**FONER 1301 QUIZ 3 STUDY GUIDE**

CHAPTER 9 THE MARKET REVOLUTION 1800-1840

1. Who are “nativists” and what did they believe about immigrants? Pp.348-349 The Rise of Nativism

**The Irish influx of the 1840s and 1850s thoroughly alarmed many native-born Americans. Those who feared the impact of immigration on American political and social life were called “nativists.” They blamed immigrants for urban crime, political corruption, and a fondness for intoxicating liquor, and they accused them of undercutting native-born skilled laborers by working for starvation wages.**

**Nativism would not become a national political movement until the 1850s, as we will see in Chapter 13. But in the 1840s, nativism found expression both in the streets and at the ballot box. New York City and Philadelphia witnessed violent anti-immigrant, anti-Catholic riots.**

1. Who are “transcendentalists” and what were their beliefs? p.352 The Transcendentalists

**Emerson was perhaps the most prominent member of a group of New England intellectuals known as the transcendentalists, who insisted on the primacy of individual judgment over existing social traditions and institutions.**

1. What was the Second Great Awakening? p. A-78

**Religious revival movement of the early decades of the nineteenth century, in reaction to the growth of secularism and rationalist religion; began the predominance of the Baptist and Methodist Churches.**

CHAPTER 10 DEMOCRACY IN AMERICA 1815-1840

1. Know the origins of Jim Crow and its effect on southern life and culture. p.372 (Picture) Race and Class

**Jim Crow, a piece of sheet music from 1829. Minstrel shows were a form of nineteenth-century entertainment in which white actors impersonated blacks. One of the most popular characters was Jim Crow, the happy, childlike plantation slave created by the performer Thomas D. Rice. Years later, “Jim Crow” would come to mean the laws and customs of southern segregation.**

1. What is the Indian Removal Act and how did it impact Native American life (Five Civilized Tribes)? p.394 Indian Removal

**One of the early laws of Jackson’s administration, the Indian Removal Act of 1830, provided funds for uprooting the so-called Five Civilized Tribes—the Cherokee, Chickasaw, Choctaw, Creek, and Seminole—with a population of around 60,000 living in North Carolina, Georgia, Florida, Alabama, and Mississippi.**

**The law marked a repudiation of the Jeffersonian idea that “civilized” Indians could be assimilated into the American population. These tribes had made great efforts to become everything republican citizens should be. The Cherokee had taken the lead, establishing schools, adopting written laws and a constitution modeled on that of the United States, and becoming successful farmers, many of whom owned slaves.**

CHAPTER 11 THE PECULIAR INSTITUTION

1. What was the “Second Middle Passage?” p.407 The Second Middle Passage

**As noted in Chapter 9, to replace the slave trade from Africa, which had been prohibited by Congress in 1808, a massive trade in slaves developed within the United States. More than 2 million slaves were sold between 1820 and 1860, a majority to local buyers but hundreds of thousands from older states to “importing” states of the Lower South, resulting in what came to be known as the Second Middle Passage.**

1. What is “paternalism?” p.412 The Paternalist Ethos

**The slave plantation was deeply embedded in the world market, and planters sought to accumulate land, slaves, and profits. But planters’ values glorified not the competitive capitalist marketplace, but a hierarchical, agrarian society in which slaveholding gentlemen took personal responsibility for the physical and moral well-being of their dependents—women, children, and slaves.**

1. What were some obstacles facing runaway slaves (fugitive slaves)? p.434 Fugitive Slaves

**Generally, however, formidable obstacles confronted the prospective fugitive slave. As Solomon Northup recalled, “Every white man’s hand is raised against him, the patrollers are watching for him, the hounds are ready to follow in his track.” Slaves had little or no knowledge of geography, apart from understanding that following the North Star led to freedom. Most slave women were not willing to leave children behind, and to take them along on the arduous escape journey was nearly impossible.**

1. How did the state of Virginia respond to Nat Turner’s Rebellion? p.438 Nat Turner’s Rebellion

**Instead of moving toward emancipation, the Virginia legislature of 1832 decided to fasten even more tightly the chains of bondage. New laws prohibited blacks, free or slave, from acting as preachers (a measure that proved impossible to enforce), strengthened the** **militia and patrol systems, banned free blacks from owning firearms, and prohibited teaching slaves to read. Other southern states followed suit.**

CHAPTER 12 AN AGE OF REFORM 1820-1840

1. How did the book, “Uncle Tom’s Cabin”, figure in the institution of slavery?

p.459 Black Abolitionists

**Indeed, the most effective piece of antislavery literature of the entire period, Harriet Beecher Stowe’s novel Uncle Tom’s Cabin, was to some extent modeled on the autobiography of fugitive slave Josiah Henson. Serialized in 1851 in a Washington antislavery newspaper and published as a book the following year, Uncle Tom’s Cabin sold more than 1 million copies by 1854, and it also inspired numerous stage versions. By portraying slaves as sympathetic men and women, and as Christians at the mercy of slaveholders who split up families and set bloodhounds on innocent mothers and children, Stowe’s melodrama gave the abolitionist message a powerful human appeal.**

1. In what area of reform was Dorothea Dix successful? p.463 The Rise of the Public Woman

**Dorothea Dix, a Massachusetts schoolteacher, was the leading advocate of more humane treatment of the insane, who at the time generally were placed in jails alongside debtors and hardened criminals. Thanks to her efforts, twenty-eight states constructed mental hospitals before the Civil War.**

1. How did Black abolitionists influence the push for Black freedom? Pp.459-460 Abolitionism and Race

**Most adamant in contending that the struggle against slavery required a redefinition of both freedom and Americanness were black members of the abolitionist crusade. Black abolitionists developed an understanding of freedom that went well beyond the usage of most of their white contemporaries. They worked to attack the intellectual foundations of racism, seeking to disprove pseudoscientific arguments for black inferiority. They challenged the prevailing image of Africa as a continent without civilization. Many black abolitionists called on free blacks to seek out skilled and dignified employment in order to demonstrate the race’s capacity for advancement.**