

ANSWERS TO MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS

Multiple-Choice Questions

1-D, 2-B, 3-D, 4-A, 5-C, 6-B, 7-B, 8-D, 9-A, 10-B, 11-C, 12-D, 13-B, 14-A, 15-D

True-False Questions

1-T, 2-T, 3-F, 4-F, 5-T, 6-T, 7-T, 8-F, 9-F, 10-T, 11-T, 12-T, 13-F, 14-T, 15-T

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THE OLD SOUTH

CHAPTER OBJECTIVES

After you finish reading and studying this chapter, you should be able to

1. Describe the conditions that helped shape the antebellum South.
2. Separate reality from myth in descriptions of the antebellum South.
3. Analyze and explain the economic development of the antebellum South.
4. Describe and account for the different levels of white, black, and multiracial society in the antebellum South.
5. Trace the development of the antislavery movement of the United States up to the early 1840s.
6. Explain the major reactions to antislavery agitation.
7. Explain some of the significant defenses of slavery developed in the South.

CHAPTER OUTLINE

1. The Old South
 - A. Southern mythology
 - B. Explanations of distinctiveness
 1. Geography and weather
 2. Human factors
 - a. Biracial population
 - b. Conscious and defensive minority
 - c. Farming
 - d. Belief in distinctiveness

- C. Agriculture
 - 1. Staple crops
 - a. Tobacco, indigo, rice, sugar, and hemp
 - b. Cotton
 - i. Huge demand
 - ii. New lands in Southwest
 - 2. Self-sufficient general farming
 - 3. Economic worries
 - a. Soil exhaustion
 - b. Agricultural diversification
- D. Manufacturing and trade
 - 1. Decline in manufacturing
 - 2. Calls for diversification
 - 3. Example of Daniel Pratt
 - 4. Explanations for lack of development
- II. White society in the South
 - A. Plantations
 - 1. Defined
 - 2. The planter
 - 3. The plantation mistress
 - a. Supervisor of domestic slaves
 - b. Sexual double standard
 - 4. Overseers
 - B. The middle class
 - 1. Largest group
 - 2. Land ownership
 - 3. Style of life
 - C. Poor whites
 - 1. Characteristics
 - 2. Health
 - D. Culture of honor and violence
 - 1. Code of honor
 - a. Origins among Germans and Celts
 - b. Components
 - 2. Role of southern “lady”
 - 3. Outlets in popular rituals
 - a. Manliness
 - b. Duels
 - i. Clay-Randolph duel
 - ii. Anti-dueling societies
- III. African Americans in the Old South
 - A. Free persons of color
 - 1. Legal status

- 2. Mulattos
- 3. Slaveholders
- B. Slaves
 - 1. Slave trade
 - a. Numbers and values
 - b. End of African slave trade
 - c. Domestic trade
 - 2. Plantation slavery
 - a. Conditions
 - b. Discipline
 - c. Insurrections
 - i. Denmark Vesey
 - ii. Nat Turner
 - d. Malingering and sabotage
- C. Slave women
 - 1. White stereotypes
 - a. Jezebels
 - b. Mammies
 - 2. Value for reproduction
 - 3. Work
 - 4. Threat of sexual abuse
 - 5. Opportunity for escape
- D. The slave community
 - 1. Diversity
 - 2. Cohesion and pride
- E. Slave religion and folklore
 - 1. African and Christian elements
 - 2. Use of religion as an instrument of white control and black refuge
 - 3. The uses of folklore
- F. The slave family
 - 1. Legal status
 - 2. Importance of the nuclear family
 - 3. Sexual exploitation of slaves
- IV. The Old Southwest
 - A. Description
 - B. Migration
 - 1. Reasons to move
 - 2. Women underrepresented
 - 3. Reactions of slaves
 - 4. Nature of journey
 - C. Masculine culture
 - D. Example of Celia
- V. Antislavery movements

- A. Early opponents of slavery
1. Few white southerners
 2. American Colonization Society
- B. Movement toward abolitionism
1. From gradualism to immediatism
 2. William Lloyd Garrison
 3. New England Anti-Slavery Society
 4. American Anti-Slavery Society
- C. Splits in abolitionism
1. Radical vs. reformer
 2. Role of women
- D. Black abolitionists
1. Critical of white antislavery efforts
 2. Frederick Douglass
 3. Sojourner Truth
- E. Reaction to antislavery agitation
1. Hostility
 2. "Gag rule" in Congress
 3. Development of Liberty party
 4. Defenses of slavery
 - a. Role of churches
 - b. Inferiority of blacks
 - c. Practical considerations
 - d. Compared to northern industry

KEY ITEMS OF CHRONOLOGY

Gabriel plot	1800
American slave trade outlawed	1808
American Colonization Society formed	1817
Denmark Vesey plot	1822
Nat Turner insurrection	1831
<i>The Liberator</i> first published	1831
New England Anti-Slavery Society started	1832
American Anti-Slavery Society begun	1833
Elijah P. Lovejoy killed	1837
American and Foreign Anti-Slavery Society established	1840
Liberty party begun	1840
<i>Narrative of the Life of Frederick Douglass</i> published	1845

TERMS TO MASTER

Listed below are some important people or terms with which you should be familiar after your study of this chapter. Identify each name or term.

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|--------------------------|--------------------------------------|
| 1. peculiar institution | 15. Old Southwest |
| 2. Cotton Kingdom | 16. American Colonization Society |
| 3. black belt | 17. William Lloyd Garrison |
| 4. Edmund Ruffin | 18. gradual emancipation |
| 5. Tredegar Iron Works | 19. New England Anti-Slavery Society |
| 6. Daniel Pratt | 20. American Anti-Slavery Society |
| 7. planter | 21. Sarah and Angelina Grimké |
| 8. yeoman farmer | 22. Frederick Douglass |
| 9. overseer | 23. Underground Railroad |
| 10. slave driver | 24. Sojourner Truth |
| 11. lazy diseases | 25. Elijah P. Lovejoy |
| 12. free person of color | 26. "gag rule" |
| 13. Jezebel | 27. Liberty party |
| 14. Mammy | |

VOCABULARY BUILDING

Listed below are some words or phrases used in this chapter. Look in the dictionary for the meaning of each term you do not know.

stereotype	lank
exposé	sallow
biracial	hookworm
penchant	pellagra
mythic	lethargy
flax	propensity
hemp	chivalry
antebellum	camaraderie
tragedy	truancy
heyday	feign
patron	conjuring
chaste	edify
exemplar	inequitable
hedonism	manumission
concubine	pernicious

EXERCISES FOR UNDERSTANDING

When you have finished reading the chapter, answer each of the following questions. If you have difficulty, go back and reread the section of the chapter related to the question.

Multiple-Choice Questions

Select the letter of the choice that best completes the statement.

- The most important factor in making the South distinctive was
 - slavery.
 - warmer weather suitable for growing cotton.
 - the lack of immigrants.
 - a belief that the South was distinctive.
- The growth of cotton production was caused by
 - increasing slave population.
 - settlement of the Southwest.
 - decline of British and French textile.
 - all of the above
- Daniel Pratt of Alabama
 - was the largest cotton producer in the Southwest.
 - built Tredegar Iron Works.
 - promoted diversified industry.
 - called for diversification in agriculture.
- In a white population of more than 8 million in 1860, the total number of planters (holding more than twenty slaves each) was
 - about 46,000.
 - about 384,000.
 - about 25 percent of the white population.
 - about 2,300.
- The "lazy diseases" particularly effected
 - plantation mistresses.
 - slaves.
 - yeoman farmers.
 - poor whites.
- The moral code of white southern males emphasized
 - Christianity's golden rule.
 - equality derived from the American Revolution.
 - personal honor.
 - community, peace, and cooperation.

- Between 1830 and 1860, the number of slaves in the South
 - doubled.
 - remained the same.
 - declined slightly.
 - increased by 25 percent.
- The closing of the African slave trade in 1808 caused
 - a decline in the westward expansion of cotton growing.
 - a rise in the price of slaves.
 - the slave population to stop growing.
 - an end to slavery.
- The most common form of resistance to slavery by the slaves themselves was
 - group rebellion similar to the Nat Turner insurrection.
 - escape by fleeing the slaveowner.
 - malingering and sabotage.
 - individual acts of violence similar to Celia's murder of her master.
- A slave insurrection in which several whites were killed involved
 - Nat Turner in Virginia in 1831.
 - Gabriel in 1800 on a plantation near Richmond.
 - Denmark Vesey in Charleston in 1822.
 - all of the above
- Compared to the older South, the old southwestern frontier had
 - a more genteel culture.
 - larger farms.
 - a healthier environment.
 - greater alcohol consumption.
- In the antebellum South, freed African Americans
 - were most numerous in rural areas.
 - were most numerous in cities.
 - were forbidden to own slaves.
 - were most numerous in the Deep South of Mississippi and Alabama.
- Among abolitionists, the Garrisonians called for
 - gradual emancipation of slaves.
 - radical and universal reform of American society.
 - immediate emancipation of slaves but not rights for women.
 - emancipation and then colonization of the former slaves.
- The so-called gag rule in the U.S. House of Representatives applied to
 - any discussion of slavery.
 - consideration of abolitionist petitions.
 - newspapers in the District of Columbia.
 - President John Quincy Adams.

15. White southerners defending slavery stressed
- the inferiority of blacks.
 - the profitability of slavery.
 - its superiority to northern industrial wage slavery.
 - all of the above.

True-False Questions

Indicate whether each statement is true or false.

- White slaveowners used their slaves to grow cotton because it was the most profitable investment available to them.
- The South had more than its share of the nation's cattle and swine.
- Black slaves were unsuited for industrial work.
- On a plantation, the highest position a slave usually could achieve was that of overseer.
- Dueling ended in the South after Aaron Burr killed Alexander Hamilton in 1804.
- In 1860 there were fewer than 10,000 free blacks in the South.
- Fertile female slaves were rewarded by their masters for reproducing.
- Most slaves quickly accepted the Christian religion in place of their native superstitions and religions.
- Marriage was a common institution among plantation slaves.
- The Old Southwest included Texas and Louisiana as well as part of Tennessee and Kentucky.
- Colonized former slaves from the United States formed the African nation of Liberia.
- Sarah and Angelina Grimké were daughters of a South Carolina slaveowner.
- While Sojourner Truth was a strong opponent of slavery, she did not support equality for women.
- The Underground Railroad helped slaves flee to freedom.
- Slaves were decreasing in value in the 1850s.

Essay Questions

- How did the South differ both from the rest of the United States and from the mythical South?

- Explain the relationship among labor, agriculture, and industry in the economic development of the South before the Civil War.
- What role did the concept of honor play in the culture of the antebellum South? Explain.
- How was the work on the plantation organized? Who did what?
- What were the duties and responsibilities of women on southern plantations? How were they (white and black) treated?
- Did African American slaves have a distinct culture? Explain why or why not.
- Describe the ways in which slaves showed their resistance to the slave system.
- Trace the development of antislavery sentiment from early manumission proposals through the emergence of the abolitionist groups.
- What arguments did southerners use to defend the institution of slavery?

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True-False Questions

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