**Chapter Two: “Slavery Unwilling to Die: The Historical Development of Systemic Racism”**

*Multiple Choice*

1. Early European settlers often used \_\_\_\_\_\_\_\_\_\_ as a strategy to enrich themselves and their descendants at the expense of indigenous peoples.
   1. International diplomacy
   2. Free-trade agreements
   3. Hard work
   4. Genocide

[Page 35]

1. By 1890, the American Indigenous population decreased from 15 million to:
   1. 7 million
   2. 3 million
   3. 1 million
   4. 250,000

[Page 37]

1. Under the North American system of slavery, children resulting from the rape of African women by men of European ancestry were typically classified as:
   1. White
   2. Black
   3. Biracial
   4. Multiracial

[Page 43]

1. British and New England manufacturers’ demand for cotton fueled the demand for:
   1. Enslaved workers.
   2. Native American land.
   3. Northern products
   4. All of the above

[Page 48-49]

1. The rights of citizenship, granted to African Americans through the 13th, 14th, and 15th amendments, were effectively denied to African Americans by southern legislatures, federal courts, and presidential or congressional action until:
   1. The 1890s
   2. The 1920s-1930s
   3. The 1950s-1960s
   4. The 1980s

[Page 53]

1. Jim Crow legislation prevented African Americans from:
   1. Voting
   2. Accessing quality education
   3. Using public accommodations
   4. All of the above

[Page 53]

1. *Plessy v. Ferguson* set a legal precedent for:
   1. The abolition of slavery
   2. The creation of Japanese internment camps
   3. “Separate but equal” facilities
   4. The desegregation of public schools

[Page 53-54]

1. What was the most common legal consequence for white perpetrators of black lynchings?
   1. There were rarely negative legal consequences for white perpetrators.
   2. Some white perpetrators faced the death penalty.
   3. White perpetrators often faced jail time.
   4. Many white perpetrators had to do significant community service.

[Page 55]

*Fill-in-the-Blank*

1. Without \_\_\_\_\_\_\_\_\_\_ there likely would not have been a successful textile industry, and without this first major U.S. industry, the United States would have been unlikely to have become a major industrial power when it did.

*Answer: Slave labor*

[Page 48]

1. By the 1900s, officially and informally enforced \_\_\_\_\_\_\_\_\_\_ was the rule throughout southern and border states, and even in some western and northern states.

*Answer: Jim Crow segregation*

[Page 53]

1. \_\_\_\_\_\_\_\_\_\_ upheld the legality of “separate but equal” facilities.

*Answer: Plessy v. Ferguson*

[Page 53-54]

1. Between 1882 and 1927, some 3,513 \_\_\_\_\_\_\_\_\_\_ of black men were recorded.

*Answer: Lynchings*

[Page 54]

1. \_\_\_\_\_\_\_\_\_\_ were routinely denied access to government subsidized lands provided through important homestead acts between the 1860s and 1930s.

*Answer: African Americans*

[Page 55-56]

*Essay*

1. Edmund Morgan contends: “To a large degree it may be said that Americans bought their independence with slave labor.” What does Morgan mean by this statement? What examples from the textbook support his argument?

[Page 50]

1. What role did the lynching of African Americans by whites play in the maintenance of Jim Crow era segregation?

[Page 54-55]

1. Between the 1860s and 1930s, how was land in the U.S. distributed by the federal government? What impact did this have on future generations of Americans?

[Page 55-56]

1. What is a social “deference ritual”? Give several examples of this ritual.

[Page 59]

1. What does Feagin mean by the concept of “collective forgetting”? How might “collective forgetting” help maintain the dominant white framing of society? Provide an example.

[Page 60]