

The Slave Trade in the United States, 1808–1865



Geography Skills

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 had 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 in your book. 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 slave 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.

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 to be sold in the slave markets at 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.

Critical Thinking

Answer the following questions 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 other parts 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?

An Era of Reform

To what extent did the reform movements of the mid-1800s improve life for Americans?

PREVIEW

Read the lyrics to the song “Let Us All Speak Our Minds.” Then answer these questions *on a separate sheet of paper*:

1. How would you describe the mood created by the lyrics?
2. Why do you think women would write and sing a song like this?
3. To what extent do you think the complaints mentioned in this song are still valid today?

READING NOTES

Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

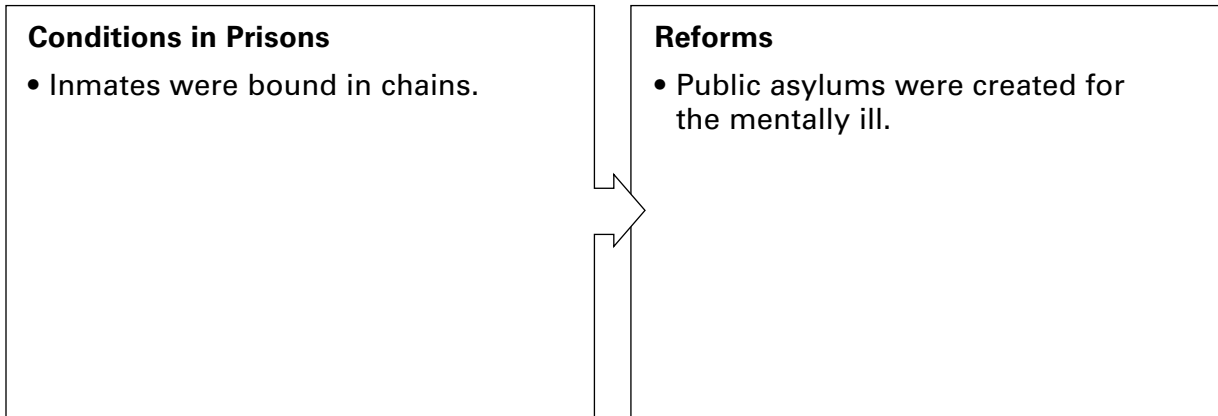
reform	transcendentalism	Seneca Falls Convention
Second Great Awakening	abolitionists	Declaration of Sentiments

Section 2

1. What was the optimistic message of the Second Great Awakening?
2. Explain how this quotation by Henry David Thoreau reflects the philosophy of transcendentalism: “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears.”
3. How did transcendentalism contribute to the spirit of reform?

Section 3

1. Complete the flowchart to show the conditions in prisons during the mid-1800s and the reforms that were passed.



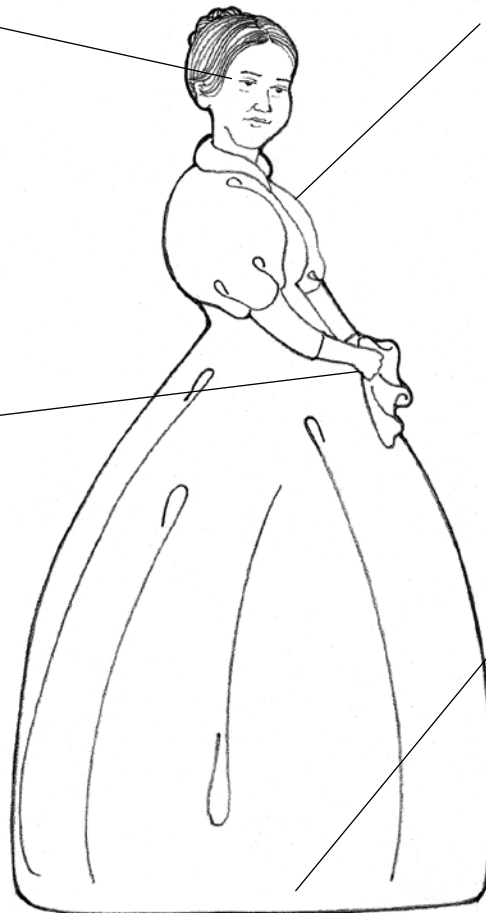
2. Complete the sensory figure of Dorothea Dix to show her possible thoughts, feelings, and experiences.

With my eyes,
I see . . .

With my heart,
I feel . . .

With my hands,
I write . . .

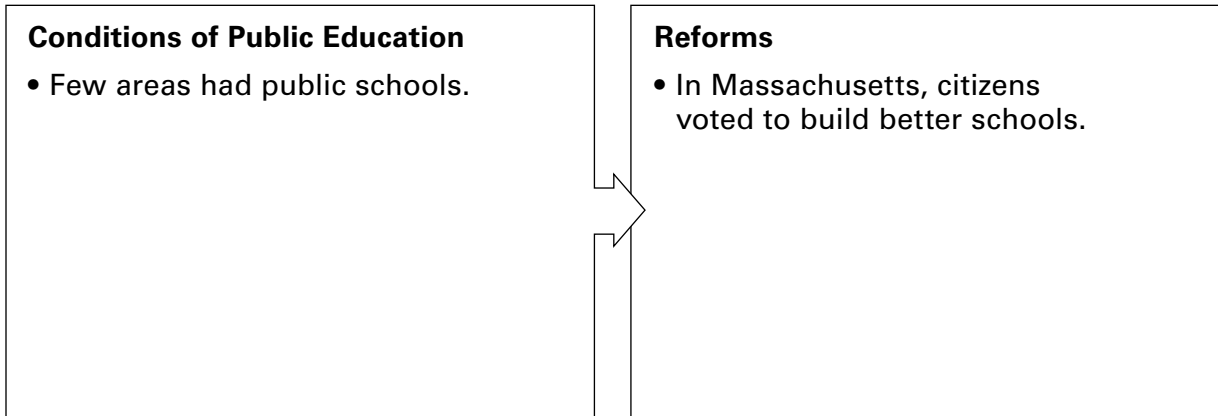
With my feet, I travel
to prisons to document
the horrible conditions.



Dorothea Dix

Section 4

1. Complete the flowchart to show the conditions of public education in the mid-1800s and the reforms that were passed.



2. Complete the sensory figure of Horace Mann to show his possible thoughts, feelings, and experiences.

With my eyes,
I see . . .

With my mouth,
I speak out for . . .

With my heart,
I believe that women and
African Americans . . .



Horace Mann

Section 5

Complete the sensory figures to show the possible thoughts, feelings, and experiences of each abolitionist.

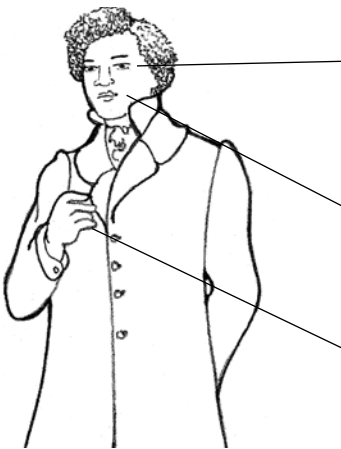


With my ears, I hear . . .

With my heart, I feel . . .

With my hands, I write . . .

William Lloyd Garrison



With my eyes, I see . . .

With my mouth, I speak . . .

With my hands, I write . . .

Frederick Douglass



With my eyes, I see . . .

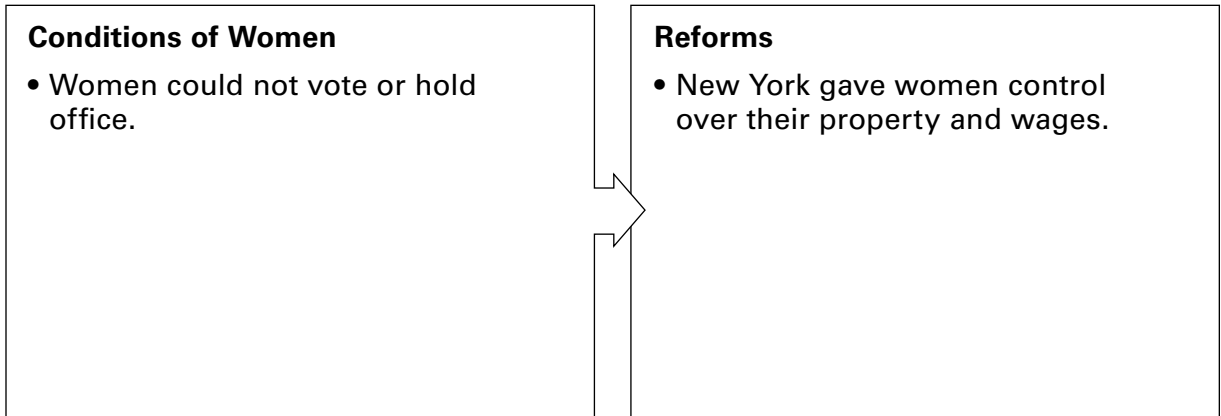
With my mouth, I speak out . . .

With my heart, I feel . . .

Sojourner Truth

Section 6

1. Complete the flowchart to show the conditions of women in the mid-1800s and the reforms that were passed.

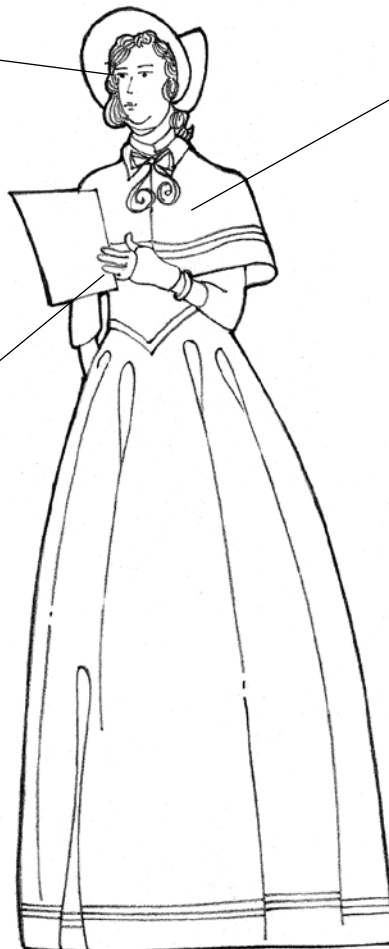


2. Complete the sensory figure of Elizabeth Cady Stanton to show her possible thoughts, feelings, and experiences.

With my eyes,
I see . . .

With my heart,
I feel . . .

With my hands,
I write . . .



Elizabeth Cady Stanton

P R O C E S S I N G

Evaluate the extent to which the reform movements of the mid-1800s improved life for Americans. For each reform movement, assign a grade. Then list two things the movement did well and two suggestions for improvement.

Reform Movement	Grade	Two Things the Movement Did Well	Two Suggestions for Improvement
Prison reform movement			
Education reform movement			
Abolitionist movement			
Women's rights movement			

R E A D I N G F U R T H E R

Preparing to Write: Making Generalizations

Throughout history, people have dreamed of having a perfect life. More than 2,000 years ago, the Greek philosopher Plato imagined an ideal society. Almost 500 years ago, an English statesman and author, Sir Thomas More, coined the term *utopia* from the Greek words meaning “no place.” In other words, utopia was a dream but not a reality.

Nevertheless, people have not stopped trying to create perfect societies. The Americans who created Brook Farm were no exception.

Many utopian communities were formed in the first half of the 1800s. What were their goals?

Why did George Ripley want to combine thinking and working at Brook Farm?

How did Brook Farm reflect the beliefs of transcendentalists?

Writing a Commercial

Suppose you could start a utopian community. What goals would you have for the community? How would you attract other people to join you?

Create a storyboard for a one-minute television commercial about your utopian community. Your storyboard should contain sketches and words to show what will happen in the commercial. The goals of your commercial are to inform people about your utopian community and to attract people to live there.

Use this rubric to evaluate your storyboard. Make changes in your storyboard if you need to.

Score	Description
3	The storyboard clearly communicates the goals of the commercial. The commercial will strongly motivate prospective members of the community. There are no spelling or grammar errors.
2	The storyboard communicates the goals of the commercial. The commercial might motivate prospective members of the community. There are few spelling or grammar errors.
1	The storyboard does not communicate the goals of the commercial. The commercial will not motivate prospective members of the community. There are many spelling or grammar errors.