**Nat Turner’s Rebellion:**

*Where:* Virginia, United States

*When:* 1831 (early-1800s)

Who: Nat Turner (could read and write and believed to be a prophet who received messages from God)

*What:* A rebellion of slaves that led to the deaths of 55 whites (unlike the Vesey or Prosser rebellions that had none) and also to the executions of a multitude of slaves who were believed to be involved.

*Why:* The South began to tighten their grip on their slaves by passing harsher slave laws. Also, this rebellion, that was highly publicized, was symbolic of the brutality of the slavery system and crushed the southern argument that justified slavery by claiming that blacks were okay with the institution.

**Frederick Douglass:**

*Where:* American North (also traveled to England and was inspired by the racial equality there)

*When:* Mid-1800s

*Who:* Frederick Douglass, William Lloyd Garrison, George Latimer (who was purchased from his master by fundraising efforts of Douglass and others), John Brown (who even Douglass viewed as on the brink of insanity),

*What:* A prominent abolitionist and orator, Douglass provided a strong, authentic voice for his people in a time where little could accurately relate the horrors of slavery. His speeches also trickled into the enactment of the Personal Liberty Act and his paper the North Star proved to be the most successful black abolitionist newspapers of the time.

*Why:* Douglass destroyed the Northern image of unintelligent, undesirable slaves that had been set by Minstrel Shows and educated the North on the institution. This pushed many toward abolitionism.

**Mudsill Theory:**

*Where:* American South (South Carolina), (Rome and Greece were pointed to as examples in history)

*When:* 1858 (mid-1800s)

*Who:* James Henry Hammond, John C. Calhoun (strongly opposed)

*What:* The mudsill theory was the concept that there had to be a lower class for every other class to rest upon. Even though this lower class would be exploited for the betterment of the upper classes, they would still have some benefits so there would be little, if any, social rifts. In exchange, those people would be forever condemned to that lower class.

*Why:* This idea was the cornerstone of the pro-slavery defense and reflected the southern mentality that by keeping blacks enslaved, they were doing society a favor.

**The Alamo:**

*Where:* Texas (the Alamo mission originally known as San Antonio de Valero in San Antonio, Texas)

*When:* 1836

*Who:* Santa Anna, Jim Bowie, Davy Crockett, Bill Travis (commander of the regulars until he became the lead commander of the Alamo after Bowie fell ill), Sam Houston

*What:* The Alamo was a thirteen day siege of the Mexicans over the Texas Territory that resulted in the death of well over one-hundred Americans.

*Why*: “Remember the Alamo” emerged as a rally call at battles like San Acinto and flared American racism toward Mexicans.

**Manifest Destiny:**

*Where*: America

*When*: 1845

*Who*: John L. O’Sullivan (usage of phrase), James K. Polk (popularizes), Walt Whitman (development of the idea)

*What*: The American, God-ordained desire/destiny to expand throughout the continent and evolved into a way of life (religion, technology, et cetera)

*Why*: This led to conflict with Indians, more westward expansion, and the gaining of California, Oregon, Texas, and the want to obtain Cuba.

**Treaty of Guadeloupe Hidalgo:**

*Where*: Mexico and America

*When*: 1848

*Who*: President Polk

*What*: The Mexican government relinquishes California, Nevada, Utah, and parts of Arizona, New Mexico, and Colorado and the US Government would pay $15 million dollars to them in compensation for American claims.

*Why*: This treaty secured more lands for the United States and fed the sectionalist ideas concerning slavery that would lead to the Civil War.

**Popular Sovereignty:**

*Where*: America

*When*: mid-1800s

*Who*: Lewis Cass (coined the phrase and presented it), Stephen A. Douglas, John C. Calhoun (opposed)

*What*: Popular Sovereignty was the belief that a state should have the right to decide whether or not it is free rather than the Federal Government. It brought to light the questions of: “Do states vote when they become a state or territory?” and “Can a state revote? If so, how many times?” Rivaled by the idea of free-soil and extended the line of 36-30, this peaceful solution did not particularly favor North or South and did not appease either side.

*Why*: This idea was designed to stop conflict in territories but instead worsened them (Bleeding Kansas) and flaunted the existence of sectionalism that started the Civil War.

**Compromise of 1850:**

*Where*: America

*When*: 1850

*Who*: Henry Clay (proposed), Daniel Webster (supported), John C. Calhoun (opposed) , Stephen Douglas (split the bill)

*What*: The Compromise of 1850 was a omnibus bill of 6 core issues. It stated the California should be admitted as a free state, that the slave-trade be banned in Washington D.C, and advocated a stronger Fugitive Slave Law. It also discussed the division of the Mexican cession into New Mexico and Utah (who could then choose to be free or slave), the granting of land in dispute between New Mexico and Texas to New Mexico, and that the national government would shoulder Texas’ debt. This law was originally turned down until it was broken apart and gradually passed through Congress.

*Why*: This compromise led to the splintering of the Whig party and an increase in sectionalism. Also, the Fugitive Slave Act formed more Abolitionists in the North who may have otherwise never taken action.

**Uncle Tom’s Cabin:**

*Where*: American North

*When*: 1852

*Who*: Harriet Beecher Stowe (author)

*What*: Uncle Tom’s Cabin was a book that described the trials faced by the slave Uncle Tom. This established slavery as an institution since he was enslaved in both the South AND the North. During its time, the only book that sold more copies was the Bible itself.

*Why*: This story was later made into plays that also popularized it and brought a multitude of people to join the anti-slavery cause.

**Kansas-Nebraska Act:**

*Where*: Midwest/ Old Northwest

*When:* 1854

*Who*: Stephen A. Douglas

*What:* The Kansas-Nebraska Act was originally designed to implant a transcontinental railroad in the North connected through Chicago. To please the South that would be bypassed by this railroad, Douglas claimed that this act superseded the Missouri Compromise (the government could decide who would be free or slave-states) based on the principles of the Compromise of 1850 and went as far as to split the territory in two (Kansas and Nebraska). Kansas’ proximity to Missouri would indicate it as a likely candidate for a slave-state while Nebraska would be free. It was passed successfully.

*Why:* This marked the fall of the Whig party (of which all Northern Whig representatives shot down the law), overruled the Missouri Compromise’s Line of 36-30 (did not kill it!!!), enforced popular sovereignty, and also led to Bleeding Kansas \*\*Kansas’ Lecompton Constitution could also be tied into this

**Dred Scott Case:**

*Where:* America

*When:* 1850s

*Who:* Dred Scott, John Emerson (Scott’s owner), and Roger B. Taney

*What:* Dred Scott sued for his freedom as he was hired out in the free-territory of the North and was granted freedom by a civil court. He was returned after the Missouri Supreme Court shot down this ruling but when his master moved out of state to New York (leaving him in Missouri) he appealed to federal courts until he reached the Supreme Court. Taney handed down severe rulings (see “why”) and Scott did not win the case.

*Why:* Using Judicial Review, Taney ruled that the Missouri Compromise’s line of 36-30 itself was unconstitutional and dealt the ending blow to the Compromise of 1820. Referring to the Fifth Amendment, the ruling described blacks as property because of their servitude and could not be taken by the government from their masters. This showed the differing views of the North, who thought of blacks as people, and the South, who thought of blacks as property.

*I know this won’t get to the majority of you guys before the test but feel free to use this as a study guide for your retake if worse comes to worse. <:)*