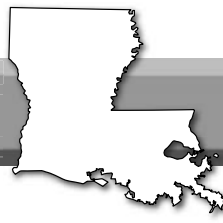


Name \_\_\_\_\_ Date \_\_\_\_\_

**Chapter 9****Vocabulary Scramble**

**Directions:** Read the clues and then unscramble the words to reveal key terms from Chapter 9. Write your answers in the blanks provided.

1. \_\_\_\_\_ EHAIRCSFN — the right to vote
2. \_\_\_\_\_ EOEEVSRR — a white man who acted as manager of the slaves and farming operations of a plantation
3. \_\_\_\_\_ MAHS — fake
4. \_\_\_\_\_ FCFLEO — caravan
5. \_\_\_\_\_ BTUALNEELM — before the war
6. \_\_\_\_\_ RANADVE — a long open porch, usually with a roof
7. \_\_\_\_\_ RSRATFENIURUTC — roads, bridges, canals, etc.
8. \_\_\_\_\_ LDGNHIO — the number of slaves who lived and worked for a single master
9. \_\_\_\_\_ TFARCO — a planter's financial representative
10. \_\_\_\_\_ RDIMAUEYRNT — basic, undeveloped
11. \_\_\_\_\_ DCOSCAEEL — came together
12. \_\_\_\_\_ TDIRWERUNE — finance, bank



Name \_\_\_\_\_ Date \_\_\_\_\_

### Section 1

## Interpreting a Primary Source: Governor Roman's Address

**Directions:** Governor André Bienvenu Roman addressed the Louisiana House of Representatives and Senate on January 9, 1833. In part of his speech, he discussed the \*nullification crisis in South Carolina and the concept of \*secession. Read this excerpt from his speech and answer the questions that follow.

(\*Nullification means to cancel a law or declare it invalid, and secession means to leave or separate from a nation.)

*A majority of citizens of South Carolina have declared the tariff laws unconstitutional, and appear determined to separate from the Union unless Congress should consent to repeal the laws, which the representatives of the people of the United States have made, and which that state alone assumes the right to [repeal].*

*[I]t is impossible to disguise the fact that the principles it [asserts] . . . tend to the total disorganization of public order and to destroy the very foundations of the Union. Such doctrines find no advocates in Louisiana. We cannot be persuaded that under a constitution . . . in which the law of majorities is everywhere recognized, there is any justice in giving to one simple state [i.e., South Carolina] the power of judging and deciding . . . by herself questions which all other states have equally the right to decide.*

1. What federal law did South Carolina attempt to nullify or cancel? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What was South Carolina prepared to do if Congress did not repeal the tariff law? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. According to Governor Roman, what are the effects of nullification? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Does Governor Roman support or oppose the doctrine of nullification? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Summarize Governor Roman's argument against nullification based on his "law of majorities." \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

### Section 1

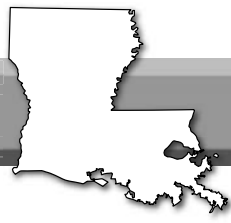
## Interpreting a Political Cartoon: The Know-Nothing Party

**Directions, Part 1:** Read about the American (or Know-Nothing) Party as discussed on page 250. Then, answer the Part 1 questions below.

1. The American Party opposed giving political power to which group of people? \_\_\_\_\_  
\_\_\_\_\_
2. What did the American Party accuse the Democrats of doing? \_\_\_\_\_  
\_\_\_\_\_
3. What two groups immigrated to New Orleans in large numbers? \_\_\_\_\_  
\_\_\_\_\_
4. To which religious faith did most of these immigrants belong? \_\_\_\_\_  
\_\_\_\_\_

**Directions, Part 2:** A political cartoon is “a type of drawing used to present opinions, comments, or criticisms of a situation, person(s), or event.” Examine the political cartoon found at [www.granger.com/results.asp?image=0006458&screenwidth=1366](http://www.granger.com/results.asp?image=0006458&screenwidth=1366). Then, answer the Part 2 questions below.

1. A cartoonist will use symbols (using a recognizable item to communicate an idea) to convey a message. What symbols are evident in this cartoon? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What does each of these symbols communicate? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What action is taking place in the foreground of the cartoon? What does this symbolize? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What action is taking place in the background of the cartoon? What message does this symbolize? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

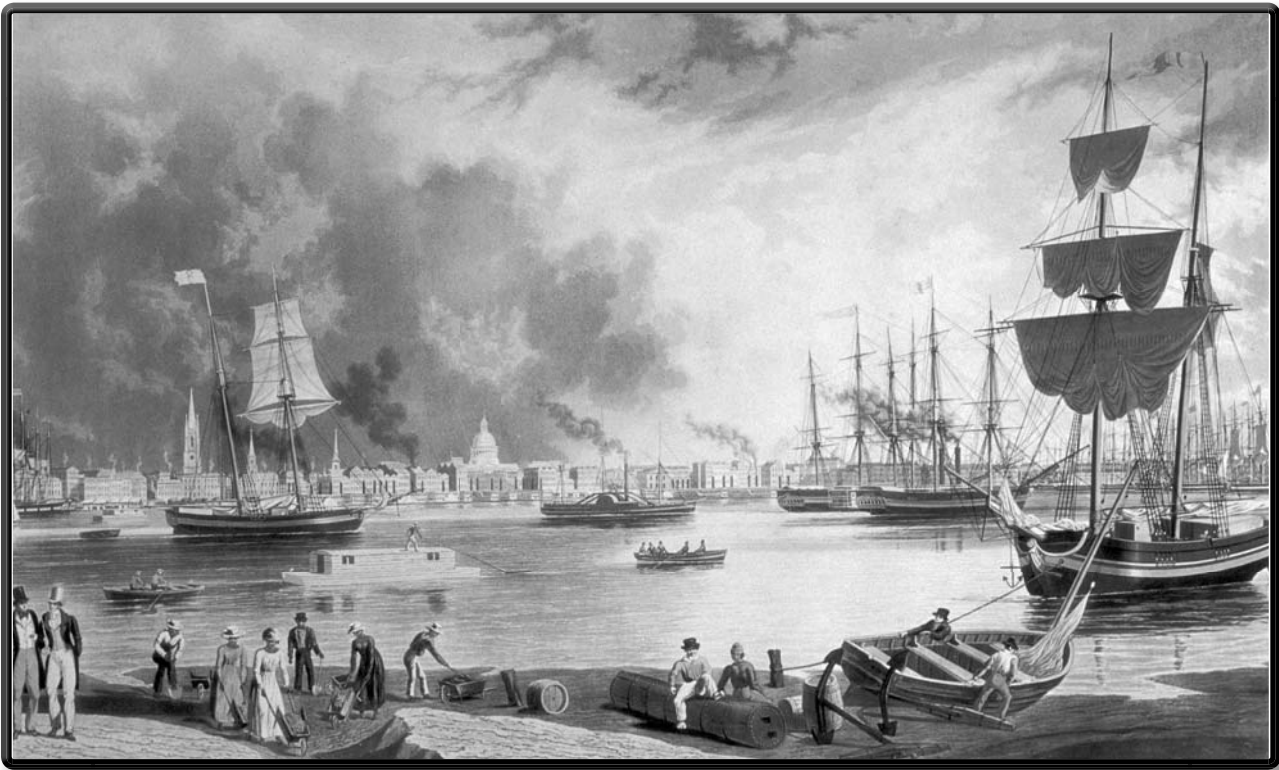


Name \_\_\_\_\_ Date \_\_\_\_\_

## Section 2

### The Port of New Orleans

**Directions:** This painting of the Port of New Orleans depicts the bustling city in the antebellum era. Study the painting, and then answer the questions below.



1. What types of ships do you see on the Mississippi River? \_\_\_\_\_  
\_\_\_\_\_
2. How are some women transporting their goods? \_\_\_\_\_
3. List four different activities taking place in this painting. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Based upon the evidence in this painting, write a one-sentence description of New Orleans in the antebellum era.  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## Section 2

### Analyzing a Primary Source: Recollections of New Orleans

**Directions:** In 1834, Colonel James R. Creecy made these observations about the city of New Orleans. His recollections are recounted in *Scenes in the South and Other Miscellaneous Pieces*. Read the excerpt below and analyze this primary source by answering the questions that follow.

*With what astonishment did I for the first time, view the magnificent levee, from one point or horn of the beautiful crescent to the other, covered with active human beings of all nations and colors, and boxes, bales, bags, hogsheads, pipes, barrels, kegs of goods, wares and merchandise from all ends of the earth! Thousands of bales of cotton, tierces of sugar, molasses; quantities of flour, pork, lard, grain and other provisions; leads, furs, &c., from the rich and extensive rivers above; and the wharves lined for miles with ships, steamers, flatboats, arks, &c. four deep! The business appearance of this city is not surpassed by any other in the wide world ... It might be likened to a huge beehive, where no drones could find a resting place. I stepped on shore, and my first exclamation was, "This is the place for a business man!"*

- In one word (not found in the passage), describe the author's first impression of seeing New Orleans. \_\_\_\_\_  
\_\_\_\_\_
- In what ways is the author astonished by what he sees in New Orleans? \_\_\_\_\_  
\_\_\_\_\_
- Based on Creecy's observations, which good appears to be traded most commonly? \_\_\_\_\_  
\_\_\_\_\_
- What types of transportation does the author observe? \_\_\_\_\_  
\_\_\_\_\_
- What simile (a literary device for comparing unlike things often using "like" or "as") does the author use? \_\_\_\_\_  
\_\_\_\_\_
- Based on this passage, is Creecy a resident or a visitor to New Orleans? Support your answer with evidence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How might a visitor's observations of New Orleans differ from those of a resident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

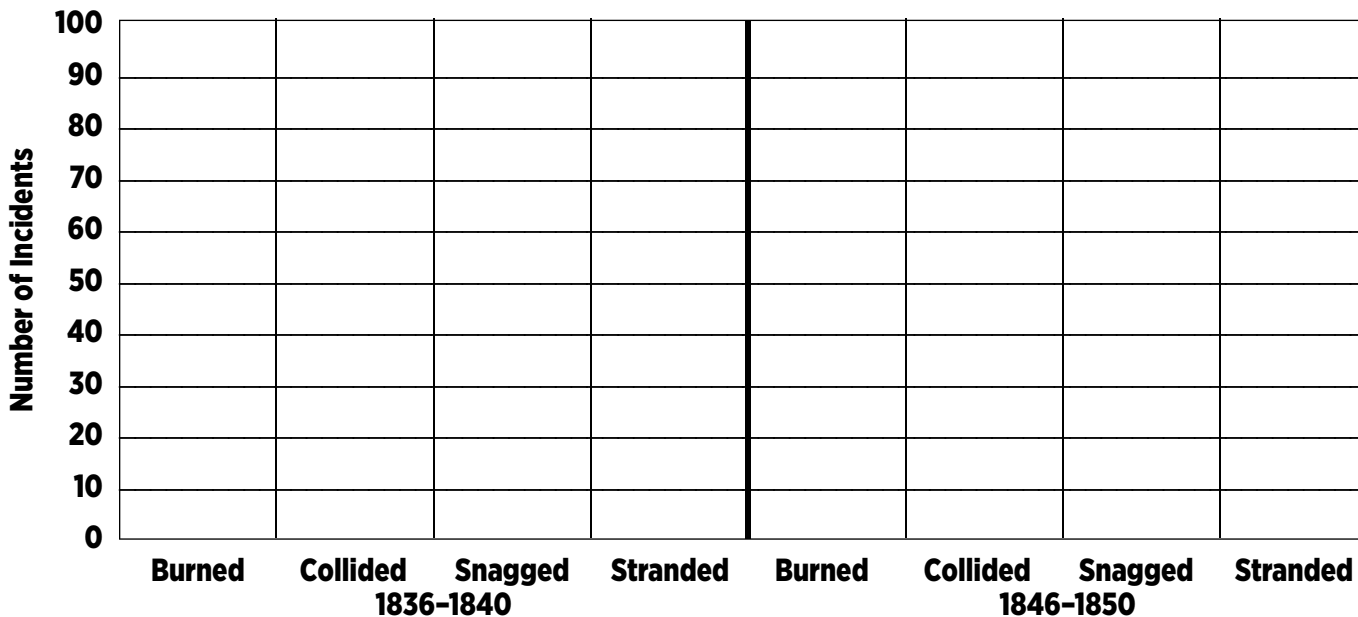
**Section 2**  
**The Steamboat**

**Directions:** Use the data in the table to create a bar graph about the hazards of steamboat travel. (See also Chapter 12 “Activities for Learning,” page 349, for instructions on creating a bar graph.) Steamboats provided faster and cheaper transportation of people and goods. In the early days of the steamboat, a journey from New Orleans to Louisville, Kentucky, (approximately 1,350 miles) might require two weeks or more. By the 1850s, this same trip could be completed in six or seven days. However, there were dangers when traveling by steamboat. Review the table to the right and identify the four most common causes of steamboat wrecks during the years 1836 to 1840 and 1846 to 1850. Then, create a bar graph that includes both sets of years. Be sure to create a title for the bar graph.

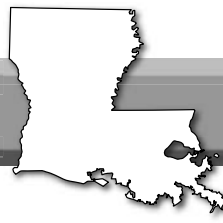
<b>Cause</b>	<b>1836–1840</b>	<b>1846–1850</b>
Burned	20	85
Capsized	0	1
Collided	9	21
Exploded	9	16
Foundered	4	7
Ice	1	4
Snagged	43	79
Stranded	11	24
Unknown	0	2
<b>Total</b>	<b>97</b>	<b>239</b>

Data source: *Troubled Waters* by Paul F. Paskoff, page 214

**Title:** \_\_\_\_\_



Based on the information you have presented in your bar graph, write one conclusion you can draw (in a complete sentence) about steamboat wrecks of this period. \_\_\_\_\_

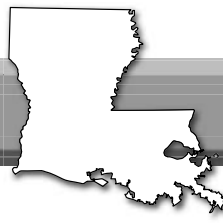


Name \_\_\_\_\_ Date \_\_\_\_\_

**Section 3****Review: People and Culture in Antebellum Louisiana**

**Directions:** Read and review Section 3 of this chapter, and fill in the missing word(s) in the statements below.

1. The wealth generated by the cultivation of \_\_\_\_\_ and \_\_\_\_\_ allowed many plantation owners to build large homes.
2. The master's home was sometimes called the \_\_\_\_\_.
3. The women of a plantation family were expected to raise \_\_\_\_\_ and oversee domestic activities.
4. Planters sometime hired \_\_\_\_\_ to manage slaves and the farming operation.
5. Only \_\_\_\_\_ slaves lived with the master's family in the main house while most slaves lived in \_\_\_\_\_ nearby.
6. Teaching slaves to read was \_\_\_\_\_.
7. The population of free \_\_\_\_\_ in Louisiana reached 25,000 in 1840.
8. The \_\_\_\_\_ and the \_\_\_\_\_ immigrated to Louisiana in large numbers.
9. Most Irish immigrants were fleeing the \_\_\_\_\_.
10. \_\_\_\_\_ outbreaks in New Orleans, often causing many deaths, were common during the summer months.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 9

## Chapter Review

**Directions:** Review Chapter 9, and then answer the questions below.

1. \_\_\_\_\_ Which term refers to the years before the American Civil War?
2. \_\_\_\_\_ Thomas Robertson or André Bienvenu Roman is credited as being one of the state's most effective antebellum governors?
3. \_\_\_\_\_ English-speaking legislators tried to move Louisiana's capital from Baton Rouge or New Orleans in hopes of reducing the city's power?
4. \_\_\_\_\_ The French Quarter became the first district or second district of New Orleans?
5. \_\_\_\_\_ Which political party opposed immigration and was also anti-Catholic?
6. \_\_\_\_\_ New Orleans was known as the King City or Queen City of the South?
7. \_\_\_\_\_ The most important transportation improvement of the antebellum period was the railroad or the steamboat?
8. \_\_\_\_\_ In Louisiana, cotton or sugar was mainly grown south of Alexandria?
9. \_\_\_\_\_ Slaves were legally classified as persons or property?
10. \_\_\_\_\_ What percentage of southern families owned slaves?
11. \_\_\_\_\_ Typically, the slave markets of New Orleans were busiest during the cooler or hotter months of the year?
12. \_\_\_\_\_ Which term refers to men who acted as managers of the slaves and farming operations of the plantations?
13. \_\_\_\_\_ With plantation or urban slavery, slaves might work on the waterfront, run a business, or be rented out for day labor tasks?
14. \_\_\_\_\_ Large numbers of Germans and Irish or Italians immigrated to Louisiana during the antebellum period?