

# UNITED STATES HISTORY UNIT 5

## Manifest Destiny

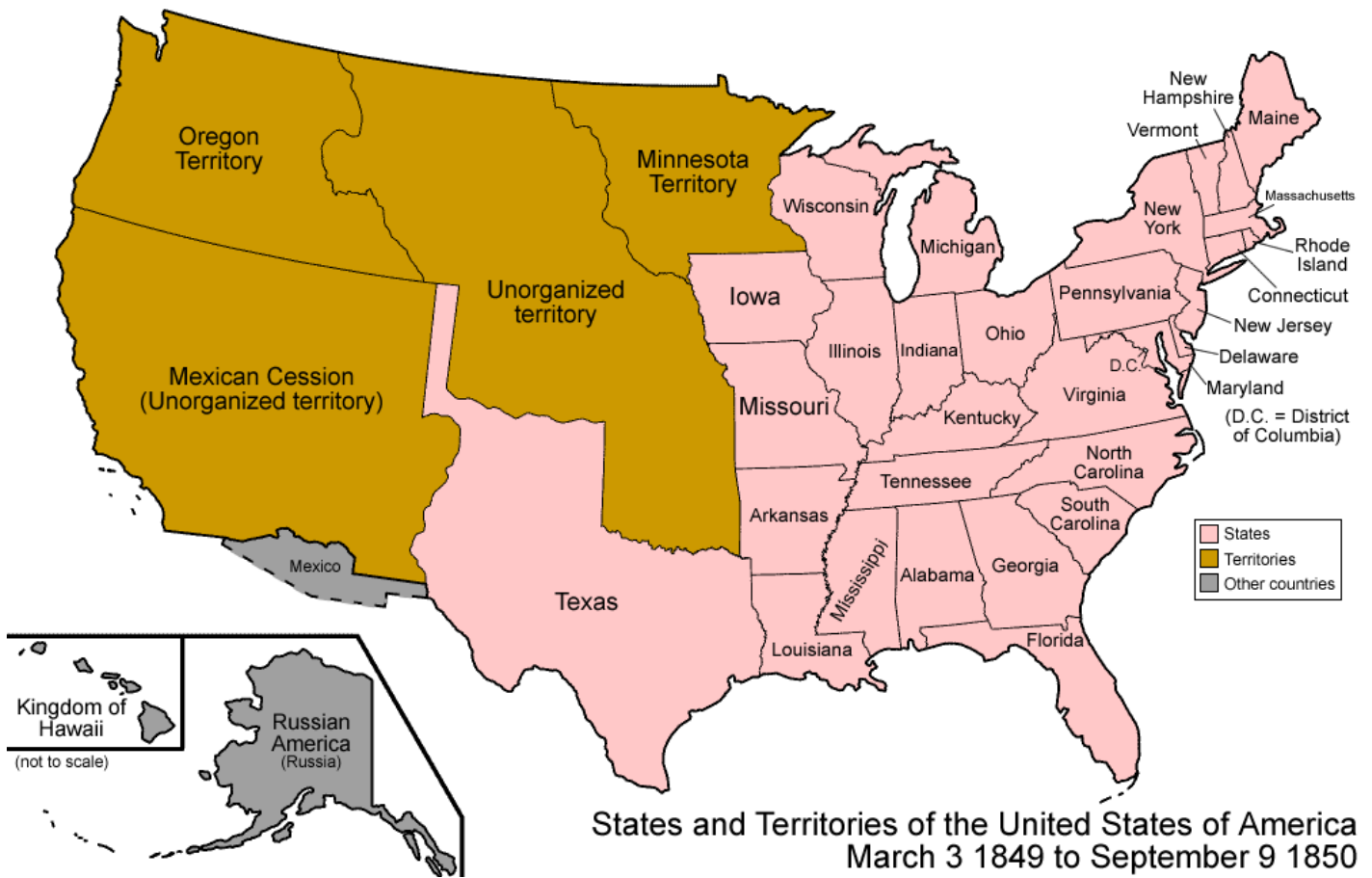


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States and Territories of the United States of America  
March 3 1849 to September 9 1850





# MANIFEST DESTINY



"To present a picture of it was desirable in every point of view. The map so constructed, shows at a glance the whole extent of the United States territory from sea to sea; and in tracing the probable expansion of the human race from east to west, the mind finds an agreeable resting place on its western limits. The view is complete, and leaves nothing to be wished for. It also adds to the beauty and symmetry [balance] of the map; which will, it is confidently believed, be found one of the most useful and ornamental [decorative] works ever executed [created] in this country."

—John Melish, 1816

1. According to Melish, why did he decide to draw the map of the United States this way?

2. How does this relate to Manifest Destiny?

**John O'Sullivan, "The Great Nation of Futurity," 1839.** | The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.... Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. Equality of rights is the cynosure of our union of States, the grand exemplar of the correlative equality of individuals; and while truth sheds its effulgence, we cannot retrograde, without dissolving the one and subverting the other. We must onward to the fulfilment of our mission -- to the entire development of the principle of our organization -- freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. This is our high destiny, and in nature's eternal, inevitable decree of cause and effect we must accomplish it. All this will be our future history, to establish on earth the moral dignity and salvation of man -- the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be *the great nation* of futurity?

1. What does John O'Sullivan think America stands for?

2. What, according to John O'Sullivan, is America's mission?

**John O'Sullivan, "Annexation," 1845.** | It is now time for the opposition to the Annexation of Texas to cease, all further agitation of the waters of bitterness and strife, at least in connection with this question, --even though it may perhaps be required of us as a necessary condition of the freedom of our institutions, that we must live on for ever in a state of unpausing struggle and excitement upon some subject of party division or other. But, in regard to Texas, enough has now been given to party. It is time for the common duty of Patriotism to the Country to succeed;--or if this claim will not be recognized, it is at least time for common sense to acquiesce with decent grace in the inevitable and the irrevocable.

Texas is now ours. Already, before these words are written, her Convention has undoubtedly ratified the acceptance, by her Congress, of our proffered invitation into the Union; and made the requisite changes in her already republican form of constitution to adapt it to its future federal relations. Her star and her stripe may already be said to have taken their place in the glorious blazon of our common nationality; and the sweep of our eagle's wing already includes within its circuit the wide extent of her fair and fertile land. She is no longer to us a mere geographical space--a certain combination of coast, plain, mountain, valley, forest and stream. She is no longer to us a mere country on the map....

Why, were other reasoning wanting, in favor of now elevating this question of the reception of Texas into the Union, out of the lower region of our past party dissensions, up to its proper level of a high and broad nationality, it surely is to be found, found abundantly, in the manner in which other nations have undertaken to intrude themselves into it, between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions....

1. What do you think John O'Sullivan means by "our manifest destiny to overspread the continent allotted by providence for the free development of our yearly multiplying millions"?

2. Based on these two documents, how did Americans feel about expanding westward?



# TEXAS INDEPENDENCE

REFLECT ON THE VIDEO | What did the Alamo signify to the people of Texas?

	Source	According to this document, why did Texans decide to declare independence in 1836? Provide a quote to support your claim.	Do you trust the perspective of this document? Why or not?
Document A			
Document B			
Document C			
Document D			
Final Conclusion: Based on all four documents, do you think that the Texans were justified in declaring independence?			

# THE AMERICAN RESPONSE

**TASK** | Read and annotate the documents below to address the prompt: Compare American positions the Annexation of Texas.

## Document 1: Henry Clay - Letter Published in the *National Intelligencer* April 27th, 1844

Position

"I consider the annexation of Texas, at this time, without the consent of Mexico, as a measure compromising the national character; involving us certainly in a war with Mexico and probably other foreign powers that are allies of Mexico, dangerous to the integrity [trustworthiness] of the Union; not practical in the present financial condition of the country.... It is estimated that Texas has a debt of \$10,000,000 - if we are absorb Texas, we are to absorb that debt, which we can not afford..."

SOAPStone

## Document 2: Sam Houston - Letter from Sam Houston to Andrew Jackson February 16th, 1844

Position

"So far as I am concerned....I am determined upon immediate annexation of Texas to the United States...Mexico might make a cause of war, and inflict violence upon us. It might be time before proper aid from the United States would be available for our defense against this; such an incident would interrupt our citizens in their peaceful existence.... I have no desire to see war renewed again in Texas, to save Texas from more bloodshed, we must annex ourselves to the United States..."

SOAPStone

## Document 3: John Calhoun - Letter to W.R. King August 12th, 1844 (Printed publically)

Position

"It is impossible to cast a look at the map of the United States and Texas ....and then take into consideration the extraordinary increase of population and growth of the former, and the source from which the later must derive its inhabitants, institutions and laws, without coming to the conclusion that it is their destiny to be united, and of course, that annexation is merely a question of time and mode...It is our destiny to occupy that vast region; to intersect it with roads and canals; to fill it with cities, towns, villages, and farms; to extend over it our religion, customs, constitution and laws; and to present it as a peaceful and splendid addition to the domains of commerce and civilization. It is our policy to increase, by rowing and spreading out into unoccupied regions, assimilating all we incorporate; in a word, to increase by accretion, and not through conquest..."

SOAPStone

**Document 4: Stephen A. Douglas - Speech of Stephen A. Douglas in the House of Representatives, January 6th, 1845**

Position

"Without dwelling upon the numerous advantages that would attend the annexation of Texas, in stimulating the industry of the whole country; in opening new markets for the manufacturers of the North and East; in bringing in the waters of the Red River, the Arkansas River, and other streams flowing into the Mississippi... in growing the political power of the United States; in securing safer and more natural boundaries, and avoiding the danger of collisions with foreign power - without dwelling upon these and other considerations, appealing to our interest and pride as a people and a nation it is sufficient argument to me that our honor and faith require the immediate annexation of Texas to the Union."

SOAPStone

**Document 5: Central Clay Club of Northampton County - pamphlet in support of Henry Clay October 18th, 1844**

Position

"Pennsylvania has to fight against the dishonest annexation of Texas, the extension of representation and slavery to a foreign people brought into our union to weigh down the free state votes of the north in congress, giving a larger voice to slaveholders ...to annex Texas would imbalance congress and violate the compromises we have worked so hard to make..."

SOAPStone

**Document 6: Charles Hudson - Massachusetts Congressman Speech in the House of Representatives, January 20th, 1845**

Position

"...Congress has the power to admit states into the Union, this is true. The gentleman from Illinois (Stephen A. Douglas) has said further here not two weeks ago that under the "necessary and proper" clause, we can annex the nation of Texas. I find this to be preposterous! This is not based on sound reasoning. Does it follow that because a power is granted to Congress, that they have the authority to exercise that power in any manner they please, regardless of the laws of the nation? ....At the time when the Constitution was formed, we were in possession of the Northwest Territory, which we held as per a treaty we signed with England...we have signed no treaty with Mexico nor with Spain over the ownership of the lands we call Texas... it is unconstitutional if we annex these lands..."

SOAPStone

**TASK** | As a group, write your thesis on your poster.



# MEXICAN-AMERICAN WAR

**TASK** | Read both sources, Polk's message to Congress and Gidding's Message to the House of Representatives to compare American perspectives on the war with Mexico. After answering all guided questions, complete the graphic organizer that follows.

## SOURCE 1: PRESIDENT JAMES K. POLK

**CONTEXT** | The border between Texas and Mexico had been a subject of much debate ever since Texas won its independence from Mexico in 1836. Even after Texas was annexed by the United States in 1845, the question of whether its southern border was the Rio Grande River or the Nueces River, about 150 miles to the north, was greatly contested. This was the situation when James K. Polk became president. Polk believed that the United States had a "Manifest Destiny" to reach from the Atlantic Ocean to the shores of the Pacific. To help fulfill this destiny Polk sent a US representative to the Mexican government in order to make an offer to buy California and parts of New Mexico as well as to settle the disputed territory in Texas. In exchange for this land he offered \$25–\$30 million and an additional \$3 million in debt relief owed to American citizens by Mexico. The Mexican government refused to meet with the representative. Consequently, Polk ordered the US Army to move into the disputed territory. Fighting broke out on April 25, 1846, when a Mexican force killed sixteen American soldiers in the disputed territory south of the Nueces River.

How did the annexation of Texas contribute to the start of the Mexican-American War?

**TASK** | Read the message below and explain the bolded phrases in the right margin.

**President James K. Polk, To the Congress of the United States: A Special Message Calling for a Declaration of War against Mexico, Washington, May 11, 1846 (abridged)**

. . . The strong desire to establish peace with Mexico, on liberal and honorable terms, and the readiness of this Government to regulate and adjust our boundary, and other causes of difference with that Power, on such fair and equitable principles as would lead to permanent relations of the most friendly nature induced me . . . to seek the reopening of diplomatic relations . . . An Envoy of the United States repaired to Mexico with full powers to adjust every existing difference . . . The Mexican Government not only refused to receive him, or listen to his propositions, but after a long-continued series of menaces, have at last invaded our territory and shed the blood of our fellow-citizens on our own soil.

. . . The redress of the wrongs of our citizens naturally and inseparably blended itself with the question of boundary . . . I could not, for a moment, entertain the idea that the claims of our much-injured and long-suffering citizens, many of which had existed for more than twenty years, should be postponed, or separated from the settlement of the boundary question . . . Thus the Government of Mexico, though solemnly pledged by official acts in October last to receive and accredit an American envoy, violated their plighted faith, and refused the offer of a peaceful adjustment of our difficulties. Not only was the offer rejected, but the indignity of its rejection was enhanced by the manifest breach of faith in refusing to admit the Envoy, who came because they had bound themselves to receive him . . .

Explain the bolded phrases in your own words

the Mexican Government refused all negotiation, and have made no proposition of any kind.

. . . I had ordered an efficient military force to take a position "between the Nueces and Del Norte." This had become necessary to meet a threatened invasion of Texas by the Mexican forces . . . The invasion was threatened solely because Texas had determined, in accordance with a solemn resolution of the Congress of the United States, to annex herself to our Union, and, under these circumstances, it was plainly our duty to extend our protection over her citizens and soil . . .

The movement of the troops to the Del Norte . . . under positive instructions to abstain from all aggressive acts towards Mexico, or Mexican citizens, and to regard the relations between that Republic and the United States as peaceful, unless she should declare war, or commit acts of hostility indicative of a state of war. He was specially directed to protect private property and respect personal rights . . .

The Mexican forces at Matamoras assumed a belligerent attitude . . .

General Arista, who had succeeded to the command of the Mexican forces, communicated . . . that "he considered hostilities commenced, and should prosecute them." . . .

The grievous wrongs perpetrated by Mexico upon our citizens throughout a long period of years, remain unredressed; and solemn treaties, pledging her public faith for this redress, have been disregarded . . .

Our commerce with Mexico has been almost annihilated. It was formerly highly beneficial to both nations; but our merchants have been deterred from prosecuting it, by the system of outrage and extortion which the Mexican authorities have pursued . . . and, in official proclamations and manifestoes, has repeatedly threatened to make war upon us, for the purpose of reconquering Texas. In the meantime, we have tried every effort at reconciliation. The cup of forbearance had been exhausted, even before the recent information from the frontier of the Del Norte. But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself, we are called upon, by every consideration of duty and patriotism, to vindicate, with decision, the honor, the rights, and the interests of our country.

Explain the bolded phrases in your own words

## **SOURCE 2: CONGRESSMAN JOSHUA GIDDINGS**

**CONTEXT** | For a number of representatives in Congress, especially those from the northern states, a decision in favor of going to war with Mexico had little to do with national pride or fair trade practices and everything to do with American slavery and imperialistic expansion. Although these voices were in the minority they were vocal in their opposition to the President. Among those opposed to the war with Mexico was the newly elected congressman Abraham Lincoln. Author Henry David Thoreau refused to pay taxes that would support the war and was subsequently jailed, where he wrote his essay Civil Disobedience. Yet despite the arguments raised by northern congressmen, war was declared only hours after Giddings gave his speech.

Why did Congressmen consider the issue of slavery important to the war with Mexico?

**Congressman Joshua Giddings, Debate on the Mexican War, House of Representatives, Washington, May 13, 1846 (abridged)**

. . . I apprehend that much blood and much treasure will be expended before the people of New Mexico will be compelled to unite with slave-holding Texas. Those Mexicans love freedom. They have abolished slavery, for which they entertain an unconquerable detestation . . . But the President says this Mexican country "is now included in one of our congressional districts." These thirty thousand people who, so soon as the bill which passed this House yesterday shall receive the sanction of the Senate, and shall be approved by the President, will be in a state of war with this nation, are to be represented on this floor because Texas has on paper attached them to one of her congressional districts . . .

I regard the message as having been put forth to divert public attention from the outrage committed by the President upon our own Constitution, and the exercise of usurped powers, of which he has been guilty in ordering our army to invade a country with which we are at peace, and of provoking and bringing on this war. I am led to this inevitable conclusion from the fact that he dare not rest his justification upon truth. He reminds us of the grievous wrongs perpetrated (as he says) by Mexico upon our people in former years, and alludes to the delay of that government in the payment of debts due our people, and mourns over the loss of our commerce with Mexico; all for the purpose of justifying himself in sending the army to the Rio Grande, and commencing the work of human butchery!

If the country be ours, why does he seek to justify the taking possession of it by reference to the fact that Mexico is indebted to some of our people? If it be not ours, and he has taken possession of it in order to compel Mexico to pay those debts, why not say so? The fact that Mexico has not paid the debts due to our citizens can have no legitimate connection with taking possession of our own soil. But the writer of the message was obviously conscious that this invasion of the Mexican territory could not be justified; and he endeavored to extenuate the act by assuring us that "the movement of the troops to the Del Norte was made under positive instructions to abstain from all aggressive acts toward Mexico or Mexican citizens unless she should declare war."

What aggressive acts toward a foreign power could our army commit while on our own territory? While the army was within the United States they could not commit violence upon Mexico. The order was also to abstain from all aggressive acts toward "Mexican citizens." It seems that the President expected General Taylor to find Mexican citizens located within the United States . . . The President obviously intended to involve us in war with Mexico. No sophistry can disguise that fact. That truth will stand on the page of history in all coming time, to the disgrace of this nation and of the age in which we live . . .

Sir, no man regards this war as just. We know, the country knows, and the civilized world are conscious, that it has resulted from a desire to extend and sustain an institution on which the curse of the Almighty most visibly rests. Mexico has long since abolished slavery. She has purified herself from its crimes and its guilt. That institution is now circumscribed on the southwest by Mexico, where the slaves of Texas find an asylum . . . It has therefore become necessary to extend our dominions into Mexico in order to render slavery secure in Texas.

. . . This war is waged against an unoffending people, without just or adequate cause, for the purposes of conquest; with the design to extend slavery; in violation of the Constitution, against the dictates of justice, of humanity, the sentiments of the age in which we live, and the precepts of the religion we profess. I will lend it no aid, no support whatever. I will not bathe my hands in the blood of the people of Mexico, nor will I participate in the guilt of those murders which have been and which will hereafter be committed by our army there. For these reasons I shall vote against the bill under consideration and all others calculated to support this war.

Explain the bolded phrases in your own words

**REFLECTION** | Once you have completed both readings, reflect on the speaker's perspectives on the Mexican-American War to answer the two questions below.

What were the arguments in **support** of war with Mexico?

Claims	Evidence [from documents] to support claims

What were the arguments **against** war with Mexico?

Claims	Evidence [from documents] to support claims



# THE WAR'S AFTERMATH

Following the defeat of the Mexican army and the fall of Mexico City, in September 1847, the Mexican government surrendered and peace negotiations began. The war officially ended with the February 2, 1848, signing in Mexico of the Treaty of Guadalupe Hidalgo. The treaty added an additional 525,000 square miles to United States territory, including the land that makes up all or parts of present-day Arizona, California, Colorado, Nevada, New Mexico, Utah and Wyoming. Mexico also gave up all claims to Texas and recognized the Rio Grande as America's southern boundary. In return, the United States paid Mexico \$15 million and agreed to settle all claims of U.S. citizens against Mexico.

## Wilmont Proviso

The Wilmot Proviso was designed to eliminate slavery within the land acquired as a result of the Mexican War (1846-48). Soon after the war began, President James K. Polk sought the appropriation of \$2 million as part of a bill to negotiate the terms of a treaty. Fearing the addition of a pro-slave territory, Pennsylvania Congressman David Wilmot proposed his amendment to the bill. Although the measure was blocked in the southern-dominated Senate, it enflamed the growing controversy over slavery, and its underlying principle helped bring about the formation of the Republican Party in 1854.

The antislavery declaration reflected the national political situation. The Democrats had divided over slavery and expansion during the 1844 election, but after his victory James K. Polk had pushed for the acquisition of the Oregon country and for a larger share of Texas from Mexico.

Northern Democrats such as Wilmot, who feared the addition of slave territory, had resented Polk's willingness to compromise the Oregon dispute with Great Britain at the forty-ninth parallel-less territory than expected. More interested in northern free labor than in the plight of southern slaves, Wilmot had been an administration loyalist until he presented his proviso. Apparently, it may not even have been his idea. The language was taken from the Northwest Ordinance of 1787, and several antislavery congressmen had written similar measures.

Although the measure was blocked in the southern-dominated Senate, it helped widen the growing sectional rift, and it inspired such politicians of the time as James Buchanan, Lewis Cass, and John C. Calhoun to formulate their own plans for dealing with slavery as the nation expanded its territory.

Summarize the Outcome of the Mexican-American War		List impacts of the Wilmont Proviso on American politics
When	In 1848,	
Who	The United States and Mexico	
What	Wrote the Treaty of Guadalupe Hidalgo to...	
Impact	This created problems in American politics because...	

# AMERICA, THE STORY OF US: WESTWARD

1. Settlers can walk up to \_\_\_\_\_ a day, for up to \_\_\_\_\_ months straight.
2. Families save for \_\_\_\_\_ years to join the exodus.
3. A wagon & oxen cost a minimum of \_\_\_\_\_ in today's money.
4. \_\_\_\_\_ Americans will die on the journey west, \_\_\_\_\_ graves for every mile.
5. The settlers needed to clear the mountain passes before \_\_\_\_\_, or the consequences would be terrifying.
6. Donner found a shortcut that would shave \_\_\_\_\_ off the journey, a savings of \_\_\_\_\_.
7. Instead, the shortcut added \_\_\_\_\_.
8. The Donner Party is stranded for \_\_\_\_\_. It takes only \_\_\_\_\_ to eat all the food.
9. Christmas 1846 -- The Donner party eat their first \_\_\_\_\_.
10. TRUE OR FALSE: No one from the Donner party survived.
11. The Mexican empire stretches from \_\_\_\_\_ to Guatemala.
12. The Battle of the Alamo showed America was willing to \_\_\_\_\_ to expand West.
13. In \_\_\_\_\_, gold is discovered in a California river.
14. In 2 years, the population of California goes from \_\_\_\_\_ to 100,000.
15. Less than \_\_\_\_\_ out of \_\_\_\_\_ got rich from the gold rush, except for the merchants.
16. Settler families of 10 or more lived in \_\_\_\_\_, with a single room.
17. The forced relocation of Native Americans was the policy of the US for over \_\_\_\_\_ years.
18. The Mississippi River stretches \_\_\_\_\_ miles, stretching from Minnesota to \_\_\_\_\_.
19. TRUE OR FALSE: The Mississippi River is the only way for the farmers in the West to sell their produce.
20. Once down the river, the flatboats are sold for \_\_\_\_\_, and the farmers walk \_\_\_\_\_ miles home.
21. The new invention that transforms the Mississippi, the Midwest, & America is the \_\_\_\_\_.
22. The new invention can travel \_\_\_\_\_ miles a day, \_\_\_\_\_ times faster and can carry \_\_\_\_\_ times the cargo of a raft.
23. The problem is that over 1/2 the early models \_\_\_\_\_.
24. The steamboat makes the \_\_\_\_\_ America's economic powerhouse.
25. Over \_\_\_\_\_ generations, America grew from a \_\_\_\_\_ mile wide strip of colonies on the Eastern seaboard to a continental powerhouse.

# WESTWARD MIGRATION

**TASK** | Use the documents provided to analyze the push and pull factors of your assigned migration. Complete your assigned section in the chart below, then prepare a 1-3 minute presentation/ advertisement to share with future explorers about your product. Your presentation must include:

- A description of your role in American Society
- Push and Pull Factors of your westward migration
- Impacts of your migration on the development of the American West

This information should be presented through the use of a poster, skit, public announcement, or other creative platform. Keep in mind that you will have 25 minutes to read about your product AND prepare your presentation, so keep it simple!

	Role in American Society	Push Factors	Pull Factors	Impacts on the West
Mormons				
Forty-Niners				
Mountain Men				
Chinese Immigrants				
Native Americans				
Free-Soil Settlers				

## SLAVERY IN THE EARLY 19<sup>TH</sup> CENTURY

### Sequential Entering of States and Territories from 1820 to 1854

Year	Free	Slave	Free or Slave (by Popular Sovereignty)
1820	Maine		
1821		Missouri	
1836		Arkansas	
1837	Michigan		
1845		Texas Florida	
1846	Iowa		
1848	Wisconsin Oregon Territory		
1849	Minnesota Territory		
1850	California		Utah Territory New Mexico Territory
1853	Washington Territory		
1854			Kansas Territory Nebraska Territory

**TASK** | Answer the following [Middle Passage Guiding Questions](#), using the document stations around the room.

#### Document A: Historian

1. Who did the research for the statistics included in this chart? Why might this chart be a useful source to help explain why the internal slave trade was known as the Second Middle Passage?
  
  
  
  
  
  
  
  
  
  
2. Slave traders captured and forced approximately four hundred thousand Africans onto ships to the United States during the Middle Passage. According to this document, how many slaves did traders sell across state lines from 1820-1860?



3. Using evidence from this document, complete the following sentence:  
Historians refer to the slave trade within the United States as the Second Middle Passage because...

**Document B: Mingo White's Narrative**

1. When was this interview conducted? How might this affect the reliability of this source?  
According to Mingo White, "there were a lot of slave speculators in Chester to buy some slaves for some folks in Alabama."
2. What was happening in the economy of the Deep South at that time (1840-1852)? How might this historical context help to explain why there were so many slave traders in Chester?
3. How does this narrative provide evidence of the human impact of the domestic slave trade? List at least three pieces of evidence.
4. Using evidence from this document, complete the following sentence:  
Historians refer to the slave trade within the United States as the Second Middle Passage because...

**Document C: Genius of Universal Emancipation**

1. What type of publication was Genius of Universal Emancipation? What might have been the purpose for publishing this article?

2. According to the article, why were people chained together on the La Fayette?
  
  
  
  
  
  
  
  
  
  
3. Using evidence from this document, complete the following sentence:  
Historians refer to the slave trade within the United States as the Second Middle Passage because...

**Document D: Slave Trader Letter**

1. Who was A. J. McElveen? What was his purpose for writing this letter? What does this tell you about the economics of the domestic slave trade?
  
  
  
  
  
  
  
  
  
  
2. What do McElveen's descriptions of slaves tell you about the domestic slave trade?
  
  
  
  
  
  
  
  
  
  
3. Compare this account to Document B. What information from Document B does this letter corroborate?
  
  
  
  
  
  
  
  
  
  
4. Using evidence from this document, complete the following sentence:  
Historians refer to the slave trade within the United States as the Second Middle Passage because...

# SLAVERY NARRATIVES

Use the narratives provided to complete the organizer below:

	How does this account portray slavery?	How does this account compare to the other two documents?	What are the values and limits of this source?
Document A			
Document B			
Document C			

1. The interviewer in Document B was white. The interviewer in Document C was black. How do the two accounts differ?
2. How might the race of the interviewer have affected the accounts provided?
3. The interviewers in Document A and Document B likely believed they were accurately recording the regional dialects and speech patterns of those they interviewed when they altered the spelling of words. (For example, the interviewer in Document A wrote "I'se fum Jawja" instead of "I'm from Georgia".) Why might someone argue that recording a local dialect could make a document more reliable?
4. Why might others argue that this makes the document less reliable?

# ANTI-SLAVERY ACTIVISTS

## HARRIET TUBMAN

Why is Harriet Tubman referred to as the Moses of the black community?

What did Harriet Tubman symbolize to white slave owners?

## FREDERICK DOUGLASS

Frederick Douglass was born into slavery in Maryland. He served multiple masters and was separated from family and loved ones throughout his time as a slave. In his 20's, after many failed attempts, he escaped to New York, eventually settling in Massachusetts where he worked for both religious and abolitionist organizations. Fortunate to learn literacy skills as a young man, Douglass developed great skill with the written and spoken word as a freed man. He travelled from city to city, penning editorials, essays, and books as well as delivering passionate abolitionist speeches. His speech, "What to the Slave is the 4th of July?", was delivered on July 5, 1852. It is widely considered to be one of the most powerful & influential speeches of the abolitionist movement.

### "What to the Slave is the Fourth of July?" (1852)

#### Part 1: A Fourth of July Oration

"Resolved, That these united colonies are, and of right, ought to be free and Independent States; that they are absolved from all allegiance to the British Crown...and that all political connection between them and the State of Great Britain is, and ought to be, dissolved..." Citizens, your fathers made good that resolution. They succeeded; and today you reap the fruits of their successes. The freedom gained is yours; and you, therefore, may properly celebrate this anniversary. The 4th of July is the first great fact in your nation's history...

Pride and patriotism, not less than gratitude, prompt you to celebrate and to hold it in perpetual remembrance. I have said that the Declaration of Independence is the ring-bolt to the chain of your nation's destiny; so indeed, I regard it....

#### Part 2: Slavery in America

But such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me...You may rejoice, I must mourn.

Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, today, rendered more intolerable by the jubilee shouts that reach them.

Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future.

Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to be understood? How should I look to-day, in the presence of Americans, dividing, and subdividing a discourse, to show that men have a natural right to



freedom? speaking of it relatively and positively, negatively and affirmatively. To do so, would be to make myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

### **Part 3: Reasons for Hope - The Constitution**

“Fellow Citizens! There is no matter in respect to which, the people of the North have allowed themselves to be so ruinously imposed upon, as that of the pro-slavery character of the Constitution. In that instrument I hold there is neither warrant, license, nor sanction of the hateful thing; but, interpreted as it ought to be interpreted, the Constitution is a GLORIOUS LIBERTY DOCUMENT.

... If the constitution were intended to be, by its framers and adopters, a slave-holding instrument, why neither slavery, slaveholding, nor slave can anywhere be found in it?

Now, take the constitution according to its plain reading, and I defy the presentation of a single pro-slavery clause in it. On the other hand it will be found to contain principles and purposes, entirely hostile to the existence of slavery...

1. In part one of his speech, who does Frederick Douglass suggest earned their freedom?
2. What do you think are the principles in the Declaration of Independence that Frederick Douglass is referring to? [Hint: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”]
3. According to the first three lines of part two, does Douglass feel included in the celebrations of freedom? Why or why not?
4. According to Frederick Douglass, why has America never looked blacker to him than on the 4th of July?

5. According to Frederick Douglass, what to the slave is the 4th of July?
  
6. What document provides Douglass with hope? Why does he find hope in this document? Explain two of his reasons.
  
7. How does Frederick Douglass use the founding principles of America to build an argument against slavery?
  
8. How do you think Frederick Douglass's experiences as a former slave impacted or shaped his arguments or claims in this speech?

### **HARRIET BEECHER STOWE**

Harriet Beecher Stowe grew up in New England in a family of ministers and church leaders. At the time, it was rare to be an educated woman, however Harriet's sister, Catharine, was a strong advocate for women's education and ensured that her siblings, regardless of gender, learned to read and write. Stowe wrote over 30 books from novels to picture books to books filled with advice on child rearing. Of all of Stowe's books, the abolitionist tale *Uncle Tom's Cabin* was the most popular and earned her a place amongst literary greats. In the novel, she explores the story of a slave named Tom, who grapples with the ideas of running away to a free state, and the morality of the institution of slavery.

**Uncle Tom's Cabin (1852), Chapter 45** | The excerpt below was included as the last part of the book. It is Harriet Beecher Stowe's personal thoughts on slavery.

"For many years of her life, the author avoided all reading upon or allusion to the subject of slavery, considering it as too painful to be inquired into, and one which advancing light and civilization would certainly live down. But, since the legislative act of 1850, when she heard, with perfect surprise and consternation, Christian and humane people actually recommending the remanding escaped fugitives into slavery, as a duty binding on good citizens,—when she heard, on all hands, from kind, compassionate and estimable people, in the free states of the North, deliberations and discussions as to what Christian duty could be on this head,—she could only think, These men and Christians cannot know what slavery is; if they did, such a question could never be open for discussion. And from this arose a desire to exhibit it in a living dramatic reality.

She has endeavored to show it fairly, in its best and its worst phases. In its best aspect, she has, perhaps, been successful; but, oh! Who shall say what yet remains untold in that valley and shadow of death, that lies the other side?

To you, generous, noble-minded men and women, of the South,—you, whose virtue, and generosity and purity of character.... Have you not, in your own secret souls, in your own private conversations, felt that

there are woes and evils, in this accursed system, far beyond what are here shadowed, or can be shadowed? Can it be otherwise? Is man ever a creature to be trusted with wholly irresponsible power? And does not the slave system, by denying the slave all legal right of testimony, make every individual owner an irresponsible despot? Can anybody fail to make the inference what the practical result will be? ...Are the honorable, the just, the high-minded and compassionate, the majority anywhere in this world?

Do you say that the people of the free state have nothing to do with it, and can do nothing? Would to God this were true! But it is not true. The people of the free states have defended, encouraged, and participated; and are more guilty for it, before God, than the South, in that they have not the apology of education or custom.

If the mothers of the free states had all felt as they should, in times past, the sons of the free states would not have been the holders, and, proverbially, the hardest masters of slaves; the sons of the free states would not have connived at the extension of slavery, in our national body; the sons of the free states would not, as they do, trade the souls and bodies of men as an equivalent to money, in their mercantile dealings. There are multitudes of slaves temporarily owned, and sold again, by merchants in northern cities; and shall the whole guilt or obloquy of slavery fall only on the South?

Northern men, northern mothers, northern Christians, have something more to do than denounce their brethren at the South; they have to look to the evil among themselves. But, what can any individual do? Of that, every individual can judge. There is one thing that every individual can do,—they can see to it that they feel right. An atmosphere of sympathetic influence encircles every human being; and the man or woman who feels strongly, healthily and justly, on the great interests of humanity, is a constant benefactor to the human race. See, then, to your sympathies in this matter! Are they in harmony with the sympathies of Christ? or are they swayed and perverted by the sophistries of worldly policy?

But, still more. On the shores of our free states are emerging the poor, shattered, broken remnants of families,—men and women, escaped, by miraculous provinces from the surges of slavery,—feeble in knowledge, and, in many cases, infirm in moral constitution, from a system which confounds and confuses every principle of Christianity and morality. They come to seek a refuge among you; they come to seek education, knowledge, Christianity.

What do you owe to these poor unfortunates, oh Christians? Does not every American Christian owe to the African race some effort at reparation for the wrongs that the American nation has brought upon them? Shall the doors of churches and schoolhouses be shut upon them? Shall states arise and shake them out? Shall the church of Christ hear in silence the taunt that is thrown at them, and shrink away from the helpless hand that they stretch out; and, by her silence, encourage the cruelty that would chase them from our borders? If it must be so, it will be a mournful spectacle. If it must be so, the country will have reason to tremble, when it remembers that the fate of nations is in the hands of One who is very pitiful, and of tender compassion...

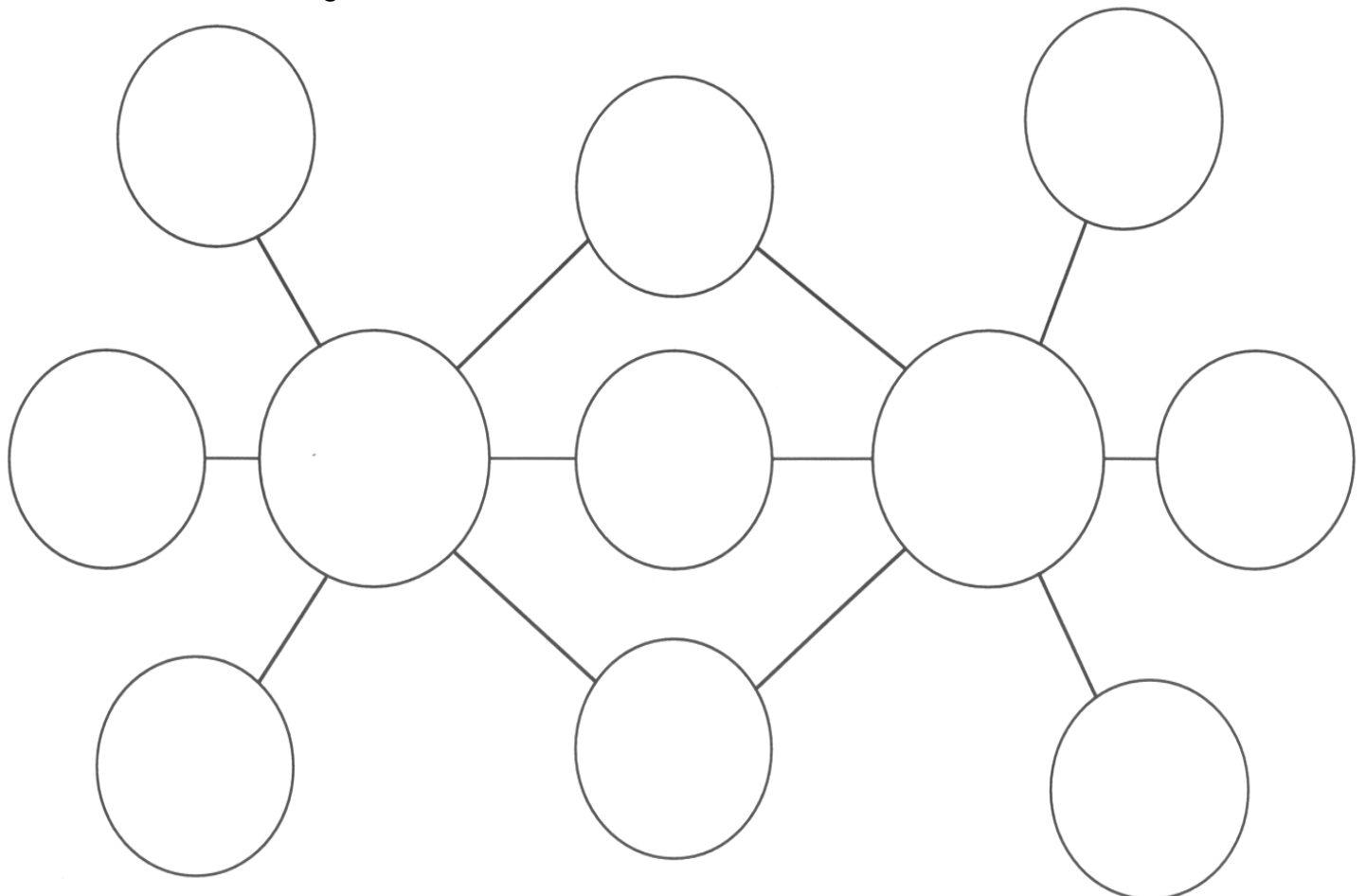
1. What law prompted Stowe to write this book?

2. What was she trying to accomplish with this novel?

3. What does Stowe mean when she writes, “*And does not the slave system, by denying the slave all legal right of testimony, make every individual owner an irresponsible despot?*” What is Stowe saying about what slave owners become after practicing and participating in the institution of slavery?

4. Who does Stowe blame, the South, the North, or both? What is her reasoning behind this?
  
5. How does Stowe use Christianity to support her arguments against slavery?
  
6. Explain the final paragraph of Stowe's chapter in your own words. What does it mean?
  
7. How do you think Harriet Beecher Stowe's background as an advocate for women's rights, and a daughter of church leaders, influence her argument or claims?

To begin a deeper analysis, complete the diagram below to compare the writing of Harriet Beecher Stowe and Frederick Douglass.





# COMPROMISE OF 1850

As the United States began to expand its borders and convert territories into new states, the debate over slavery became front and center in American politics. In order to balance tension between the states over the controversial issue of slavery and representation in the legislative branch of American Government, the US Congress passed a number of bills that attempted to balance the number of free states and slave states in the nation. Amongst these bills were the Compromise of 1820 (Missouri Compromise), the Compromise of 1850, and the Kansas-Nebraska Act.

## Missouri Compromise

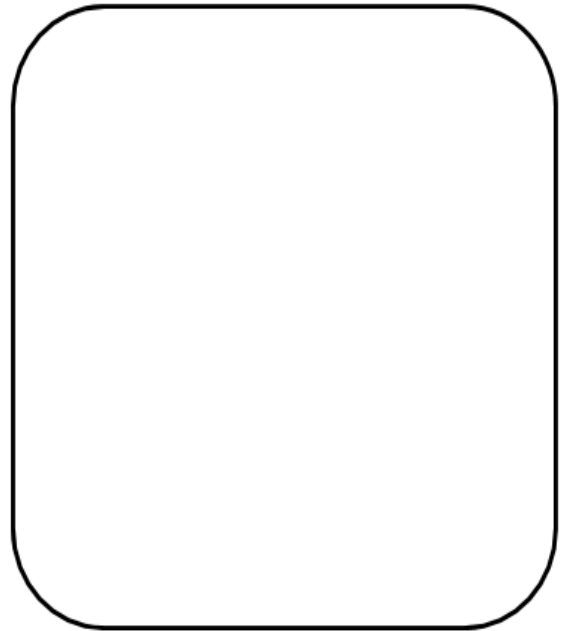
### Cause



Missouri Compromise

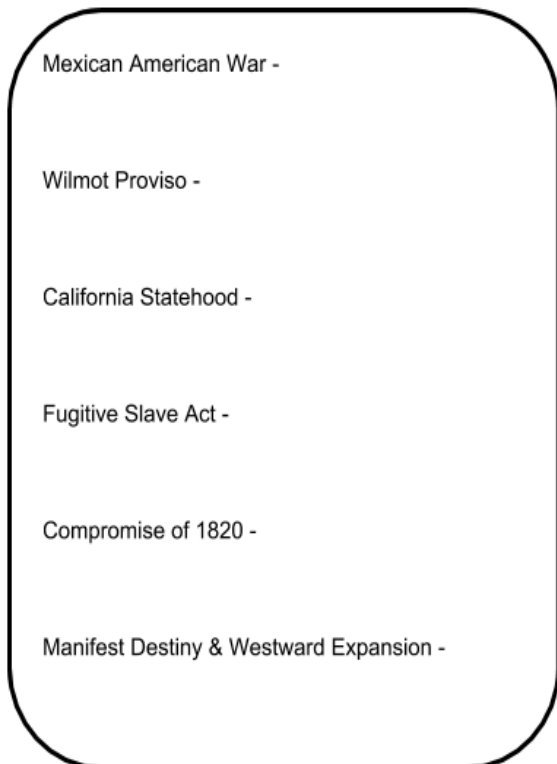


### Effect



## Compromise of 1850

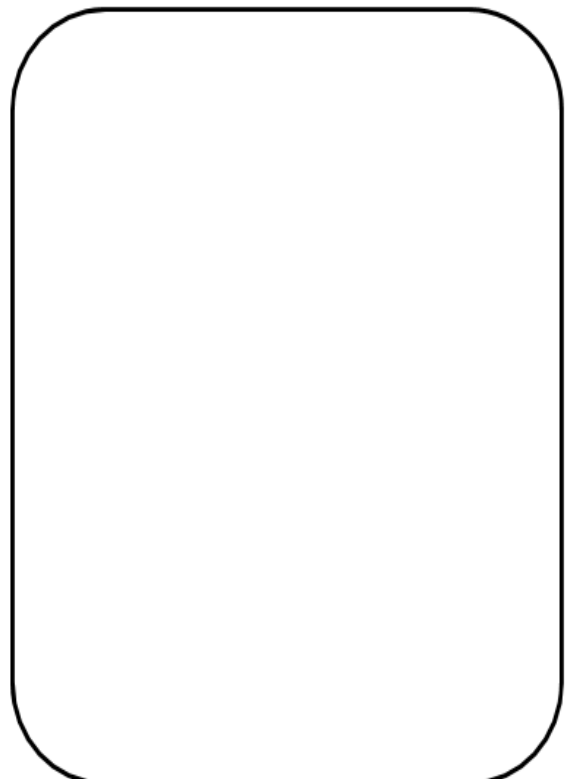
### Cause



Compromise of 1850



### Effect



## Kansas-Nebraska Act (1854)

### Cause

Manifest Destiny -

Kansas & Nebraska Statehood -

Popular Sovereignty -

Transcontinental Railroad -

Compromise of 1820 -

Compromise of 1850 -

Balance in Congress -

Kansas Nebraska Act



### Effect

**Historian Eric Foner was asked: "What is the relationship between slavery and westward expansion?"**

**Eric Foner responded with:** "Slavery was intimately related to the major trends [and] developments that we associate with American history in the first half of the 19th century. For example, territorial expansion, the westward movement, the frontier. The country grew tremendously in this period until, by the 1840's, it reached the Pacific Ocean. Frederick Jackson Turner, the great historian of the late 19th century, said it was on the frontier that democracy was born, that American ideas of equality were born, individualism. But the frontier also carried with it the expansion of slavery. The westward expansion of slavery was one of the most dynamic economic and social processes going on in this country. The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas. So the expansion of slavery, which became the major political question of the 1850's, was not just a political issue. It was a fact of life that every American had experienced during this period.

Americans in the 19th century thought of or spoke of their country as in Jefferson's phrase -- an "empire of liberty." And the history of the United States was conceived of as part of the progress of mankind and the spread of liberty throughout the world. And you can see this in graphic illustrations of the period -- of liberty leading people westward. And progress was the essence of the American story.

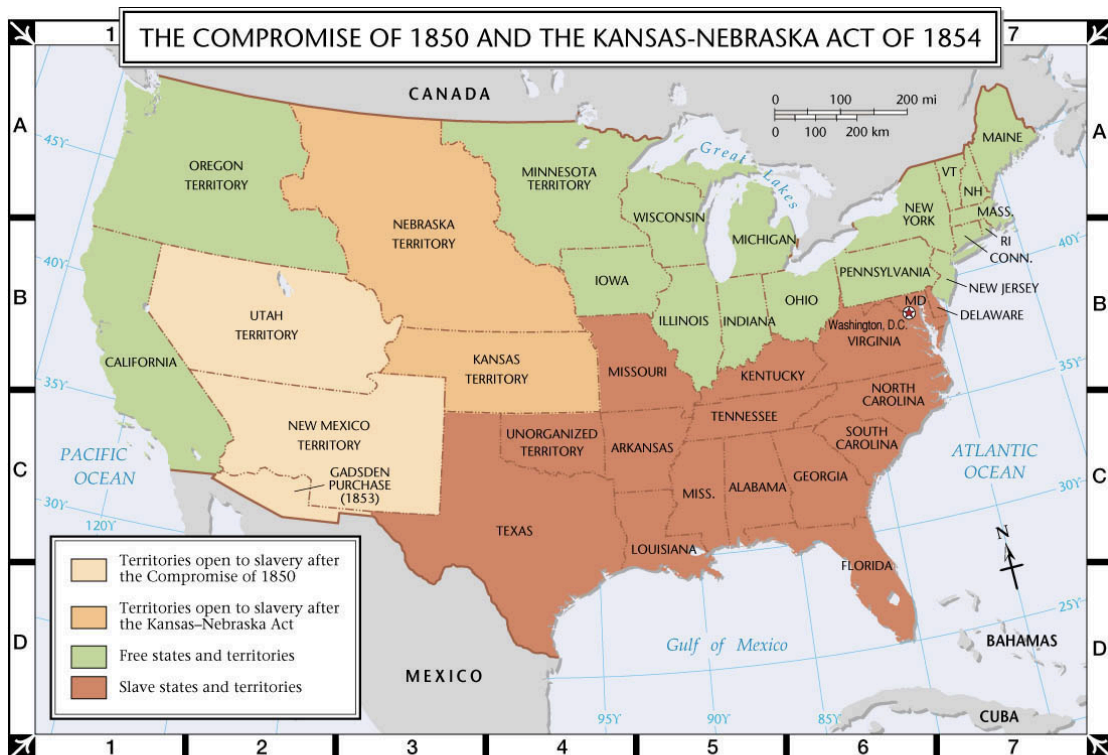
Now, in the South, southern slave owners insisted that slavery was absolutely essential to that story of progress. Without slavery, you could not have civilization, they said. Slavery freed the upper class from the need to do manual labor, to worry about economic day-to-day realities, and therefore gave them the time and the intellectual ability to devote themselves to the arts and literature and mechanical advantages and inventions of all kinds. So that it was slavery itself which made the progress of civilization possible.

Now, northerners by this period wouldn't have put it exactly that way, because they lived in a non-slave area. But I think in the North, the connection of slavery and American growth was really sort of ignored. In other words, people would talk about the expansion of the "empire of liberty" and never quite mention that millions of people in this "empire of liberty" were slaves"

# BLEEDING KANSAS

Answer the following questions based on the [clip](#):

1. Why was the Missouri Compromise replaced in 1850?
2. Why did the south support the Kansas-Nebraska Act?
3. Why did the north oppose the Kansas-Nebraska Act?
4. Why did the Whig party collapse?
5. What happened in Kansas following the passage of the act, and why?
6. Why is the Kansas-Nebraska Act considered a major cause of the Civil War?



**John Brown** was an American abolitionist who believed in using violent methods to eradicate slavery in the United States. He is most famous for leading an attack on a federal arsenal at Harpers Ferry, Virginia (now West Virginia), in 1859. Although unsuccessful in his aim of overthrowing slavery in the American South, Brown's raid and his subsequent execution fueled tensions in the national debate over slavery in the United States. Historians credit Brown, his raid, and the public debates surrounding his trial and legacy with hastening Southern secession and the Civil War.



Why do historians believe that John Brown helped bring about the Civil War?

### **From Martin White to John W. Geary**

*This letter, dated October 5, 1856, was sent by Martin White in Miami County, Kansas, to Kansas Governor John Geary. White is frustrated by Geary's lack of response to his previous requests for troops to protect local citizens against John Brown's raids. White states that he has raised a company of 80 men who wish to be mustered into the U.S. service to help with local defense.*

October 5th 1856

[Paola] Lykans Co[.] K[.]T[.]

To his Excelancy John W[.] Geary

Govnor of The Territory of K[.]T[.]

Sir[.]

I have ritten 2 letters to you and have received no answe from you[.] the first was asking permission to rase a Cumpony to be stationed at stanton to protect the inhabitants and thare property subject at all times to your order and the mintanance of the law[.] the 2 was informing you of Brown and his Cumpony who ware stil marching through the Cuntry takin every thing that tha [they] Could git that tha [they] Could make money out of[.] Even to plows and Driving Every boddy back that did not suit thare purpus and destroying the Crops for which i asked you fore a detachment of the forces under your Command to arest those high way robbers and murders[.] i went on the 30 of last month to [Paola] expecting to git help from you but received no ansur and found no help and finding that i was in danger i shal leeve to day. There is a bought [about] [40?] famileys wating for protection to go back[.] we have rased a Cumpony of 80 men and Elected our officers and will report amediately and we ask to be Mustered in to the united states survices.

the names of our officers will be reported to you amediately[.] please rite to me and

oblige yours[.] direct yours to [Paola] Lykans Co[.] K[.]T[.]

yours with mutch respect[.]

According to White, of what crimes are Brown and his followers guilty?

### **NOTES**

### From John Brown to Orson Day

*This letter, dated December 14, 1855, is from John Brown to Orson Day of White Hall, New York. Writing from his homestead in Osawatomie, Kansas, Brown tells Day that he has just returned from the "Kansas War" and that he believes Kansas Territory is now "entirely in the power of the Free State men." He announces that on the following day, Kansas residents will vote on whether to adopt the Free State Constitution. Brown also informs Day that he has secured a piece of land for him in Kansas.*

Browns Station, Kansas Territory  
14th Decem[.] 1855  
Orson Day Esqr[.]  
White Hall, N.Y[.]

### NOTES

Dear Sir[.]

I have just returned from the Kansas War (about which you have no doubt learned by the newspapers;) & find your Letter of the 19th Nov. As I intend to send you shortly a paper published here giving you a more full account of the invasion than I can consistently afford the time to give; I will only say at this time that the Territory is now entirely in the power of the Free State men; & notwithstanding this result has been secured by means of some bravery, & tact; with a good deal of trickery on the one side; & of cowardice, folly, & drunkenness on the other yet so it is; & I believe the Missourians will give up all further hope of making Kansas a Slave State.

Tomorrow the people of Kansas will decide whether to adopt or to reject the Free Constitution submitted to them; & I have no doubt of its adoption. Indeed I consider it no longer a question whether this is to be a Free or a Slave State. As I wrote you a few days since we have secured a good claim for you & shall be preposing to build on it for you as fast as we can. As we have access to no Saw Mill as yet for any lumber I think you & Mrs[.] Day had better leave the planning of a House to Mr[.] Thompson & myself; but still if you send us a plan in season we will conform to it so far as circumstances will allow of it. Could you be on the overground & understand all the circumstances in connection you would probably decide to do in many respects different from what you would if at White Hall.

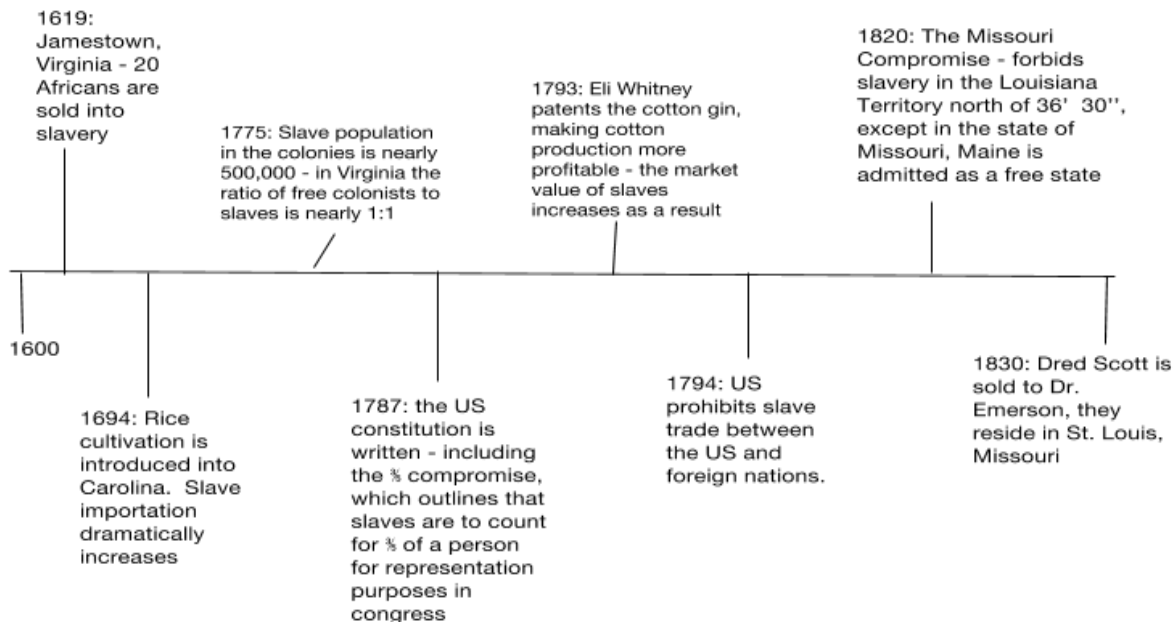
I would be glad to get you to buy a Draft on New York at some good Bank in your vicinity for \$146.38 One Hundred & Forty Six Dollars & Thirty Eight Cents payable to the order of I[.]W[.] Carter Esqr[.]; & send it to him in a letter directed I[.]W[.] Carter Esqr[.] Agent[.] Mass. Arms Co.[.] Chicopee Falls, Mass; asking him to acknowledge the receipt as for me; & I will make the same all right with you[.] I want to remit him that amount in payment for Fire arms sent me by him; & without which we might have been placed in very awkward circumstances.

I am more & more pleased with this country; & with the prospects of my friends here; & think I may recommend it to you in good faith. Please write me on receipt of this whether you can accommodate me about the draft for Mr. Carter or not; so that I may know as soon as may be. Land Warrants will be as good as Gold in payment for Land as soon as the Lands are in readiness for market; & you will be safe in improving on a Claim while you keep a Warrant ready to pay for it with[.] The health of my Family out here is improving. The most of them are in fine health. In great haste[.]

Your Friend  
John Brown

According to Brown, what has he and his followers accomplished through their actions in Kansas?

# DRED SCOTT VS. SANDFORD



## The Dred Scott Case - NY Times December 25, 1856

The case of Dred Scott, which has just been argued at length before the Supreme Court at Washington, involves principles of great political as well as legal importance. As the facts may not be in the minds of all our readers, we copy the following clear statement of the case from a Washington letter:

"Dr. Emerson, of the U.S. Army, took with him from Missouri a slave named Dred Scott, as a body servant, to a military post at Rock Island, in the *State of Illinois*. After remaining there for two years, he removed to Fort Snelling\*, which post is north of the line of 36°30'. At this last post, a slave woman, brought there by Major Tallafero, and owned by him, was married to Dred Scott and they had two children, one of whom was born at this post, and another after the parties had returned to Missouri. Neither of these slaves [Dred Scott or his wife] were ever set free by their owners. But, under the Constitution of *Illinois*, *Slavery is prohibited*, and Dred Scott could have asserted his right to freedom in that state....The second posting in Fort Snelling was a territory in which slavery was prohibited by the Missouri Act of 1820. Scott and his wife were sold by their owners to Sanford, against whom the suit was brought for their freedom.

Scott claimed that having been voluntarily carried by his owner into a free state, and having been their servant, he was upon his voluntary return with his master, to Missouri, a free man there, in virtue of his temporary residence in a free territory. The same claim was made on behalf of his wife. The Missouri court decided against Dred Scott to the claim, on the ground that temporary residence in a Free State did not make them free in the state of Missouri, unless their owners had signified by some act and intention to free them from slavery by taking them into a free territory - which did not appear to be a fact in this case. Dred Scott appeals to the United States Supreme Court.

Scott's claim to freedom rests upon two grounds - first that he was taken voluntarily by his master into a state whose Constitution prohibited slavery [Rock Island, Illinois]; and resided there for two years; second, that he was afterwards taken into a territory from which, by act of Congress, slavery had been expressly prohibited [Fort Snelling]...It will be seen that if the Supreme Court sustains the right of congress to prohibit slavery in a territory, and also holds that the master lost his right of property by taking the slave into a Territory where slavery could not legally exist, both Scott and his wife must be decided to be free....The question which this involves is substantially whether any state has the right to abolish slavery - or whether slave property is so recognized and protected by the Constitution of the United States that it can not be outlawed by states laws..." \*Note: Fort Snelling is located in present day Minnesota

## Excerpt of Chief Justice Roger B. Taney's Ruling in Dred Scott v. Sandford (1857)

The question is simply this: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen?



The words "people of the United States" and "citizens" are synonymous terms, and mean the same thing. ...They both describe the political body who ... form the sovereignty [source of power], and who they are those who hold the power and conduct the Government through their representatives - the Congress, the president, etc. The question before us is, whether the class of persons described in the plea in abatement [people of African ancestry] compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings, who...had no rights or privileges but such as those who held the power and the Government might choose to grant them.

...The court thinks [Dred Scott] could not be a citizen of the State of Missouri, within the meaning of the Constitution of the United States, and, consequently, was not entitled to sue in its courts... the language used in the Declaration of Independence, show, that neither the class of persons who had been imported as slaves, nor their descendants, whether they had become free or not, were then acknowledged as a part of the people, nor intended to be included in the general words used in that memorable instrument....

### **REFLECT**

1. Describe the historical context surrounding this case.
2. In which state was Dred Scott originally serving Dr. Emerson as a slave?
3. Which two locations was Dred Scott taken to where slavery was banned?
4. How does the Missouri Compromise / Compromise of 1820 impact this case?
5. According to the NY Times - what is the essential question this case is trying to answer?
6. According to Chief Justice Roger B. Taney- what is the essential question this case is trying to answer?
7. How does Taney answer his question?
8. What did the ruling in the Dred Scott case mean for African Americans in 1857?

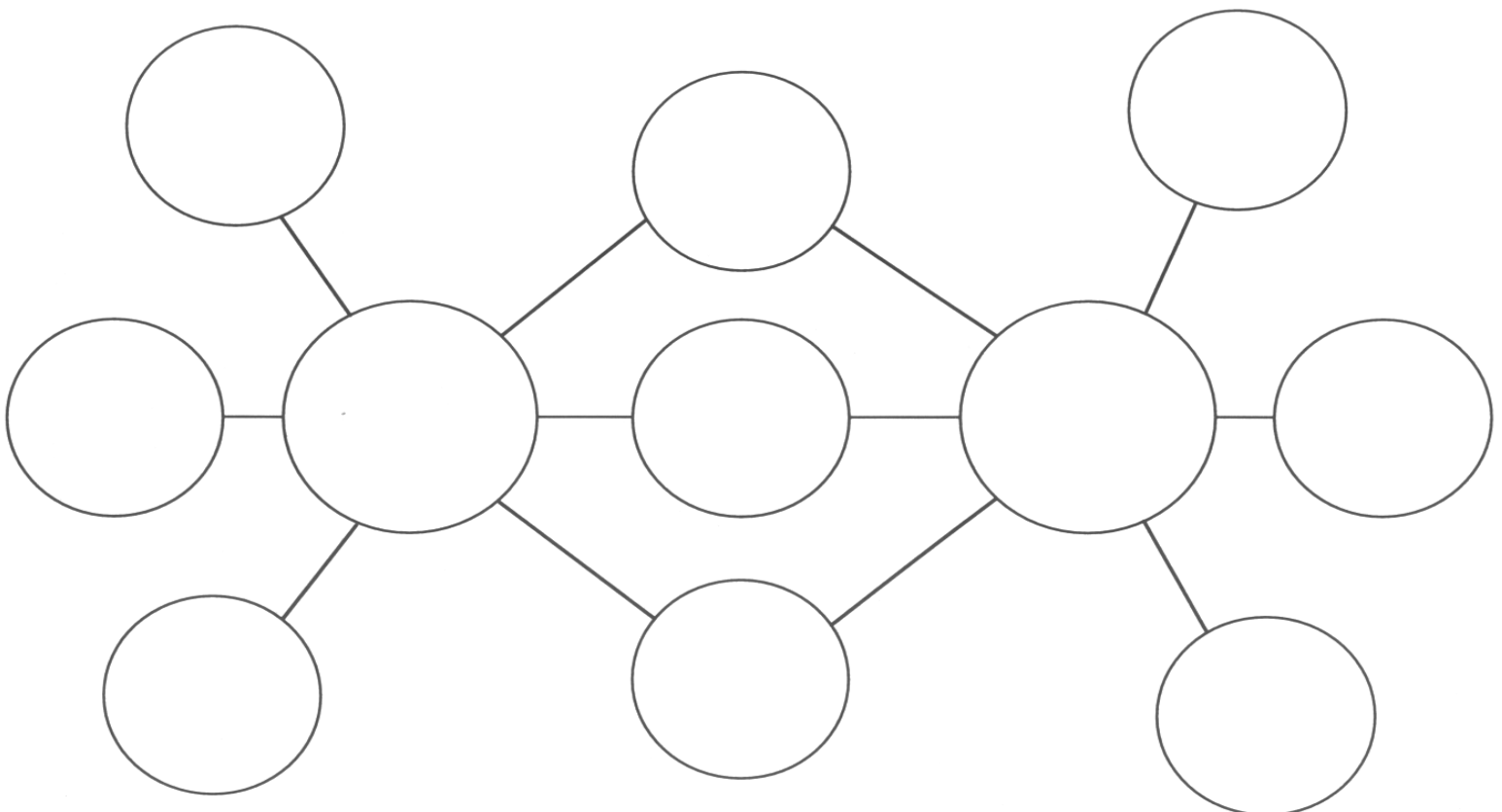


## THE ELECTION OF 1840: THE NEW PARTY SYSTEM

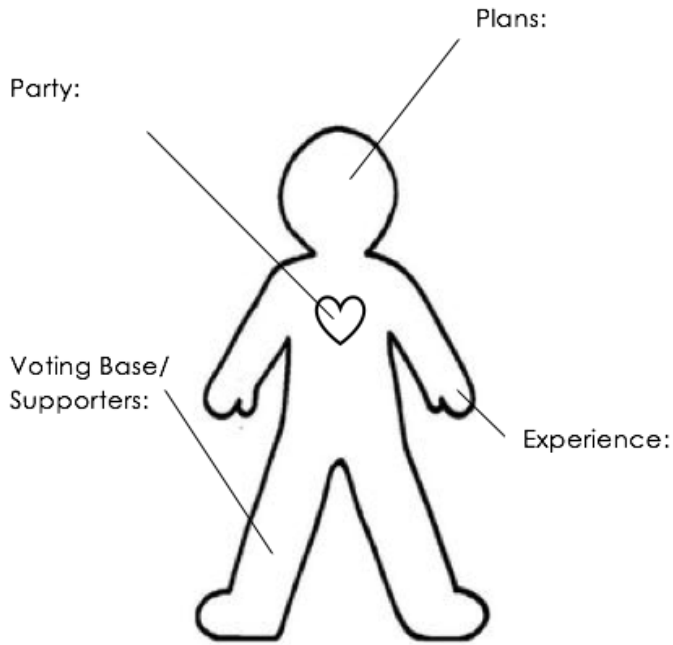
**CONTEXT** | After the debacle of the one-party presidential campaign of 1824, a new two-party system began to emerge. Strong public reaction to perceived corruption in the vote in the House of Representatives, as well as the popularity of Andrew Jackson, allowed Martin Van Buren to organize a Democratic Party that resurrected a Jeffersonian philosophy of minimalism in the federal government. This new party opposed the tendencies of National Republicans such as John Quincy Adams and Henry Clay to invest more power in the federal government. Van Buren built a political machine to support Jackson in the 1828 election. Van Buren's skills helped give the Democrats a head start on modern-style campaigning and a clear advantage in organization. The Democrats defeated the National Republicans in 1828 and 1832. The Democrats maintained their hold on the presidency when they bested the Whigs—a union of former National Republicans, Antimasons, and some states' rights advocates—in 1836. But a major economic depression in 1837 finally gave the Whigs their best chance to occupy the White House. They faced Andrew Jackson's political organizer, vice-president, and handpicked successor, President Martin Van Buren, who was vying for a second term. By the time forces were readying themselves for the election of 1840, both Democrats and Whigs understood how to conduct effective campaigns. In an election that would turn out an astounding 80 percent of a greatly expanded electorate, the parties were learning to appeal to a wide range of voters in a variety of voting blocks, a vast change from the regionally based election of 1824.

3 Pieces of Important Context for the Election	2 Major Parties in the Election	1 Question

**TASK** | Compare the Democratic Party with the Whig Party, using the documents provided.



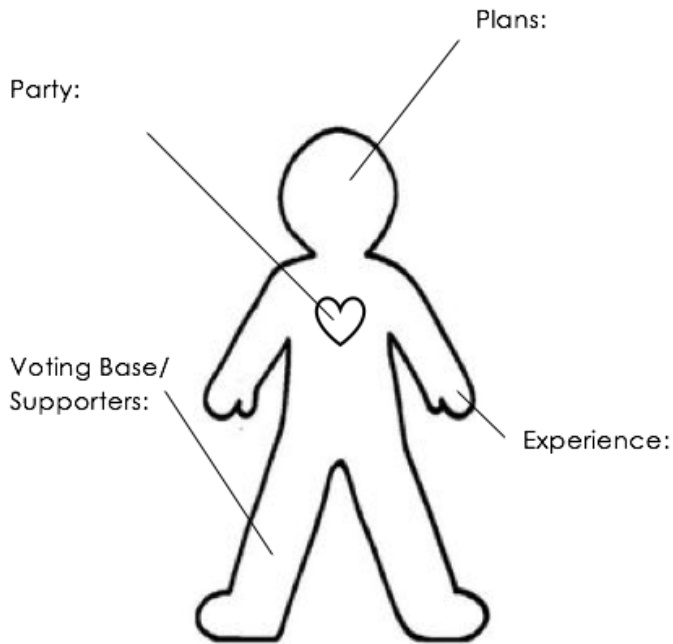
**MARTIN VANBUREN**



Strengths/Successes:

Weaknesses/Failures:

**WILLIAM HENRY HARRISON**



Strengths/Successes:

Weaknesses/Failures:

**REFLECT** | Why and how did the Election of 1840 result in a Whig victory? Why is this significant?

# CHANGING POLITICAL PARTIES OF THE 1800s

