.L. Chart

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

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Mini-Unit Debrief: An Era of Reform

In this unit we will be learning about the economy and society of the North and South, including what life was like for each region’s African Americans. We will also learn about efforts to reform American society, including efforts to end slavery.

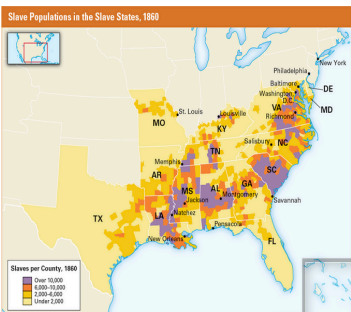
Setting the Stage – Americans in the Mid-1800s

In 1787, “in Order to form a more perfect Union,” a group of political leaders wrote the Constitution of the United States. Some 50 years later, however, some people believed that the Union was still far from perfect. Most of them were not political leaders. Instead, they were every day Americans – men and women, black and white, ministers and teachers.

From the 1830s through the 1850s, these reformers tried to improve American society in many ways. Some of their efforts met with great resistance. One of the most controversial issues was the struggle to end slavery. Many Northerners, as well as many white Southerners, thought slavery was morally wrong. However, the South’s economy depended on slave labor. Over time, the dependence grew.

The Constitution banned the importation of slaves starting in 1808. Yet, as white Southerners moved westward, the demand for slave labor increased. This demand was met by the natural growth of slave populations in older parts of the South.

Slaveholders in these areas sold slaves to buyers from other regions. The map above shows the cities where much of the slave trade took place. It also shows how slavery spread west. The map below shows the distribution of the slave population in 1860.



The map above shows the cities where much of the slave trade took place. It also shows how slavery spread west. The map below shows the distribution of the slave population in 1860.

In this mini-unit, you will learn about the movement to end slavery and other attempts at reform. You will also learn about Northern and Southern society, including differences in the lives of free Americans and slaves. Finally, you will learn about the economies of the North and South and why they made the end of slavery so difficult to achieve.



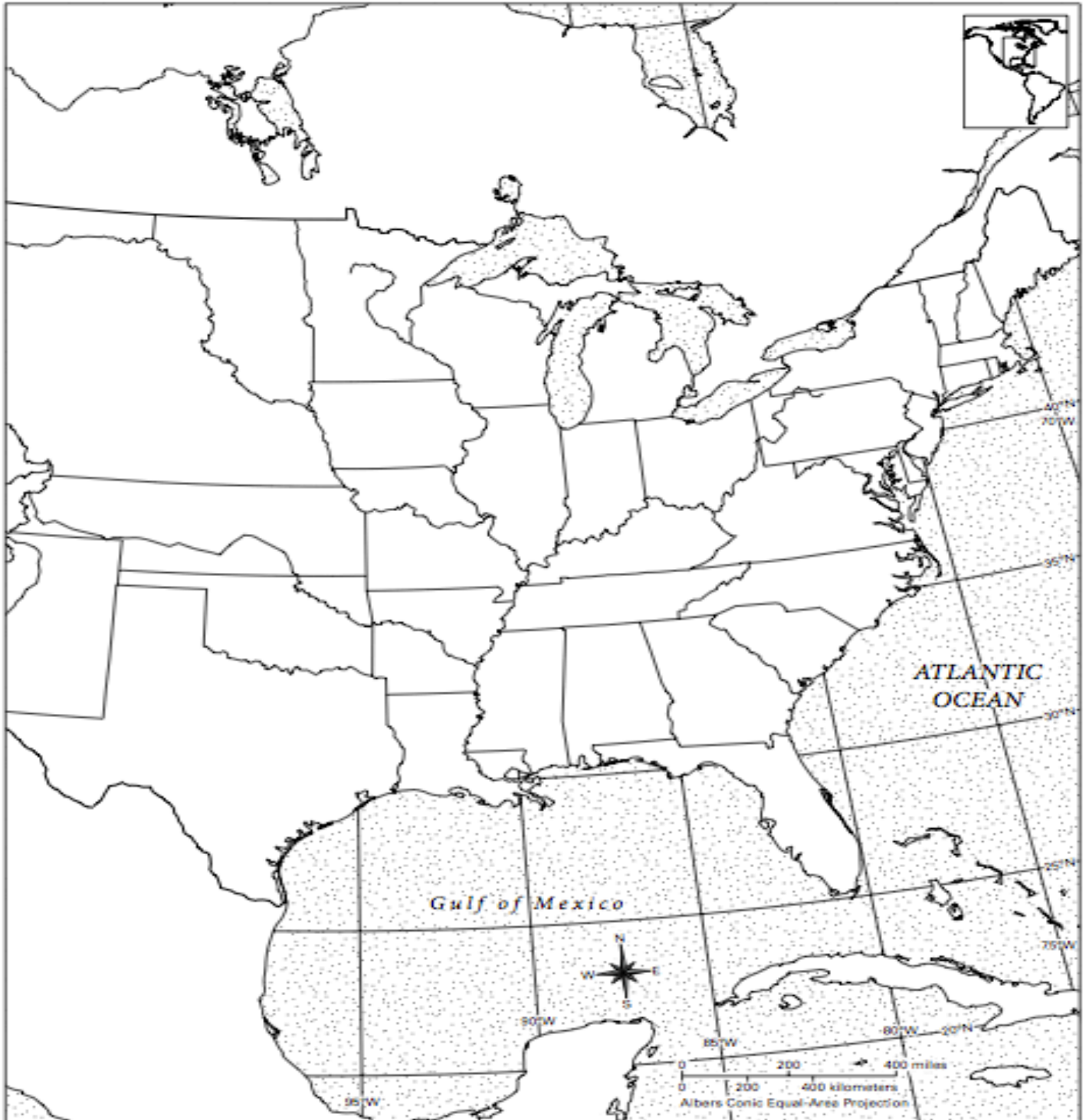
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G E O G R A P H Y C H A L L E N G E

The Slave Trade in the United States, 1808–1865





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Geography Challenge**PART 1: GEOGRAPHY SKILLS**

Directions: Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Outline the border of the slave states on your map. Which rivers were along the border between slave states and free states? Locate and label them.

2. Locate and label each of the slave states. Which of them have the largest slave population in 1860?

Which slave state had the least number of slaves? How can you tell?

3. Find the major slave trade centers on the map, what role did these cities have in the slave trade?

Which cities outside the slave states were involved in the slave trade?

4. Which new slave states entered the Union between 1812 and 1845? Draw a star for each one.

5. Which three of the new states were most important to the growth and expansion of slavery? How can you tell?

6. From which three states were slaves sold in the slave market at Montgomery, Alabama, likely to have come? Write the state names here, and circle them on your map.



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7. In which two states were slaves sold in Kentucky likely to end up? Write the state names here, and shade them on your map.

8. How were slaves transported and sold in the slave markets in Pensacola and New Orleans? From which states were they transported? Underline those state names.

9. Which slave market was probably the main source from which slaveholders in Arkansas purchased slaves. Label this slave trade center.

PART 2: CRITICAL THINKING

Directions: Answer the following question in complete sentences.

10. Why do you think most of the slaves sold to slaveholders in Texas arrived by sea?

11. Why do you think certain parts of the South had large numbers of slaves, while others did not?

12. From the routes shown on the slave trade map, why would it have been easy for slave traders to illegally bring slaves into the United States from islands in the Caribbean?





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**An Era of Reform: Geography Challenge
HOMEWORK**

_____/10 Mastered/Passing/Not Mastered

Cumulative Exam Spiral Review

Directions: Answer the following multiple choice questions AND justify your answers.

During the 1840s, Americans used the idea of Manifest Destiny to justify the

- a. Expansion of women’s rights
- b. Acquiring of new territories
- c. Beginning of free public education
- d. Repeal of the Missouri Compromise

EXAMPLAR: I know that answer choice **B** is correct because **Manifest Destiny is the belief that God wanted white settlers to control all the land from the Atlantic Ocean to the Pacific Ocean. A is incorrect because women’s rights is not related to Manifest Destiny. C is incorrect because free public education is not related to Manifest Destiny. D is incorrect because Manifest Destiny did not repeal the Missouri Compromise. Choice B is best because as Americans moved they began to take more territory and creating more states.**

NON-EXAMPLE: I know that answer choice **B** is correct because it’s the best answer.

1. With which field of study are the terms *artifact*, *carbon dating*, and *dig site* associated?
 - A) Archeology
 - B) Civics
 - C) Economics
 - D) Sociology

I know that answer choice _____ is correct because _____

2. What evidence best supports the theory that the earliest people walked across a land bridge from Asia to Alaska?
 - A) Archeological evidence in Clovis, New Mexico.
 - B) Boat fragments in South America.
 - C) Archeological evidence in New York City, New York.
 - D) The land bridge is currently submerged under water.

I know that answer choice _____ is correct because _____

3. Base your answer to question 3 on the following passage and your knowledge of U.S. History.



“The Confederation was lead by the Grand Council. It consisted of 50 sachems, or chiefs, from each nation’s tribal council. Each of the five nations ran its affairs independently, however the Grand Council made decisions that affected the whole Confederation. It was responsible for maintaining peace among the members and also handling political and military matters.”

Which Native American group is being described above?

- a. Cherokee
- b. Comanche
- c. Sioux
- d. Iroquois

I know that answer choice _____ is correct because _____

4. Which statement provides evidence that Native Americans adapted to their environment?
- a. The Incas developed an irrigation system for farming.
 - b. The many tribes of the Great Plains spoke different languages.
 - c. The Mayans made great advances in mathematics.
 - d. The Delaware used oral tradition to retell their history.

I know that answer choice _____ is correct because _____

5. Which of the following is *not* a reason why Europeans decided to explore the Americas?
- A) To find gold.
 - B) To acquire land.
 - C) To convert people.
 - D) To teach natives a new language.

I know that answer choice _____ is correct because _____



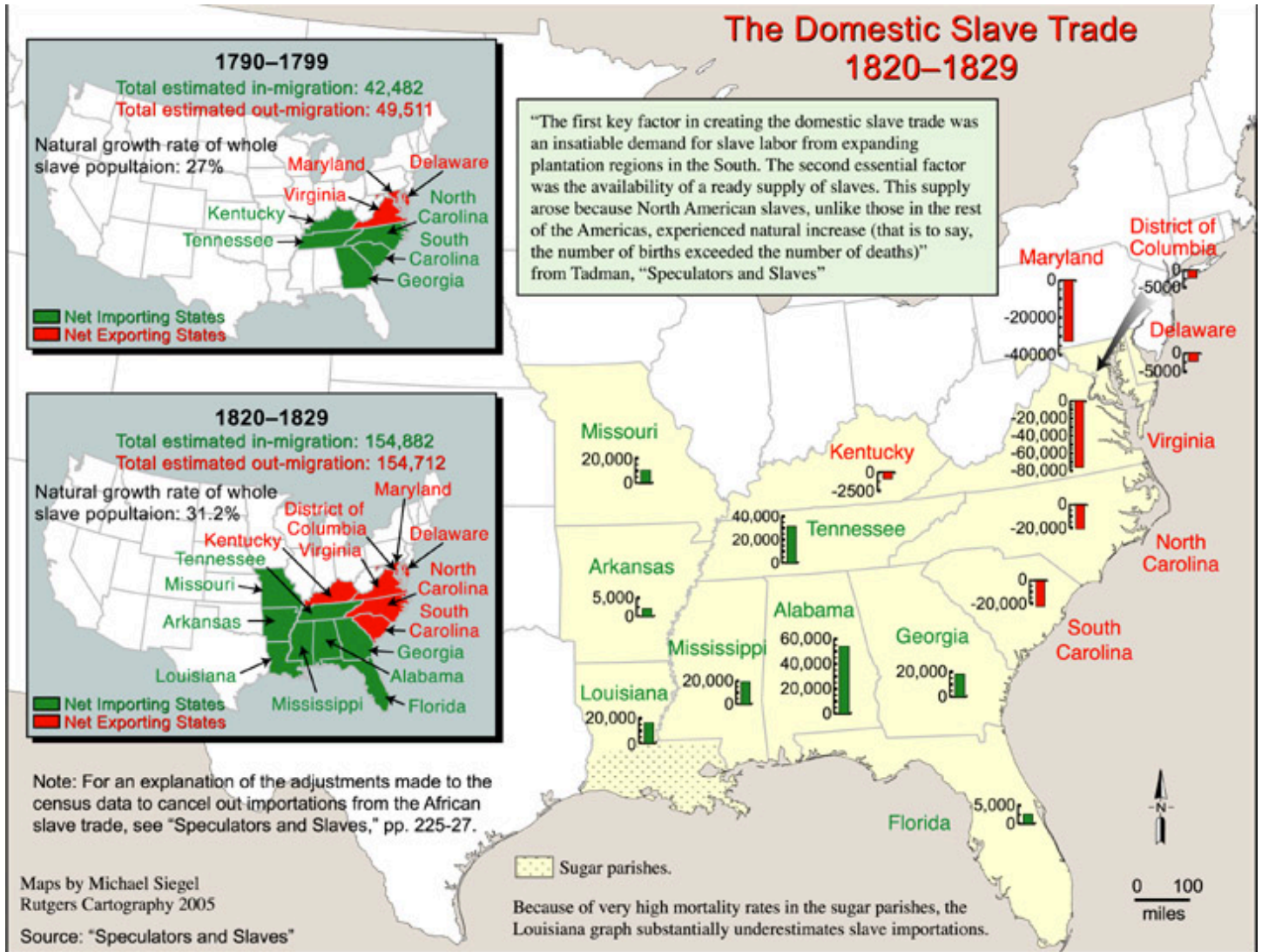
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**An Era of Reform: Geography Challenge
EXIT TICKET**

_____/5 Mastered/Passing/Not Mastered



Circle the state with the **highest increase** in slavery.

Put a **box** around the state with the **highest decrease** in slavery

How does the map from 1790- 1799 differ from the map from 1820 – 1829? What is one fact that could have led to these changes over time?
