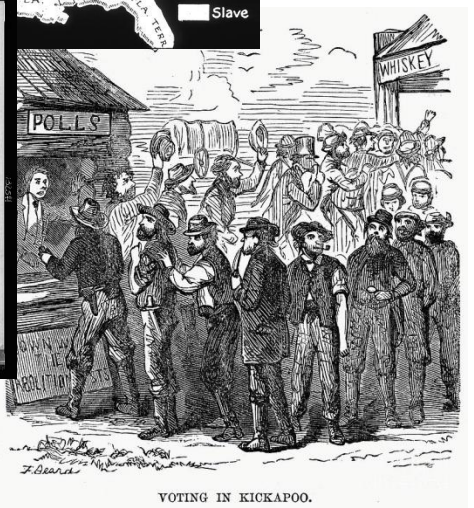
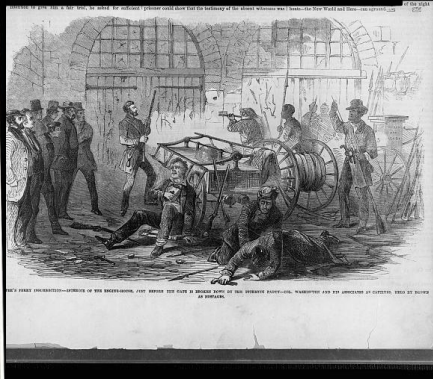
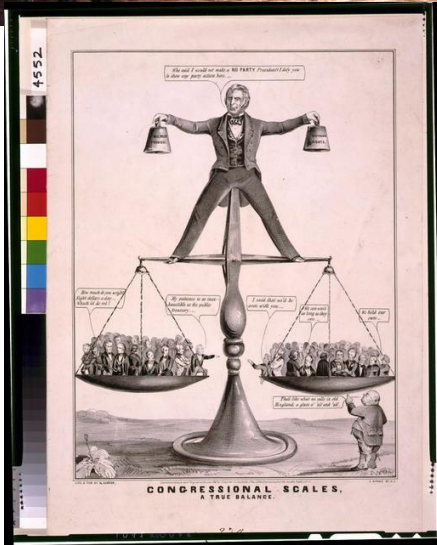
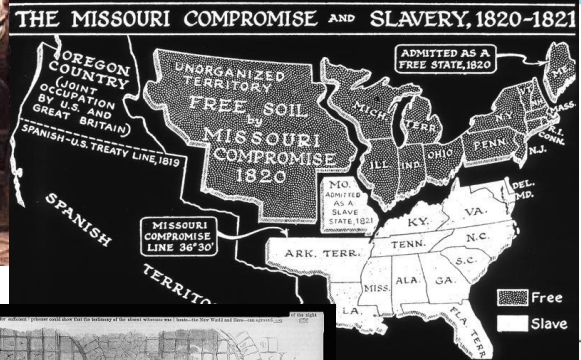


Module #6: Compromises!

"If you want to understand today, you have to search yesterday."
 Pearl Buck



MODULE OBJECTIVE: Students will study the Missouri Compromise of 1820, Compromise of 1850, the Kansas-Nebraska Act of 1854, the Raid on Harper's Ferry, review presidential debates and complete a mini math unit.

Section One: The Missouri Compromises

I. The Missouri Compromise of 1820



A. Video: Watch the video on the Missouri Compromise of 1820 at:

<http://www.youtube.com/watch?v=tgELv4aNHjQ>Discussion

Questions from video:

1. Why did Missouri's application for statehood create concerns in Washington?
2. What strongly debated issue did the Missouri Compromise attempt to resolve?
3. In what way(s) did the Missouri Compromise appease both Northern and Southern politicians?
4. What was the significance of Maine's entry into the United States?

B. Map Study

Study the maps on pages 3 & 4 showing the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act of 1854. Using a Primary Source Analyzing Map tool (see page 3) Observe, Reflect, and Question each of the questions listed below:

Observe

- 1) What do you notice about the Missouri Compromise map of 1820 compared to the Compromise map of 1850?
- 2) What place or places does the map show?
- 3) Now compare the Compromise map of 1850 to the Kansas-Nebraska Act of 1854. Is there a change in a place or places on the map? (RI.3.7) (RI.6.7)

Reflect

- 4) Why do you think these maps were made? (RI.3.7) (RI.6.7)

Question

- 5) What do you wonder about after studying the time frame from 1820-1854? (apply the who?, what?, when?, where?, why?, how? form of questioning to think through the Primary Source Analyzing Map.) (RI.3.7) (RI.6.7)

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE	REFLECT	QUESTION
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FURTHER INVESTIGATION

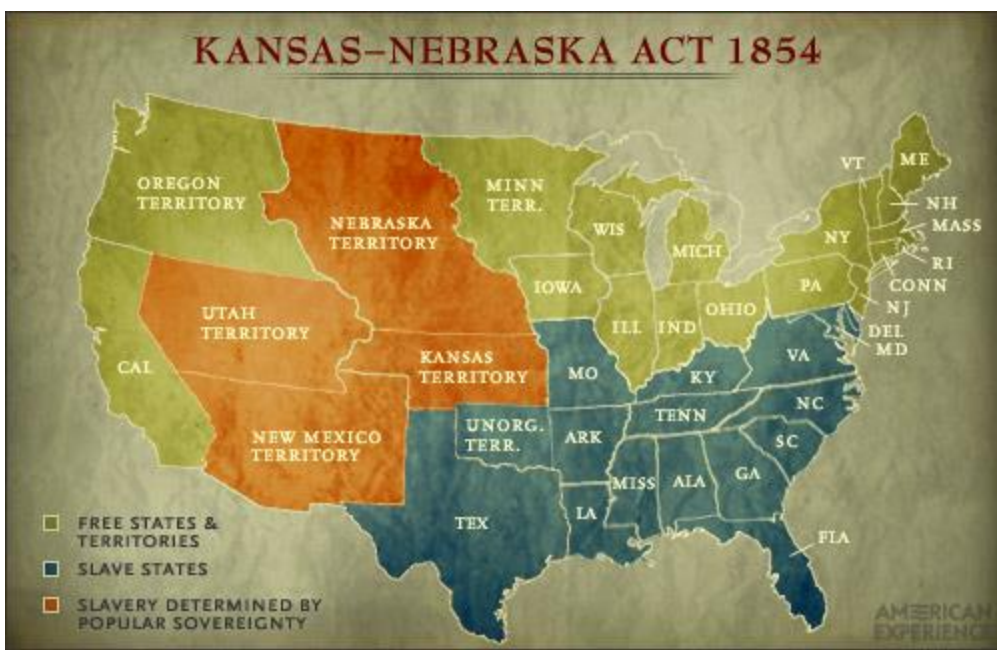
note: This form is available as an online tool which allows text to be typed in a saved. See Teachers' Guides and Analysis Tools at

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

CREATED BY CORCORAN | [www.ck12.com](#)

Maps Accessed from: Maps: <http://thelearningprofessor.wikispaces.com/The+1850s> (accessed August 5, 2013)





C. The Missouri Compromise of 1820

Extracted from: <http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-background> (accessed October 16, 2013)

Background Information

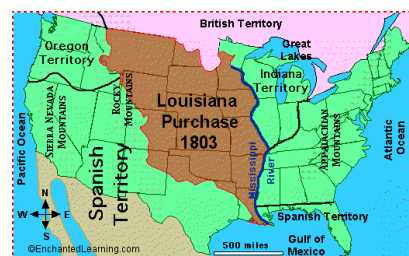


How is it that we hear the loudest yelps for liberty among the drivers of negroes?" This question of English author Samuel Johnson strikes at the core of the slavery controversy in the American quest for self-government. Americans affirmed their independence with the ringing

declaration that "all men are created equal." But some of them owned African slaves, and were unwilling to give them up as they formed new federal and state governments. So "to form a more perfect union" in 1787, certain compromises were made in the Constitution regarding slavery in hopes that they would eventually be able to wean themselves off the "peculiar institution." This settled the slavery controversy for the first few decades of the American republic.

This situation changed with the application of Missouri for statehood in 1819. It changed the political landscape so dramatically that when former president Thomas Jefferson heard about the enactment of the Missouri Compromise of 1820, he wrote, "This momentous question, like a firebell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union."

There had always been differences between northern and southern states, the former more commercial and the latter more agrarian in outlook and livelihood. But no difference was so potentially divisive as the South's insistence on the right to hold slaves and the North's growing aversion to it. The newly acquired territory to the West, resulting from the Louisiana Purchase in 1803, brought the issue of the extension of slavery to a slow boil in 1819. Both sides, North and South, were concerned about the balance of power in the Senate being disrupted by the admission of new states carved out of the Louisiana Territory. The legislative and rhetorical interventions of Kentucky Representative Henry Clay, a slave owner who worked for gradual emancipation and colonization, were crucial to averting a sectional division of the American union.



When Maine requested admission as a free state in 1820, Congress agreed to a compromise where Missouri was permitted to come into the union with a constitution of its own choosing, which meant no restriction regarding slavery. In addition to Maine's admission in 1820 as a free state and Missouri's eventual admission as a slave state (in

1821), Illinois Senator Jesse B. Thomas suggested that in the balance of the Louisiana Territory north of the 36°30' parallel (which ran along Missouri's southern border) slavery would be prohibited forever. The Missouri Compromise thereby maintained an equal number of free and slaveholding states in the American union. But it proved only a temporary settlement of the slavery controversy. Another territorial dispute, involving Texas and Mexico, would later stoke the fires of sectional conflict over the spread of slavery into the western territories.

But slavery in the territories was not the only issue dividing North and South. The question of tariffs (or taxes) on foreign imports proved so volatile that one state tried to nullify an act of Congress and threatened to secede from the Union. South Carolina saw tariffs imposed by the national government on foreign imports not for general revenue purposes, but to help domestic, manufacturing industries located mainly in the North. With depressed cotton prices and reduced foreign demand for raw goods from the South, the 1828 and 1832 tariffs eventually provoked South Carolina to desperate measures.

Flags were flown at half-mast in Charleston, South Carolina, and throughout the South there was talk of boycotting northern goods. By 1832, when Congress passed a new tariff bill that did not lower tariff rates enough to please the southern states, talk turned openly to nullification. South Carolina went so far as to call a state convention that declared the Tariff Acts of 1828 and 1832 "null, void, and no law, nor binding upon" the state. Whereupon President Andrew Jackson rebuked South Carolina and threatened to invade the state. When Congress passed his 1833 "Force Bill," which empowered the military to collect the tariffs, the now Senator Henry Clay fashioned yet another compromise that revised the tariff to South Carolina's satisfaction. This kept the tariff on the books and South Carolina in the Union.



Questions: Write answers to each of the questions below. Cite and/or quote from the article in your answers.

1. Explain the changes the Missouri Compromise of 1820 brought to the US map?
(RI?RL.5.1)

2. How did the Missouri Compromise solve the problem of keeping the balance of power in the Senate between free and slave states? (RI/RL.5.1)
3. What territory was added to the slave side? (RI/RL.1.1)
4. What territory was to be kept free of slavery?(RI/RL.1.1)
5. What did the South stand to gain as a result of the Compromise? What did they stand to lose? (RI/RL.4.1)
6. Could either side be considered the winner of this compromise? Explain your answer using factual details. (RI/RL.7.1)

D. Activity: Mapping the Slave Controversy in 1820.



Go to the interactive map found at:

<http://teachingamericanhistory.org/static/neh/interactives/sectionalism/lesson1/>

Click on different parts of the map to become familiar with the location of the free states, the slave states, the regions identified as U.S. territories, the regions identified as not belonging to the U.S., and the 36°30' line. By clicking on each state, you can bring up statistical information about each state in the year 1820, compiled by reference to the U.S. Bureau of the Census from the Department of Commerce.



Worksheet

E. **Worksheet:** Complete the worksheets on pages 8 & 9. (Multiple standards apply)

The Missouri Compromise of 1820 and the Nullification Crisis — http://edsitement.net/view_lesson_plan.asp?id=658



The Missouri Compromise and the Nullification Crisis

Student Name _____ Date _____

Worksheet I for the Missouri Compromise Interactive Map

Question	Answer
Which region, North or South, had the most land area in 1820? (This can be calculated by adding together all the square miles of the northern states, then doing the same for the southern states. Compare the two numbers.)	
Which region was more densely populated?	
Which region had the higher population of black people?	
In what two southern states did the black population outnumber the white population?	

Permission is granted to educators to reproduce this worksheet for classroom use

The Missouri Compromise of 1820 and the Nullification Crisis — http://edsitement.neh.gov/view_lesson_plan.asp?id=658

<p>In which region can you find states where the female population outnumbered the male population? Name the states.</p>	
<p>Compare the land area in the territories where slavery was prohibited with that of the territories where slavery was permitted, by adding the land area totals of Michigan to Missouri, and then of Arkansas to Florida. Which had the most land area?</p>	

F. The Compromise

Now read/scan through a couple of the original pages of the Compromise. As you read through these pages, complete the primary source tool document, found on the next page to answer these questions:

Observe

Identify and note details. Some suggestions are: Describe what you see. What do you notice first? How much of the text can you read? What does it say? What do you see that looks strange or unfamiliar? How are the words arranged? What do you notice about the page the writing appears on? What other details can you see?(RI.11-12.9)

Reflect

Test your hypotheses about the source about the manuscript. Some suggestions are: Why do you think this manuscript was made? Who do you think created it? Who do you think was intended to read it, if anyone? What do you think was happening when it was created? If someone created something like this today, what would be different? What would be the same?(RI.11-12.9)

Question

What do you wonder about... Who? What? When? Where? Why? How? (RI.11-12.9)

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE	REFLECT	QUESTION
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FURTHER INVESTIGATION

note: This form is available as an online tool which allows text to be typed in a saved. See Teachers' Guides and Analysis Tools at

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

http://www.ourdocuments.gov/doc_large_image.php?flash+true&doc+28 (accessed 7/20/13)

The committee of conference of the Senate and of the House of Representatives, on the subject of the disagreeing votes of the Two Houses, upon the Bill entitled an "Act for the admission of the State of Maine into the Union,"

Report the following Resolutions.

Resolved.

1st That they recommend to the Senate to recede from their amendments to the said Bill.

2^d That ^{they recommend to} the two Houses agree to strike out of the fourth section of the Bill from the House of Representatives, now pending in the Senate, entitled an "Act to authorize the people of the Missouri Territory to form a constitution and State Government and for the admission of such State into the Union upon an equal footing with the original States." The following proviso in the following words and shall ordain and establish that there shall be neither Slavery nor involuntary Servitude otherwise than in the

punishment of crimes whereof the party shall have been duly convicted: provided, always, That any person escaping into the same, from whom labour or service is lawfully claimed in any other State, such fugitive may be lawfully reclaimed, and conveyed to the person claiming his or her labour or service, as aforesaid: Provided never the less, That the said Provision shall not be construed to alter the condition or civil rights of any person now held to service or labour in the said Territory.

~~And~~ And that the following provision be added to the Bill -

And be it further enacted, That in all that Territory ceded by France to the United States under the name of Louisiana, which lies north of thirty six degrees and thirty minutes North latitude, not included within the limits of the State contemplated by this act, Slavery and involuntary servitude otherwise than in the punishment of crimes whereof the party shall have been duly convicted, shall be and is hereby

G. A Transcription of the Compromise

Now read through the Missouri Compromise and answer the questions which follow.

Full Transcript of Missouri Compromise (1820)

An Act to authorize the people of the Missouri territory to form a constitution and state government, and for the admission of such state into the Union on an equal footing with the original states, and to prohibit slavery in certain territories.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That the inhabitants of that portion of the Missouri territory included within the boundaries herein after designated, be, and they are hereby, authorized to form for themselves a constitution and state government, and to assume such name as they shall deem proper; and the said state, when formed, shall be admitted into the Union, upon an equal footing with the original states, in all respects whatsoever.

SEC.2. And be it further enacted, That the said state shall consist of all the territory included within the following boundaries, to wit: Beginning in the middle of the Mississippi river, on the parallel of thirty-six degrees of north latitude; thence west, along that parallel of latitude, to the St. Francois river; thence up, and following the course of that river, in the middle of the main channel thereof, to the parallel of latitude of thirty-six degrees and thirty minutes; thence west, along the same, to a point where the said parallel is intersected by a meridian line passing through the middle of the mouth of the Kansas river, where the same empties into the Missouri river, thence, from the point aforesaid north, along the said meridian line, to the intersection of the parallel of latitude which passes through the rapids of the river Des Moines, making the said line to correspond with the Indian boundary line; thence east, from the point of intersection last aforesaid, along the said parallel of latitude, to the middle of the channel of the main fork of the said river Des Moines ; thence down and along the middle of the main channel of the said river Des Moines, to the mouth of the same, where it empties into the Mississippi river; thence, due east, to the middle of the main channel of the Mississippi river; thence down, and following the course of the Mississippi river, in the middle of the main channel thereof, to the place of beginning : Provided, The said state shall ratify the boundaries aforesaid . And provided also, That the said state shall have concurrent jurisdiction on the river Mississippi, and every other river bordering on the said state so far as the said rivers shall form a common boundary to the said state; and any other state or states, now or hereafter to be formed and bounded by the same, such rivers to be common to both; and that the river Mississippi, and the navigable rivers and waters leading into the same, shall be common highways, and forever free, as well to the inhabitants of the said state as to other citizens of the United States, without any tax, duty impost, or toll, therefore, imposed by the said state.

SEC. 3. And be it further enacted, That all free white male citizens of the United States, who shall have arrived at the age of twenty-one years, and have resided in said territory: three months previous to the day of election, and all other persons qualified to vote for representatives to the general assembly of the said territory, shall be qualified

to be elected and they are hereby qualified and authorized to vote, and choose representatives to form a convention, who shall be apportioned amongst the several counties as follows :

From the county of Howard, five representatives. From the county of Cooper, three representatives. From the county of Montgomery, two representatives. From the county of Pike, one representative. From the county of Lincoln, one representative. From the county of St. Charles, three representatives. From the county of Franklin, one representative. From the county of St. Louis, eight representatives. From the county of Jefferson, one representative. From the county of Washington, three representatives. From the county of St. Genevieve, four representatives. From the county of Madison, one representative. From the county of Cape Girardeau, five representatives. From the county of New Madrid, two representatives. From the county of Wayne, and that portion of the county of Lawrence which falls within the boundaries herein designated, one representative.

And the election for the representatives aforesaid shall be holden on the first Monday, and two succeeding days of May next, throughout the several counties aforesaid in the said territory, and shall be, in every respect, held and conducted in the same manner, and under the same regulations as is prescribed by the laws of the said territory regulating elections therein for members of the general assembly, except that the returns of the election in that portion of Lawrence county included in the boundaries aforesaid, shall be made to the county of Wayne, as is provided in other cases under the laws of said territory.

SEC. 4. And be it further enacted, That the members of the convention thus duly elected, shall be, and they are hereby authorized to meet at the seat of government of said territory on the second Monday of the month of June next; and the said convention, when so assembled, shall have power and authority to adjourn to any other place in the said territory, which to them shall seem best for the convenient transaction of their business; and which convention, when so met, shall first determine by a majority of the whole number elected, whether it be, or be not, expedient at that time to form a constitution and state government for the people within the said territory, as included within the boundaries above designated; and if it be deemed expedient, the convention shall be, and hereby is, authorized to form a constitution and state government; or, if it be deemed more expedient, the said convention shall provide by ordinance for electing representatives to form a constitution or frame of government; which said representatives shall be chosen in such manner, and in such proportion as they shall designate; and shall meet at such time and place as shall be prescribed by the said ordinance; and shall then form for the people of said territory, within the boundaries aforesaid, a constitution and state government: Provided, That the same, whenever formed, shall be republican, and not repugnant to the constitution of the United States; and that the legislature of said state shall never interfere with the primary disposal of the soil by the United States, nor with any regulations Congress may find necessary for securing the title in such soil to the bona fide purchasers ; and that no tax shall be

imposed on lands the property of the United States ; and in no case shall non-resident proprietors be taxed higher than residents.

SEC. 5. And be it further enacted, That until the next general census shall be taken, the said state shall be entitled to one representative in the House of Representatives of the United States.

SEC. 6. And be it further enacted, That the following propositions be, and the same are hereby, offered to the convention of the said territory of Missouri, when formed, for their free acceptance or rejection, which, if accepted by the convention, shall be obligatory upon the United States:

First. That section numbered sixteen in every township, and when such section has been sold, or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the state for the use of the inhabitants of such township, for the use of schools.

Second. That all salt springs, not exceeding twelve in number, with six sections of land adjoining to each, shall be granted to the said state for the use of said state, the same to be selected by the legislature of the said state, on or before the first day of January, in the year one thousand eight hundred and twenty-five ; and the same, when so selected, to be used under such terms, conditions, and regulations, as the legislature of said state shall direct: Provided, That no salt spring, the right whereof now is, or hereafter shall be, confirmed or adjudged to any individual or individuals, shall, by this section, be granted to the said state: And provided also, That the legislature shall never sell or lease the same, at any one time, for a longer period than ten years, without the consent of Congress.

Third. that five per cent. of the net proceeds of the sale of lands lying within the said territory or state, and which shall be sold by Congress, from and after the first day of January next, after deducting all expenses incident to the same, shall be reserved for making public roads and canals, of which three fifths shall be applied to those objects within the state, under the direction of the legislature thereof; and the other two fifths in defraying, under the direction of Congress, the expenses to be incurred in making of a road or roads, canal or canals, leading to the said state.

Fourth. That four entire sections of land be, and the same are hereby, granted to the said state, for the purpose of fixing their seat of government thereon; which said sections shall, under the direction of the legislature of said state, be located, as near as may be, in one body, at any time, in such townships and ranges as the legislature aforesaid may select, on any of the public lands of the United States: Provided, That such locations shall be made prior to the public sale of the lands of the United States surrounding such location.

Fifth. That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the other lands heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of said state, to be appropriated solely to the use of such seminary by the

said legislature: Provided, That the five foregoing propositions herein offered, are on the condition that the convention of the said state shall provide, by an ordinance, irrevocable without the consent of the United States, that every and each tract of land sold by the United States, from and after the first day of January next, shall remain exempt from any tax laid by order or under the authority of the state, whether for state, county, or township, or any other purpose whatever, for the term of five years from and after the day of sale; And further, That the bounty lands granted, or hereafter to be granted, for military services during the late war, shall, while they continue to be held by the patentees, or their heirs remain exempt as aforesaid from taxation for the term of three year; from and after the date of the patents respectively.

SEC. 7. And be it further enacted, That in case a constitution and state government shall be formed for the people of the said territory of Missouri, the said convention or representatives, as soon thereafter as may be, shall cause a true and attested copy of such constitution or frame of state government, as shall be formed or provided, to be transmitted to Congress.

SEC. 8. And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

APPROVED, March 6, 1820



Questions: Write answers to each of the following questions. Cite/quote specific examples (whenever possible) to support your answer.

1. In your own words, explain what you learned from this source using the Primary source Analysis Tool (RI/RL.2.1) (RH.9-10.1)

2. Why was there a need to write the Missouri Compromise of 1820?
(RI/RL.2.1)

3. After reading the full transcript of the Missouri Compromise of 1820, choose a Section (1-8) and express in your own words your thoughts and feelings concerning the effects of this Compromise. (RI/RL.6.2)

4. Who were the inhabitants of the portion of the Missouri Territory that was petitioning for statehood authorized to do? (RI/RL.2.1)

5. Who was eligible to vote and hold office? (RI/RL.1.1)

6. What form of government were they required to establish? (RI/RL.1.1)

7. How many representatives would they be given in the House of Representatives until the next census could be taken? (RI/RL.1.1)

8. A. Where was slavery 'forever prohibited'? (RI/RL1.1)

B. What was the provision for fugitive slaves? (RI/2.1)

II. The Compromise of 1850



A. Pre-reading questions

Skim/scan the passage subheadings to help you find the answers to the following questions.

1. What were the five key components to the Missouri Compromise of 1850? (RI.2.5)

2. Analyze the structure of the passage as suggested by the subheadings, to predict what you think the reading may be about. (RI.7.5)

3. A. Define 'omnibus' as it is used in the third section of the passage. (RI.5.4)

- B. Read this section of the passage in its entirety. How does the use of this word define the main idea of the section? (RI/RL.6.4)

B. Reading Passage

Read the passage below and answer the questions which follow.

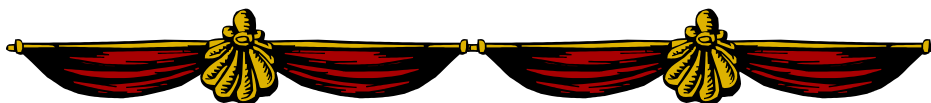
extracted from: <http://history1800s.about.com/od/slaveryinamerica/a/compromise-of-1850.htm> (accessed 7/20/2013)



The Compromise of 1850 Delayed the Civil War for a Decade

The Compromise of 1850 was a set of bills passed in Congress which tried to settle the issue of slavery, which was about to split the nation. The legislation was highly controversial and it was only passed after a long series of battles on Capitol Hill. It was destined to be unpopular, as just about every part of the nation found something to dislike about its provisions.





Yet the Compromise of 1850 served its purpose. For a time it kept the Union from splitting, and it essentially delayed the outbreak of the Civil War for a decade.

The Mexican War Led to the Compromise of 1850

As the Mexican War ended in 1848, vast stretches of land acquired from Mexico were going to be added to the United States as new territories or states. Once again, the issue of slavery came to the forefront of American political life. Would new states and territories be Free states or slave states?

President Zachary Taylor wanted California admitted as a free state, and wanted New Mexico and Utah admitted as territories which excluded slavery under their territorial constitutions.

Politicians from the South objected, claiming that admitting California would upset the balance between slave and Free states and would split the Union.

On Capitol Hill, some familiar and formidable characters, including Henry Clay, Daniel Webster, and John C. Calhoun, began trying to hammer out some sort of compromise. Thirty years earlier, in 1820, the U.S. Congress, largely at the direction of Clay, had tried to settle similar questions about slavery with the Missouri Compromise. It was hoped that something similar could be achieved to lessen tensions and avoid a sectional conflict.

The Compromise of 1850 Was an Omnibus Bill

Henry Clay, who had come out of retirement and was serving as a senator from Kentucky, put together a group of five separate bills as an "omnibus bill" which became known as the Compromise of 1850.

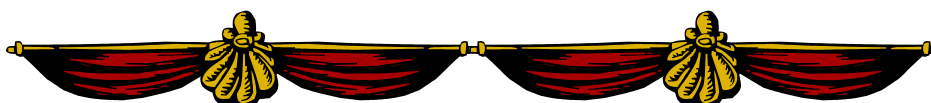


Daguerreotype of Henry Clay, circa early 1850s

Proposed legislation put together by Clay would admit California as a free state; allow New Mexico to decide whether to be a free state or slave state; enact a strong fugitive slave law; and preserve slavery in the District of Columbia.

As the United States was being torn apart in the 1850s over the issue of slavery, the Kansas-Nebraska Act was devised as a compromise. It was hoped it would reduce tensions and perhaps provide a solution to the slavery issue.

Yet when it was passed into law in 1854, it had the opposite effect. It led to increased violence over slavery in Kansas, and it hardened positions across the nation.



The Kansas-Nebraska Act was a major step on the road to Civil War. Opposition to it changed the political landscape across the nation. And it also had a profound effect on one particular American, Abraham Lincoln, whose political career was reinvigorated by his opposition to the Kansas-Nebraska Act.

Components of the Compromise of 1850

The final version of the Compromise of 1850 had five major components:

- California was admitted as a free state.
- Territories of New Mexico and Utah were given the option of legalizing slavery.
- The border between Texas and New Mexico was fixed.
- A stronger fugitive slave law was enacted.
- The slave trade was abolished in the District of Columbia, though slavery remained legal.

Importance of the Compromise of 1850

The Compromise of 1850 did accomplish what was intended at the time, as it held the Union together. But it was bound to be a temporary solution.

The Kansas-Nebraska Act, legislation guided through Congress by Senator Stephen Douglas only four years later, would prove even more controversial. Provisions in the Kansas-Nebraska Act were widely disliked as they repealed the venerable Missouri Compromise. The new legislation led to violence in Kansas, which was dubbed "Bleeding Kansas" by the legendary newspaper editor Horace Greeley.

The Kansas-Nebraska Act also inspired Abraham Lincoln to become involved in politics again, and his debates with Stephen Douglas in 1858 set the stage for his run for the White House.



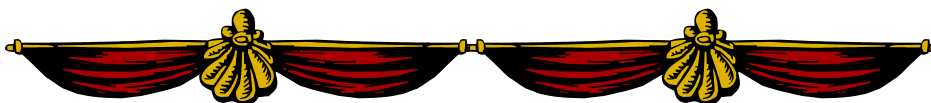
And, of course, the election of Abraham Lincoln in 1860 would inflame passions in the South and lead to the secession crisis and the American Civil War.

The Compromise of 1850 may have delayed the splitting of the Union many Americans feared, but it couldn't prevent it forever.

Roots of the Problem

The issue of slavery had caused a series of dilemmas for the young nation as new states joined the Union. Should slavery be legal in new states, specifically the states that would be in the area of the Louisiana Purchase?

The issue was settled for a time by the Missouri Compromise. That piece of legislation, passed in 1820, simply took the southern border of Missouri, and essentially extended it



westward on the map. New states to the north of it would be "free states," and new states to the south of the line would be "slave states."

The Missouri Compromise held things in balance for a time, until a new set of problems emerged following the Mexican War. With Texas, the southwest, and California now territories of the United States, the issue of whether new states in the west would be free states or slave states became prominent.

Things seemed to be settled for a time when the Compromise of 1850 was passed. Included in that legislation were provisions bringing California into the Union as a free state and also allowing residents of New Mexico to decide whether to be a slave or free state.

Reasons for the Kansas-Nebraska Act



The man who devised the Kansas-Nebraska Act in early 1854, Senator Stephen A. Douglas, actually had a fairly practical goal in mind: the expansion of railroads.

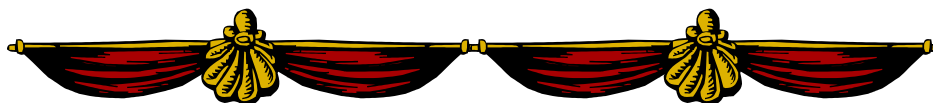
Douglas, a New Englander who had transplanted himself to Illinois, had a grand vision of railroads crossing the continent, with their hub being in Chicago, in his adopted home state. The immediate problem was that the huge wilderness to the west of Iowa and Missouri would have to be organized and brought into the Union before a railroad to California could be built.

And holding everything up was the country's perennial debate over slavery. Douglas himself was opposed to slavery, but did not have any great conviction about the issue, perhaps because he had never actually lived in a state where slavery was legal.

Southerners did not want to bring in a single large state that would be free. So Douglas came up with the idea of creating two new territories, Nebraska and Kansas. And he also proposed the principle of "popular sovereignty," under which the residents of the new territories would vote on whether slavery would be legal in the territories.

Controversial Repeal of the Missouri Compromise

One problem with this proposal is that it contradicted the Missouri Compromise, which had been holding the country together for more than 30 years. And a southern senator, Archibald Dixon of Kentucky, demanded that a provision specifically repealing the Missouri Compromise be inserted into the bill Douglas proposed.



Douglas gave in to the demand, though he reportedly said it would "raise a hell of a storm." He was right. The repeal of the Missouri Compromise would be seen as inflammatory by a great many people, particularly in the north.

Douglas introduced his bill in early 1854, and it passed the Senate in March. It took weeks to pass the House of Representatives, but it was finally signed into law by President Franklin Pierce on May 30, 1854. As news of its passage spread, it became clear that the bill which was supposed to be a compromise to settle tensions was actually doing the opposite. In fact, it was incendiary.

Unintended Consequences

The provision in the Kansas-Nebraska Act calling for "popular sovereignty," the idea that residents of the new territories would vote on the issue of slavery, soon caused major problems.

Forces on both sides of the issue began arriving in Kansas, and outbreaks of violence resulted. The new territory was soon known as Bleeding Kansas, a name bestowed upon it by Horace Greeley, the influential editor of the New York Tribune.

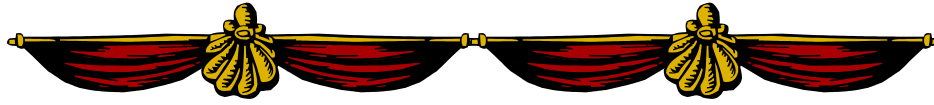
Open violence in Kansas reached a peak in 1856, when pro-slavery forces burned the "free soil" settlement of Lawrence, Kansas. In response, the fanatical abolitionist John Brown and his followers murdered men who supported slavery.

The bloodshed in Kansas even reached the halls of Congress, when a South Carolina Congressman, Preston Brooks, attacked abolitionist Senator Charles Sumner of Massachusetts, beating him with a cane on the floor of the US Senate.

Opposition to the Kansas-Nebraska Act

Opponents of the Kansas-Nebraska Act organized themselves into the new Republican Party. And one particular American, Abraham Lincoln, was prompted to re-enter politics.





Lincoln had served one unhappy term in Congress in the late 1840s, and had put his political aspirations aside. But Lincoln, who had known and sparred in Illinois with Stephen Douglas before, was so offended by what Douglas had done by writing and passing the Kansas-Nebraska Act that he began speaking out at public meetings.

On October 3, 1854, Douglas appeared at the Illinois State Fair in Springfield and spoke for more than two hours, defending the Kansas-Nebraska Act. Abraham Lincoln rose at the end, and announced that he would speak the next day in response.

On October 4, Lincoln, who out of courtesy invited Douglas to sit on the stage with him, spoke for more than three hours denouncing Douglas and his legislation. The event brought the two rivals in Illinois back into nearly constant conflict. Four years later, of course, they would hold the famed Lincoln-Douglas debates while in the midst of a senate campaign.

And while no one in 1854 may have foreseen it, the Kansas-Nebraska Act had set the nation hurtling toward an eventual Civil War.



Questions: Write answers to each of the following.

1. What reasons were given in the passage to support the title? (W.5.9)
2. What evidence is given in the third section of this passage in support of the sub-heading phrase "The Compromise of 1850 was an Omnibus bill"? (W/WHST.11-12.9)
3. Determine the main idea of the entire passage and explain how the main idea is conveyed through the details given in the passage. (RI.4.2-6.2)

4. Analyze & explain how Senator Stephen Douglas' personal goals and feelings (as stated in the reading) may have been responsible for his drafting of the Kansas-Nebraska Act. (RI.11-12.3)

5. Describe the problems caused by the provision in the Kansas-Nebraska Act which called for "popular sovereignty". (RI.2.8)

6. "The Compromise of 1850 did accomplish what was intended at the time, as it held the Union together. But it was bound to be a temporary solution."

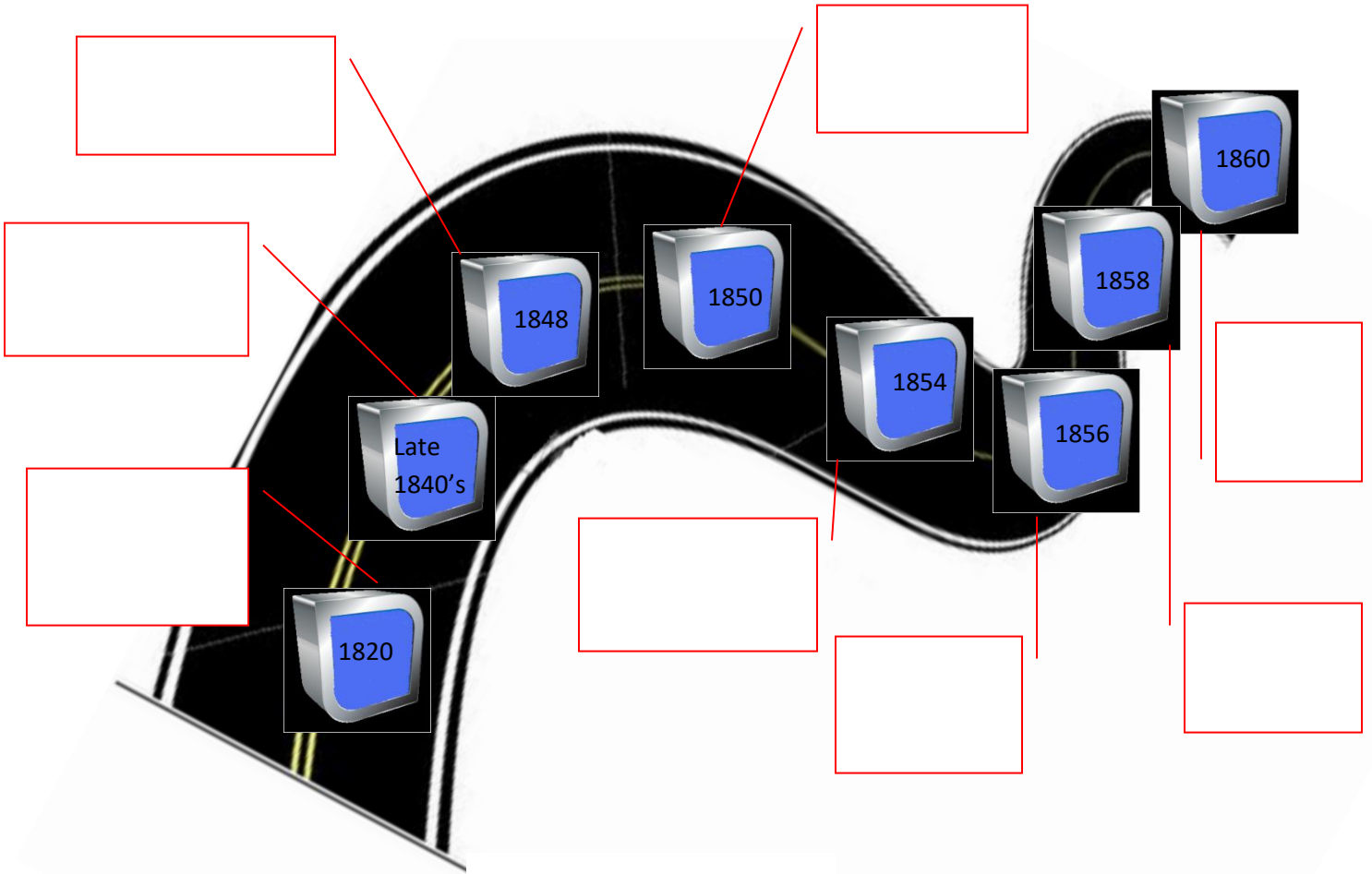
Describe how this extract from the passage contributes to the development of ideas portrayed throughout the entire reading. (RI.4.5-6.5)

7. "And, of course, the election of Abraham Lincoln in 1860 would inflame passions in the South and lead to the secession crisis and the American Civil War."

How does the use of 'inflame' in this sentence define the precipitators to our civil war? (as defined in the passage). (RI.2.8)

The Road to the Civil War

8. A. Complete the timeline below with the events that correspond to each of the shown years outlined in the passage that were precipitators to the Civil War. (RI/RL1.1)



B. Explain how these events were precipitators to the civil war. Refer to details and examples given in the passage to support your answer. (RI/RL.4.1)

C. What inference(s) can you make about the reason(s) Lincoln may have had in his decision to return to politics after he had previously served one 'unhappy term' in Congress in the late 1840's. Cite textual evidence to support your answers. (RI/RL.7.1-RI/RL.9-10.1)

9. Imagine that you were a member of the Senate in 1850 and that you represented either a southern or northern viewpoint. Would you have approved the five separate bills of the Compromise of 1850? Write a response utilizing factual details to support your stance. (W.3.1-W/9-10.1)
10. Describe the effect of the Kansas-Nebraska Act of 1854 upon the Union?
(R1/RL.2.1)(RH.9-10.1)
11. Explain the phrase “Bleeding Kansas” as it was described in the reading.
(R1/RL.2.1)(RH.9-10.1)

Read the Compromise of 1850

Extracted from: www.ourdocuments.gov (Accessed October 29, 2013)

It being desirable, for the peace, concord and harmony of the Union of these States, to settle and adjust amicably all ^{pending} questions of controversy ~~substantive~~ between them, arising out of the institution of Slavery upon a fair equitable and just basis. Therefore

1.^o Resolved that California, with suitable boundaries, ought ^{upon her application} to be admitted as one of the States of this Union, without the interference by Congress of any restriction in respect to the exclusion or introduction of Slavery within those boundaries.

2. Resolved that as Slavery does not exist by law, and is not likely to be introduced into any of the Territory acquired by the United States from the Republic of Mexico, it is unnecessary for Congress to provide by law either for its introduction into or exclusion from any part of the said Territory; and that appropriate Territorial Governments ought to be established by Congress in all of the said Territory, not apportioned to the boundaries of the proposed State of California, without the adoption of any restriction or condition, on the subject of Slavery.

3. Resolved that the Western boundary of the State of Texas ought to be fixed on the Rio del Norte, commencing one Marine League from its mouth, and running up that river to the Southern line of New Mexico, thence with that line Eastwardly, and so continuing in the same ^{between the U.S. and Spain,} direction to the line so established, ^{including any portion of New Mexico, whether} lying

lying on the East or West of that river.

4th Resolved that it be proposed to the State of Texas that the United States will provide for the payment of all that portion of the legitimate and consular public debt of that State, contracted prior to its annexation to the U. States, and for which the duties on Foreign imports were pledged by the said State to its Creditors, not exceeding the sum of \$_____ in consideration of the said duties so pledged having been no longer applicable to that object, after the said annexation, but having thereupon become payable to the U. States; and upon the condition also that the said State of Texas shall by some solemn and authentic act of her Legislature or of a Convention, relinquish to the United States any claim which it has to any part of New Mexico.

5th Resolved that it is inexpedient to abolish Slavery in the District of Columbia, whilst that institution continues to exist, in the State of Maryland, without the consent of that State, without the consent of the people of the District, and without just compensation to the owners of slaves within the District.

6th But Resolved that it is expedient ^{to prohibit} within the District the Slave trade in slaves brought into it from States or places beyond the Limits of the District, either to be sold therein as merchandise or to be transported to other markets without the District of Columbia.

7th Resolved that more effectual provision ought to be made by law, according to the requirement of the Constitution, for

Transcription:

The six documents transcribed here are Henry Clay's Resolution and the five statutes approved by Congress. The acts called for the admission of California as a "free state," provided for a territorial government for Utah and New Mexico, established a boundary between Texas and the United States, called for the abolition of slave trade in Washington, DC, and amended the Fugitive Slave Act.

CLAY'S RESOLUTIONS January 29, 1850

It being desirable, for the peace, concord, and harmony of the Union of these States, to settle and adjust amicably all existing questions of controversy between them arising out of the institution of slavery upon a fair, equitable and just basis: therefore,

1. Resolved, That California, with suitable boundaries, ought, upon her application to be admitted as one of the States of this Union, without the imposition by Congress of any restriction in respect to the exclusion or introduction of slavery within those boundaries.
2. Resolved, That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the republic of Mexico, it is in- expedient for Congress to provide by law either for its introduction into, or exclusion from, any part of the said territory; and that appropriate territorial governments ought to be established by Congress in all of the said territory , not assigned as the boundaries of the proposed State of California, without the adoption of any restriction or condition on the subject of slavery.
3. Resolved, That the western boundary of the State of Texas ought to be fixed on the Rio del Norte, commencing one marine league from its mouth, and running up that river to the southern line of New Mexico; thence with that line eastwardly, and so continuing in the same direction to the line as established between the United States and Spain, excluding any portion of New Mexico, whether lying on the east or west of that river.
4. Resolved, That it be proposed to the State of Texas, that the United States will provide for the payment of all that portion of the legitimate and bona fide public debt of that State contracted prior to its annexation to the United States, and for which the duties on foreign imports were pledged by the said State to its creditors, not exceeding the sum of- dollars, in consideration of the said duties so pledged having been no longer applicable to that object after the said annexation, but having thenceforward become pay- able to the United States; and upon the condition, also, that the said State of Texas shall, by some solemn and authentic act of her legislature or of a convention, relinquish to the United States any claim which it has to any part of New Mexico.
5. Resolved, That it is inexpedient to abolish slavery in the District of Columbia whilst that institution continues to exist in the State of Maryland, without the consent of that State, without the consent of the people of the District, and without just compensation to the owners of slaves within the District.



Questions

1. List the five statutes enacted as a result of the Compromise of 1850. (RI/RL.2.1)

Section Two: The Kansas-Nebraska Act of 1854

A. Read the article below and answer the questions which follow.

Extracted from: <http://www.netplaces.com/american-civil-war/causes-of-the-civil-war/bleeding-kansas.htm> (accessed 8/2/2013)

Bleeding Kansas by Brooke C. Stoddard and Daniel P. Murphy, Ph.D.

The North and the South managed an uneasy but peaceful coexistence on the issue of slavery for a long time, but as the nineteenth century progressed and the nation began to expand westward, slavery became an increasingly sensitive topic, with Northern abolitionists pushing harder and harder for slavery's elimination. The issue reached the boiling point in 1854, when part of the land acquired in the Louisiana Purchase was divided into two territories, Kansas and Nebraska, along the fortieth parallel. The Kansas-Nebraska Act, written by Illinois Senator Stephen Douglas, who had a vested financial interest in opening up the territory to Chicago-based railroads, all but voided the Missouri Compromise of 1820 and introduced the concept of popular sovereignty — the right of a people organizing as a state to decide by popular vote whether to allow slavery.



Kansas was the first to test the concept, voting overwhelmingly to become a free state. Proslavery advocates, however, refused to accept the popular vote and poured into the territory from nearby slave states such as Missouri in an attempt to shift the balance. In the North, these proslavery troublemakers gave Free State settlers no end of grief. Violence and bloodshed became common as proslavery and antislavery factions battled throughout the Kansas wilderness, earning the region the nickname “Bleeding Kansas.”

More than 200 people died in the vicious guerrilla warfare. In one of the most horrifying acts of mayhem, radical abolitionist John Brown, four of his sons, and two comrades shot and hacked to death five proslavery settlers near Pottawatomie Creek on May 24, 1856, in retaliation for a raid by proslavery forces in the town of Lawrence, Kansas.



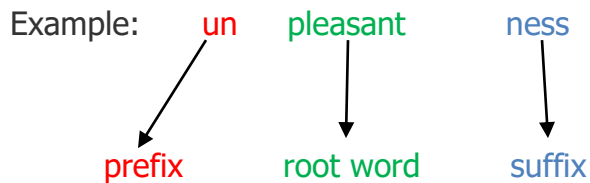
B. Understanding Language in Use

1. Determine the meaning of “coexistence” as it is used in the first sentence. Use contextual clues given in the sentence to help you write a definition for this word. (L.6.4)

2. A. What words/phrases help define Senator Douglas' "vested interest"? (L.6.4)

B. What was Senator Douglas' vested interest? (RI.3.4)

3. Understanding words you do not know can be simplified by examining the various parts of the word. The root is the basic part of the word; prefixes are placed before the root word and suffixes are placed after the root word.



If you know the meaning of each word part, you can determine the meaning of the unknown word in a sentence. So in the example given above, you would have:

'not' + 'happy' + (a suffix added to change the word to a noun so that it can define the state of the adjective)

Look at the words in the chart below that have been extracted from the reading. Write a definition for each part of the word. (L.2.4; L.4.4-5.4 merge)

	Root		Prefix		Suffix	
	Word	definition	part	definition	part	definition
increasingly						
elimination						
sovereignty						
overwhelmingly						
proslavery						
horrifying						

4. Another way to help determine the meaning of unknown words is to use your own knowledge of the meaning of individual words to predict the meaning of a compound word. (L.2.4)

For Example: bird + house = birdhouse

Look at these words extracted from the reading. Can you predict the meaning of each of these compound words?

- a. troublemakers
- b. bloodshed
- c. nickname
- d. warfare

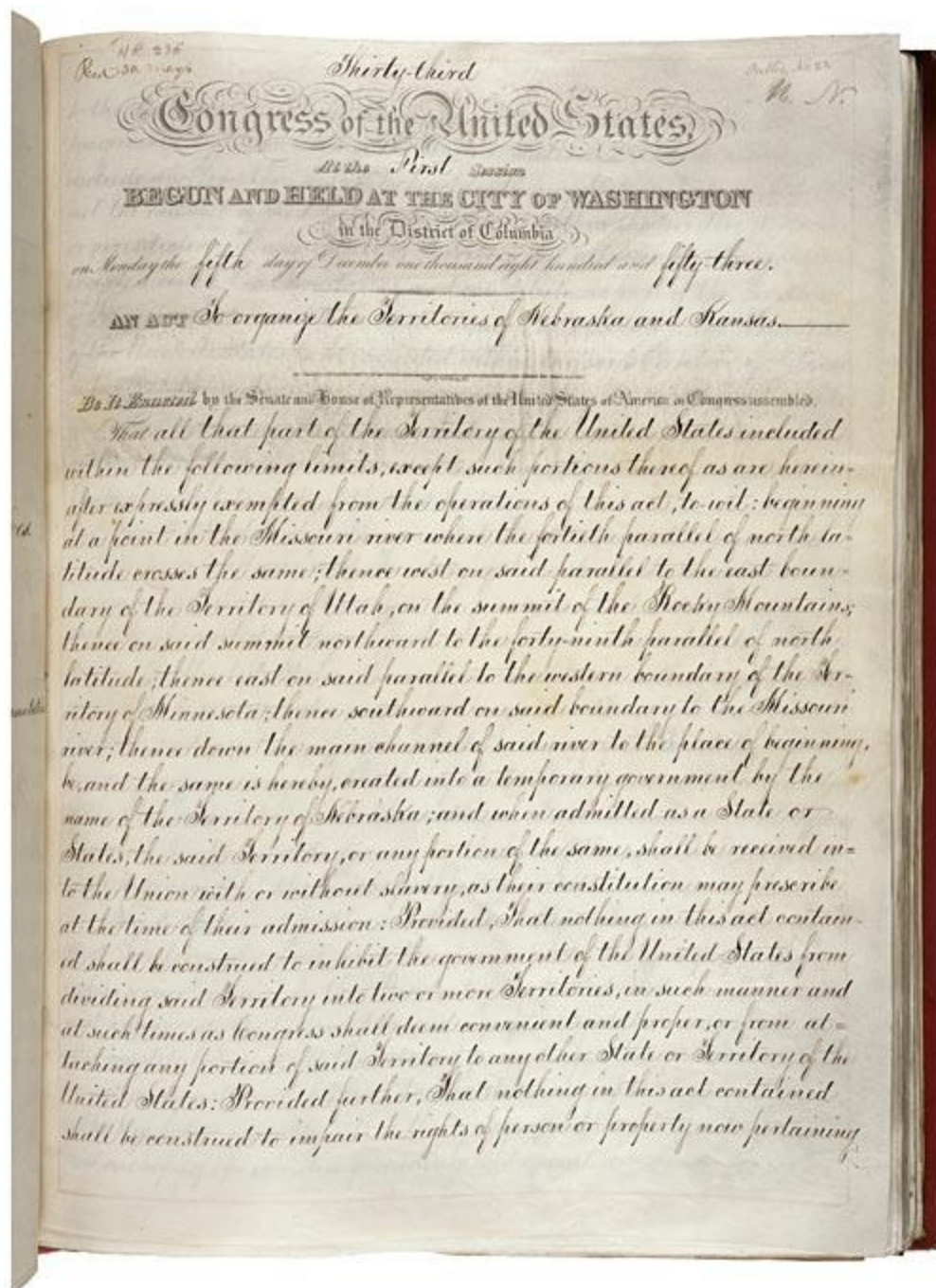
C. Study the first page of the original Kansas-Nebraska Act document found on page 29 and complete the Primary Source Analysis Tool below.

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE	REFLECT	QUESTION
.....
.....
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FURTHER INVESTIGATION
note: This form is available as an online tool which allows text to be typed in a saved. See Teachers' Guides and Analysis Tools at <http://www.loc.gov/teachers/usingprimarysources/guides.html>



D. Read the transcript of the first page of the Kansas-Nebraska Act of 1854.

Transcript of the First Page of the Kansas-Nebraska Act (1854)

Extracted from: <http://www.ourdocuments.gov/doc.php?doc=28&page=transcript> (accessed 8/20/2013)

An Act to Organize the Territories of Nebraska and Kansas.

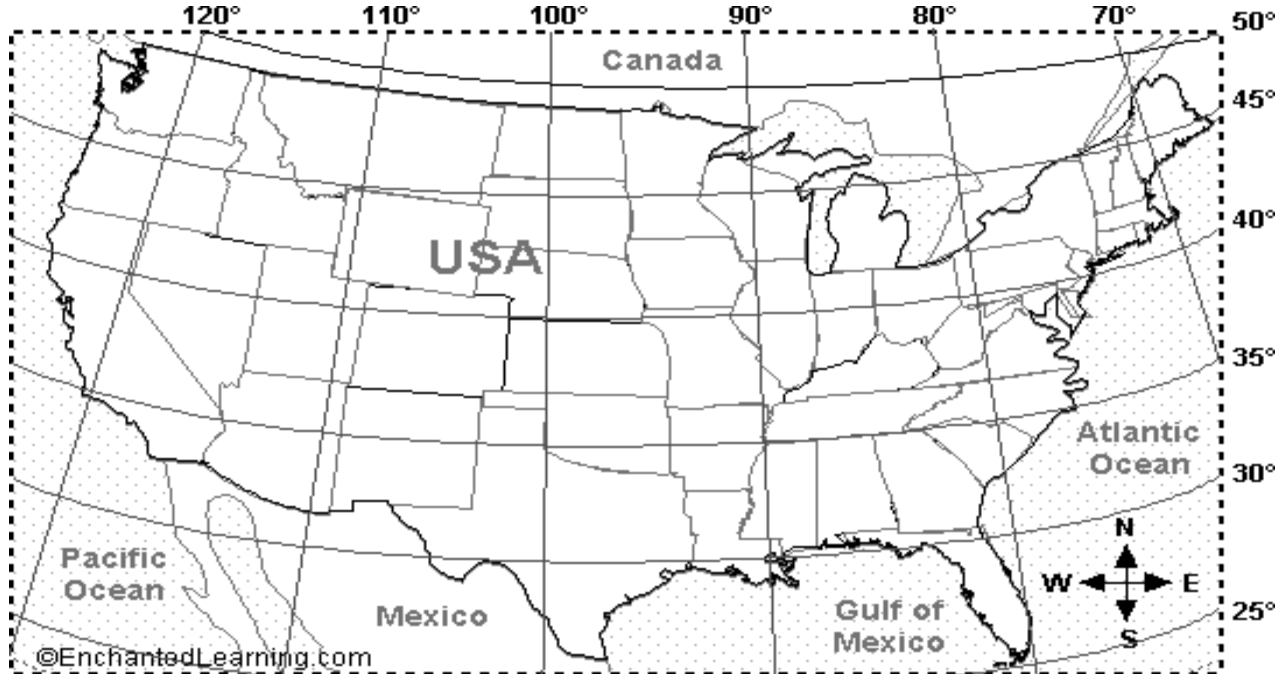
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all that part of the territory of the United States included within the following limits, except such portions thereof as are hereinafter expressly exempted from the operations of this act, to wit: beginning at a point in the Missouri River where the fortieth parallel of north latitude crosses the same; then west on said parallel to the east boundary of the Territory of Utah, the summit of the Rocky Mountains; thence on said summit northwest to the forty-ninth parallel of north latitude; thence east on said parallel to the western boundary of the territory of Minnesota; thence southward on said boundary to the Missouri River; thence down the main channel of said river to the place of beginning, be, and the same is hereby, created into a temporary government by the name of the Territory Nebraska; and when admitted as a State or States, the said Territory or any portion of the same, shall be received into the Union with without slavery, as their constitution may prescribe at the time of the admission: *Provided*, That nothing in this act contained shall be construed to inhibit the government of the United States from dividing said Territory into two or more Territories, in such manner and at such time as Congress shall deem convenient and proper, or from attaching a portion of said Territory to any other State or Territory of the United States: *Provided further*, That nothing in this act contained shall be construed to impair the rights of person or property now pertaining ...the Indians in said Territory' so long as such rights shall remain unextinguished by treaty between the United States and such Indians, or include any territory which, by treaty with any Indian tribe, is not, without the consent of said tribe, to be included within the territorial line or jurisdiction of any State or Territory; but all such territory shall excepted out of the boundaries, and constitute no part of the Territory of Nebraska, until said tribe shall signify their assent to the President of the United States to be included within the said Territory of Nebraska. or to affect the authority of the government of the United States make any regulations respecting such Indians, their lands, property, or other rights, by treaty, law, or otherwise, which it would have been competent to the government to make if this act had never passed.



Questions:

1. Using contextual cues and/or the meaning of word parts, write a definition for the following words extracted from the reading: (L.4.4-5.4 merge)
 - a. enacted:
 - b. hereinafter:
 - c. unextinguished:

- Using the limits established on the first page of the Kansas Nebraska Act, and the information provided on the Political Map of the United States found below, draw the area affected by the Act. Make your drawings on the map below.(RI/RL.4.1)



<http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart3b.html#0320>

RALLY

SPIRITS OF '76!

ALL CITIZENS OF
LEOMINSTER,
 without distinction of party, who disapprove of the
"Nebraska Iniquity,"
 are requested to meet at the
TOWN HALL,
Monday Evening, July 10th,
 AT 7 O'CLOCK,
 to choose delegates to meet in a
Mass Convention,
 at Worcester, the 20th inst., to teach the "South"
 we have a "North," and will maintain our CON-
 STITUTIONAL RIGHTS.
 CALEB C. FIELD, LEONARD BURRAGE,
 HERRITT WOOD.
 Leominster, July 8, 1854.

The Kansas-Nebraska Act

The Kansas-Nebraska act repeal of the ban on slavery in Northern territories galvanized angry opposition. All over the North "anti-Nebraska" rallies took place in the summer of 1854, leading to the formation of the Republican party that year.

Source: "The Illustrated Battle Cry of Freedom" by James McPherson



Questions: Write answers to each of the following.

1. Imagine you are a young person living in one of the Northern States or one of the Southern States. Describe your feelings/opinions about the Kansas-Nebraska Act of 1854? (RH.9-10.3)
2. Speech and Debate Activity: WHO BENEFITED THE MOST FROM THE KANSAS NEBRASKA ACT OF 1854?

Choose one member from your group or write your reasons why you think it was the North or the South. Use information from your readings to back your debate speeches. (SL.9-10.1)

TALLY YOUR VOTES: NORTH _____

SOUTH _____

Section Three: Raid on Harper's Ferry

Read the article below about the raid on Harper's Ferry in 1859.

Extracted from: <http://investigatinghistory.ashp.cuny.edu/m5.html> (accessed 8/20/2013)



John Brown's 1859 Harpers Ferry Raid

By: Bill Friedheim

Was "the time for compromise gone?"

Was this the blow that "began the war that ended slavery?"



**Illustration from Harper's Weekly
November 12, 1859**

John Brown was a driven man, an abolitionist who was relentless in his opposition to slavery. Ultimately, he justified violence as a means to realize what he considered the most noble of goals – the destruction of slavery.

Like his Calvinist father before him, Brown considered slavery a moral blight. But unlike many other white abolitionists, Brown mixed easily with African Americans, prompting

Frederick Douglass, the most famous 19th century black abolitionist, to write that: Though a white gentleman, he is in sympathy a black man and as deeply interested in our cause as though his own soul had been pierced by the iron of slavery.

In 1849, John Brown settled his family in the black community of North Elba in the New York Adirondacks.

Six years later, Brown moved to the new territory of Kansas, which soon became a major pre-Civil War battleground.

A year earlier, the Kansas Nebraska Act of 1854 undid the Missouri Compromise, which in 1820 had prohibited slavery north of the latitude of 36/30 (the southern border of Missouri). Even though the two territories lay north of the Missouri Compromise line, the Kansas-Nebraska Act allowed both jurisdictions to vote on whether they would enter the union as slave or free states. Upon passage of the act, organized groups of slaveholders and abolitionists, including the Browns, poured into the new Kansas



territory. An undeclared guerilla war erupted which became known as "Bloody Kansas." Both sides perpetrated acts of intimidation, murder and arson, which soon escalated out of control.

On May 24, 1856, Brown led a party of militant abolitionists who slaughtered five pro-slavery settlers in Pottawatomie Creek. Brown claimed that he did not participate in the actual killings, but unapologetically approved them as justified payback for a pro-slavery assault on Lawrence, Kansas. For this act and for his defense of the "free soil" town of Osawatimie, Kansas, Brown became nationally renowned to abolitionists and infamous to slaveholders. Soon after, a New York stage play, "Osawatimie Brown" heralded his feats.



Subsequently, Brown, with funding from prominent abolitionists, raised a small paramilitary force. In January 1858, raiders under Brown's leadership liberated twelve slaves in Missouri, delivering them to freedom in Canada.

On the night of October 16, 1859, Brown, now 59 years old, staged his final and most daring raid, an assault on the federal armory in Harpers Ferry, Virginia (now West Virginia), which housed an arsenal of more than 100,000 rifles and muskets. Calling his raiding force, the "Provisional Army," Brown's group of 22 men included three of Brown's sons, a fugitive slave and four free blacks. Brown's goal was to seize the

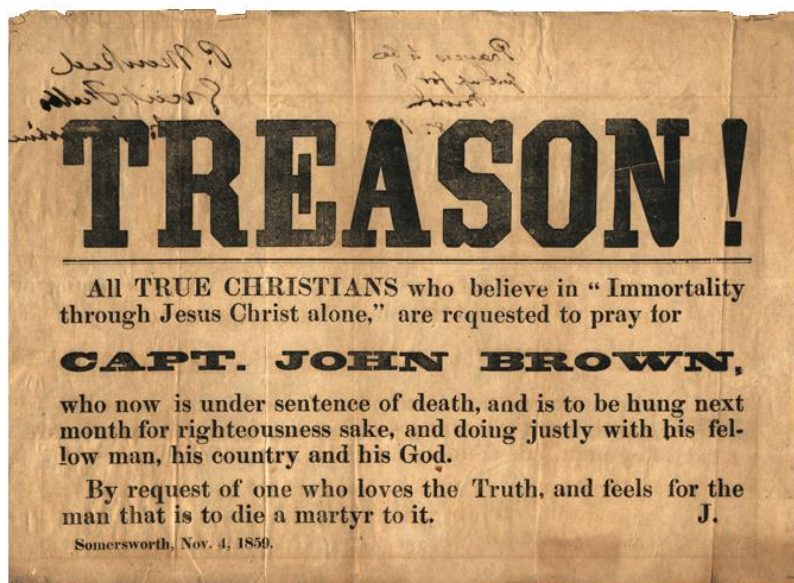


arsenal, distribute the guns and muskets, mobilize anti-slavery forces, incite slave insurrections and organize raids against slaveholders across the South.

Brown and his men initially took control of the armory, but within 36 hours, U.S. Marines under the leadership of future Confederate generals, Robert E. Lee and J.E.B. Stuart, stormed the facility, killed several of Brown's

band and captured Brown and the remaining raiders.

Brown was taken to nearby Charles Town, Virginia (now West Virginia) where he was



charged on three counts: treason, murder and conspiracy to lead a slave rebellion. After a seven-day trial and forty-five minutes of deliberation, a jury found him guilty on all counts. The court sentenced Brown to death.

On December 2, 1859, Brown wrote:

I, John Brown, am now quite certain that the crimes

of this guilty land will never be purged away but with blood. I had, as I now think, vainly flattered myself that without very much bloodshed it might be done."

Later, that day, Brown was hung. By March 1860, six of his compatriots, having been tried and found guilty, followed Brown to the gallows.

In life and even death, John Brown's image loomed large, particularly in the nineteen months between the October 1859 Harpers Ferry raid and the outbreak of Civil War at Fort Sumter in April 1861. The debate about the immediate and long-term meaning of the Harpers Ferry raid and Brown's legacy was loud, messy and intemperate. On the day of Brown's execution, church bells tolled in several northern cities and many abolitionists hailed Brown as a martyr (although some questioned his violent means). In the North, partisans (and newspaper editorialists) of the Democratic and Republican* parties railed at one another, each accusing the other of promoting a culture of violence. Across the South, newspaper editorials vilified Brown, his raiders and his supporters, but disagreed about the consequences of Harpers Ferry raid for the future of the South and slavery. The language used to characterize Brown in newspapers – North and South, Democrat and Republican, abolitionist and pro-slavery – was rarely neutral or even-tempered. Depending upon the viewpoint, editorials used the partisan vocabulary of "saint," "crusader," "martyr," "madman," "devil," "lunatic," and "murderer."

Decades later, Brown continued to evoke deep passion. Almost 22 years after the event, Frederick Douglass memorialized John Brown's raid at Harpers Ferry, proclaiming:



“If John Brown did not end the war that ended slavery, he did at least begin the war that ended slavery.... Until this blow was struck, the prospect for freedom was dim, shadowy and uncertain. The irrepressible conflict was one of words, votes and compromises.”

When John Brown stretched forth his arm the sky was cleared. The time for compromises was gone – the armed hosts of freedom stood face to face over the chasm of a broken Union – and the clash of arms was at hand. The South staked all upon getting possession of the Federal Government, and failing to do that, drew the sword of rebellion and thus made her own, and not Brown's, the lost cause of the century.

Is Douglass right about the legacy of Brown's raid? Was “the time for compromise gone?” Was this the blow that “began the war that ended slavery?”



Questions

1. After reading the article on John Brown, in your own words explain John Brown's role in Kansas in May of 1856. (RI.4.3) (SL.5.4)

2. Why did John Brown chose to attack Harper's Ferry? What was he hoping to gain from this attack? (RI.4.7)(RI.11-12.7)

3. What are your feelings about his actions in January 1858? Contrast his actions in 1858 to what he did in 1859? (R1/RL.5.1) (SL.5.4)

4. **Was John Brown a Hero or a Murderer?**

Even today, 150 years after John Brown's ill-fated raid at Harpers Ferry, controversy surrounds Brown's actions. Some people believe that he was a hero and that his ultimate goal – ending slavery – justified his use of violence. Other people believe that his use of fear and violence made him a terrorist.

Construct a thoughtful written response of approximately 200 words, with two quotes from a primary source.

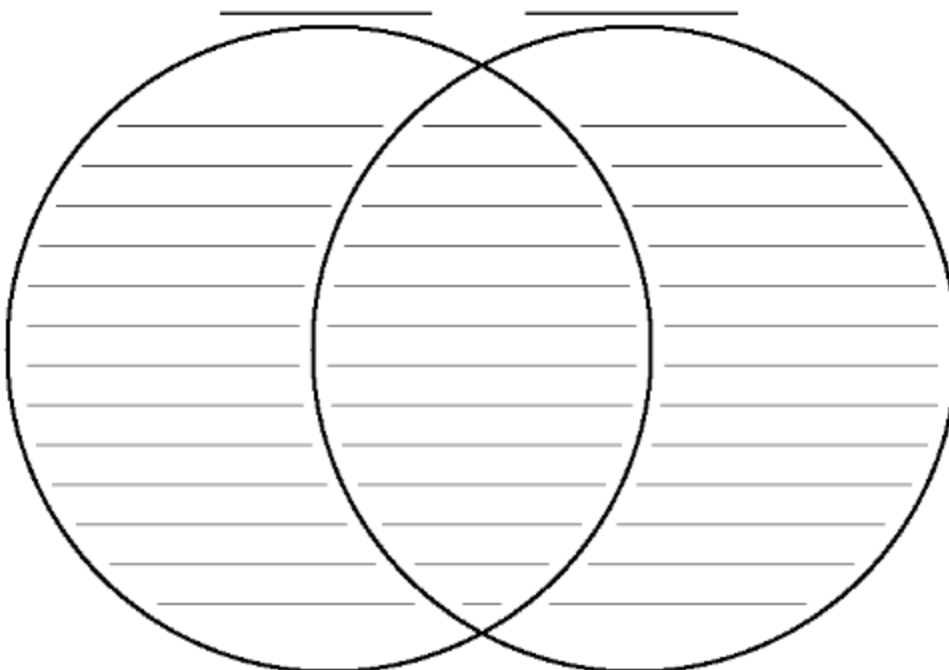
Be sure to address the following:

- 1) What reasons did John Brown have for raiding Harper's Ferry?
- 2) What are some of the events, situations in the country leading up to the 1859 raid?
- 3) What were reactions of people around the country?
- 4) Was John Brown a hero or terrorist? Explain.

5. **Research and Write**

In this section we learned about the actions of John Brown. Conduct a short research project to learn about John Wilkes Booth. What characteristics did these two men have in common? Contrast their differences. Complete the Venn diagram on the following page as a precursor to your writing. Then write a comparison/contrast essay about these two historical figures. Cite at least two sources in your essay. (RH.9-10.9; W.3.7-W/WHST.11-12.7)

Venn Diagram



Section Four: Presidential Debates

I. Lincoln-Douglas Debates

Extracted from: <http://history1800s.about.com/od/abrahamlincoln/a/Lincoln-Douglas-Seven-Facts.htm> (Accessed October 23, 2013)

The Lincoln-Douglas Debates were a series of seven debates between Abraham Lincoln and Stephen Douglas in the summer and fall of 1858. Here are seven things you should know about them.

1. First of all, they were not really debates.

It's true that the Lincoln-Douglas Debates are always cited as classic examples of, well, debates. Yet they were not debates in the sense that we think of a political debate in modern times.

In the format Stephen Douglas demanded, and Lincoln agreed to, one man would speak for an hour. Then the other would speak in rebuttal for an hour and a half, and then the first man would have a half-hour to respond to the rebuttal.

There was no moderator asking questions, and no give-and-take or fast reactions like we've come to expect in modern political debates.

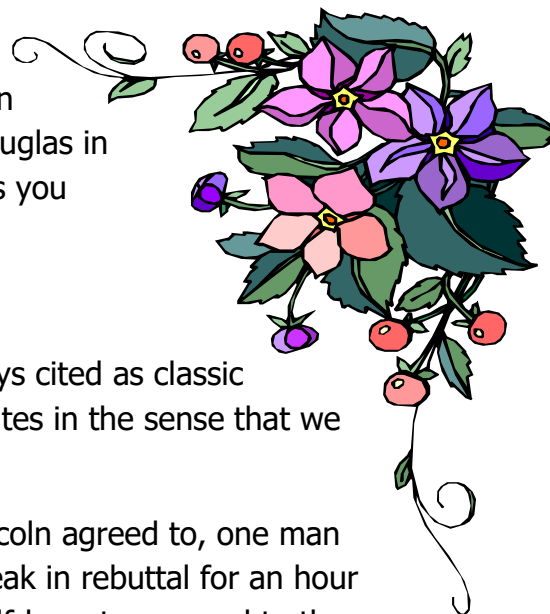
2. The debates could be crude, with personal insults and racial slurs being hurled.

Despite how the Lincoln-Douglas Debates are often cited as some high point of civility in politics, the content was often rough.

In part, this was because the debates were rooted in the frontier tradition of the stump speech. Candidates, sometimes literally standing on a stump, would engage in freewheeling and entertaining speeches that would often contain jokes and insults.



And it's worth noting that some of the content of the Lincoln-Douglas Debates would likely be considered too offensive for a network television audience today.

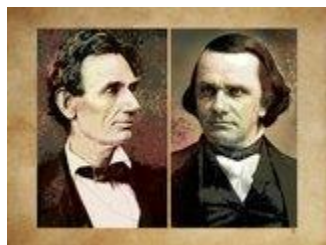


Besides both men insulting each other and employing extreme sarcasm, Stephen Douglas often resorted to crude race-baiting. Douglas made a point of repeatedly calling Lincoln's political party the "Black Republicans" and was not above using crude racial slurs, including the N-word.

Even Lincoln, albeit uncharacteristically, used the N-word twice in the first debate, according to a transcript published in 1994 by Lincoln scholar Harold Holzer. (Some versions of the debate transcripts, which had been created at the debates by stenographers hired by two Chicago newspapers, had been sanitized over the years.)

3. The two men were not running for president.

Because the debates between Lincoln and Douglas are so often mentioned, and because the men did oppose each other in the election of 1860, it's often assumed the debates were part of the run for the White House. They were actually running for the U.S. Senate seat held already by Stephen Douglas.



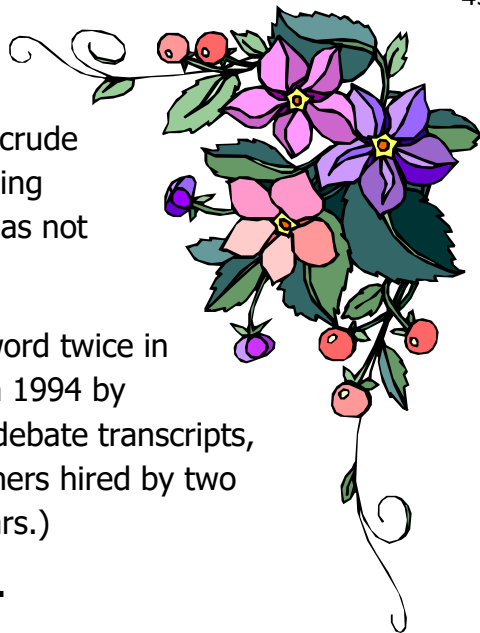
The debates, because they were reported nationwide (thanks to the aforementioned newspaper stenographers) did elevate Lincoln's stature. Though Lincoln probably did not think seriously about running for president until after his speech at Cooper Union in early 1860.

4. The debates were not about ending slavery in America.

Most of the subject matter at the debates concerned slavery in America. But the talk was not about ending it; it was about whether to prevent slavery from spreading to new states and new territories.

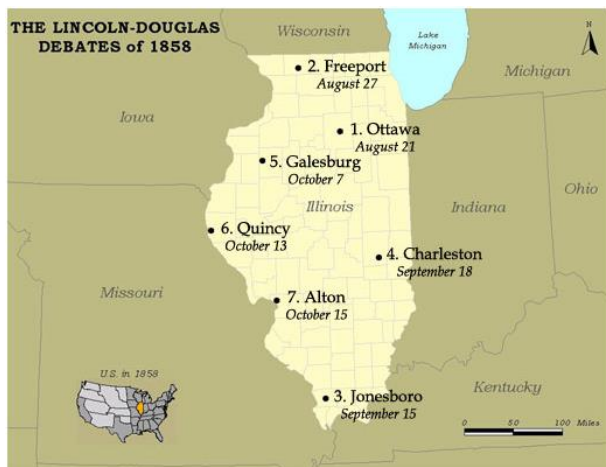
That alone was a very contentious issue. The feeling in the North, as well as in some of the South, was that slavery would die out in time. But it was assumed it wouldn't fade away anytime soon if it kept spreading into new parts of the country.

Lincoln, since the Kansas-Nebraska Act of 1854, had been speaking out against the spread of slavery. Douglas, in the debates, exaggerated Lincoln's position, and portrayed him as a radical abolitionist, which he was not. The abolitionists were considered to be at the very extreme of American politics, and Lincoln's anti-slavery views were more moderate.



5. Lincoln was the upstart, Douglas was the political powerhouse.

Lincoln, who had been offended by Douglas's position on slavery and its spread into western territories, began dogging the powerful senator from Illinois in the mid-1850s. When Douglas would speak in public, Lincoln would often be on the scene and would offer a rebuttal speech.



format, and Lincoln agreed to it.

Douglas, as a political star, traveled the state of Illinois in grand style, in a private railroad car. Lincoln's travel arrangements were much more modest, as he would ride in passenger cars with other travelers.

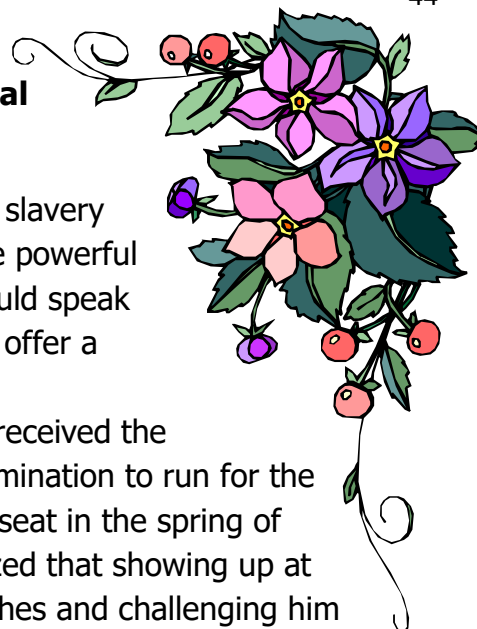
6. Huge crowds viewed the debates, yet the debates were not really the focus of the election campaign.

In the 19th century, political events often had a circus-like atmosphere. And the Lincoln-Douglas debates had a festival air about them. Huge crowds, up to 15,000 or more spectators, gathered for some of the debates.

However, while the seven debates drew crowds, the two candidates also traveled the state of Illinois for months, giving speeches on courthouse steps, in parks, and in other public venues. So it's likely that more voters saw Douglas and Lincoln at their separate

When Lincoln received the Republican nomination to run for the Illinois senate seat in the spring of 1858, he realized that showing up at Douglas speeches and challenging him would probably not work well as a political strategy.

Lincoln challenged Douglas to the series of debates, and Douglas accepted the challenge. In return, Douglas dictated the



speaking stops than would have seen them engaging in the famous debates.

Lincoln-Douglas Debates Scrapbook, 1858

not cease, until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push

Selected Transcription

"A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other.

Extracted from: <http://myloc.gov/Exhibitions/> (accessed October 24, 2013)

Extracted from:
<http://myloc.gov/Exhibitions/> (accessed October 24, 2013)

Conclusion of the Republican State Convention.
1858.

SPEECH OF
HON. ABRAHAM LINCOLN

(Special Correspondence of the Chicago Tribune.)
SUNDAY, JUNE 17, 1858.

The delegates and citizens reassembled at the Representatives' Hall shortly before eight o'clock to listen to a speech from Hon. ABRAHAM LINCOLN. Judge Kanter took the chair. The weather was intensely hot and the Hall crowded almost to suffocation. Before the speaking commenced it was suggested that the audience adjourn to the north front of the state House. Mr. LINCOLN said he did not intend to make a long speech, and that he would comply with the wishes of his hearers by addressing them in the open air if they particularly desired it; at the same time his voice was not in excellent condition, and he would prefer to remain in the building. There being no objection, Mr. Lincoln proceeded:

Mr. President and Gentlemen of the Convention! If we could first know where we are and whither we are tending, we could better judge what to do, and how to do it. We are now far into the fifth year, since a policy was initiated with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only, not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.

As the Lincoln-Douglas Debates received so much coverage in newspapers in major cities in the East, it's possible the debates had the greatest influence on public opinion *outside* of Illinois.

7. Lincoln lost.

The voters watching and listening to the debates were not even going to vote on the two candidates, at least not directly.

At that time, U.S. Senators were not chosen by direct election, but by elections held by state legislatures (which would not change until the ratification of the 17th Amendment to the Constitution in 1913).

So the election in Illinois wasn't really for Lincoln or for Douglas. Voters were voting on candidates for the statehouse who would then vote for which man would represent Illinois in the U.S. Senate.

The voters went to the polls in Illinois on November 2, 1858. When the votes were tallied, the news was bad for Lincoln. The new legislature would be controlled by the party of Douglas. The Democrats would have 54 seats in the statehouse, the Republicans, Lincoln's party, 46.

Stephen Douglas was thus reelected to the Senate. But two years later, in the election of 1860, the two men would face each other, as well as two other candidates. And Lincoln, of course, would win the presidency.

The two men would appear on the same stage again, at Lincoln's first inauguration on March 4, 1861. As a Senator, Douglas was on the inaugural platform. When Lincoln rose to take the oath of office and deliver his inaugural address, he held his hat and looked about for a place to put it.

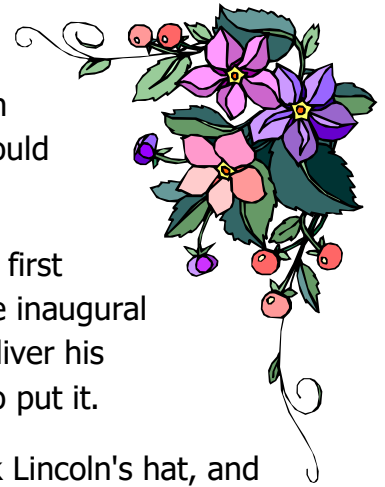
As a gentlemanly gesture, Stephen Douglas reached out and took Lincoln's hat, and held it during the speech. Three months later Douglas, who had taken ill and may have suffered a stroke, died.

While the career of Stephen Douglas overshadowed that of Lincoln during most of his lifetime, he is best remembered today for the seven debates against his perennial rival in the summer and fall of 1858.



Questions

1. Describe the Lincoln-Douglas debates. Where did they take place? How were they conducted? What topic(s) were discussed? What was the purpose of the debates? (RI?RL.2.1)
2. Which quotation from the passage (or newspaper inserts) supports the idea that factions within a society must unite to create a strong society? (RI.5.4)
3. Lincoln and Douglas travelled throughout the state of Illinois for these debates. What can be inferred about these men's lifestyles and/or personalities by the means of travel they both used? (RI/RL.4.1)



4. The author suggests that “the debates had the greatest influence on public opinion *outside* of Illinois.” Define what you believe the author meant by this. Use facts to support your answer.(RI/RL.6.2)
5. Chose one of the cities in which the Lincoln-Douglas debates occurred. Using the information presented in the map on the following page determine:
- how far your chosen city is from the town in which you were born. Set up an algebraic formula using the information in the legend to solve this. (7.EE.4)



- b. the best way to travel there (bus, train, fly) and how much it will cost to travel there. Research this online. (SL.1.4)
- c. how long it will take you to get there. Set up an algebraic formula to solve this. (7.EE.4)
- e. plan a trip to this place with at least one other person. You have a budget of \$2,000 and one week of vacation. Research what you can do in this city and plan your vacation. Create a budget on how you will allocate funds for your trip. (SL.5.4, W.5.9, W.4.6, W.5.4)
- f. Now create a 'real-life' budget for yourself for the upcoming month. Complete the budget planner on the following page. (W.1.5, 2NBT.7)

MONTHLY SPENDING

HOUSING		_____
rent/mortgage	_____	
insurance	_____	
taxes	_____	
UTILITIES		_____
electricity	_____	
gas/heating oil	_____	
water	_____	
phone	_____	
trash service	_____	
cable	_____	
FOOD:		_____
groceries	_____	
eating out	_____	
HOUSEHOLD:		_____
toiletries/cosmetics	_____	
paper/cleaning	_____	
TRANSPORTATION:		_____
car payment (s)	_____	
gas	_____	
oil changes/repairs	_____	
car insurance	_____	
tag/taxes	_____	
CLOTHING		_____
clothes/shoes	_____	
dry cleaning	_____	
MEDICAL		_____
health insurance	_____	
doctors/dentist	_____	
medications	_____	
PERSONAL		_____
hair care	_____	
child care	_____	
gifts	_____	
DEBT		_____
credit cards	_____	
loans (other than car)	_____	
ENTERTAINMENT		_____
		Total: _____

II. Obama and Romney Debates

A. **Read** the following article extracted from:

<http://www.washingtontimes.com/news/2012/aug/3/obama-and-romney-should-debate-lincoln-douglas-st> (accessed 8/24/2013)

The Washington Times

TAUBE: Obama and Romney should debate Lincoln-Douglas-style

By Michael Taube

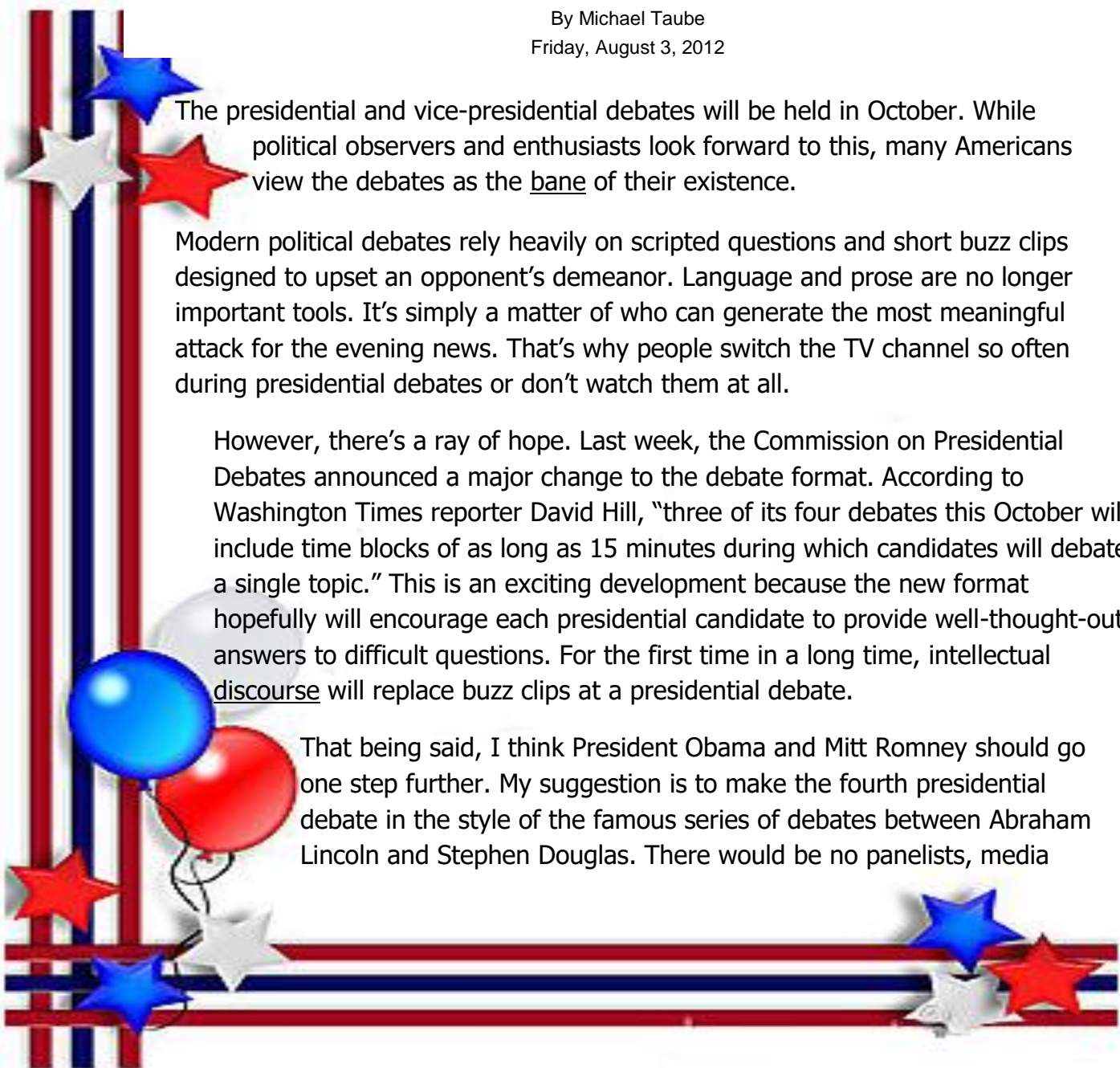
Friday, August 3, 2012

The presidential and vice-presidential debates will be held in October. While political observers and enthusiasts look forward to this, many Americans view the debates as the bane of their existence.

Modern political debates rely heavily on scripted questions and short buzz clips designed to upset an opponent's demeanor. Language and prose are no longer important tools. It's simply a matter of who can generate the most meaningful attack for the evening news. That's why people switch the TV channel so often during presidential debates or don't watch them at all.

However, there's a ray of hope. Last week, the Commission on Presidential Debates announced a major change to the debate format. According to Washington Times reporter David Hill, "three of its four debates this October will include time blocks of as long as 15 minutes during which candidates will debate a single topic." This is an exciting development because the new format hopefully will encourage each presidential candidate to provide well-thought-out answers to difficult questions. For the first time in a long time, intellectual discourse will replace buzz clips at a presidential debate.

That being said, I think President Obama and Mitt Romney should go one step further. My suggestion is to make the fourth presidential debate in the style of the famous series of debates between Abraham Lincoln and Stephen Douglas. There would be no panelists, media

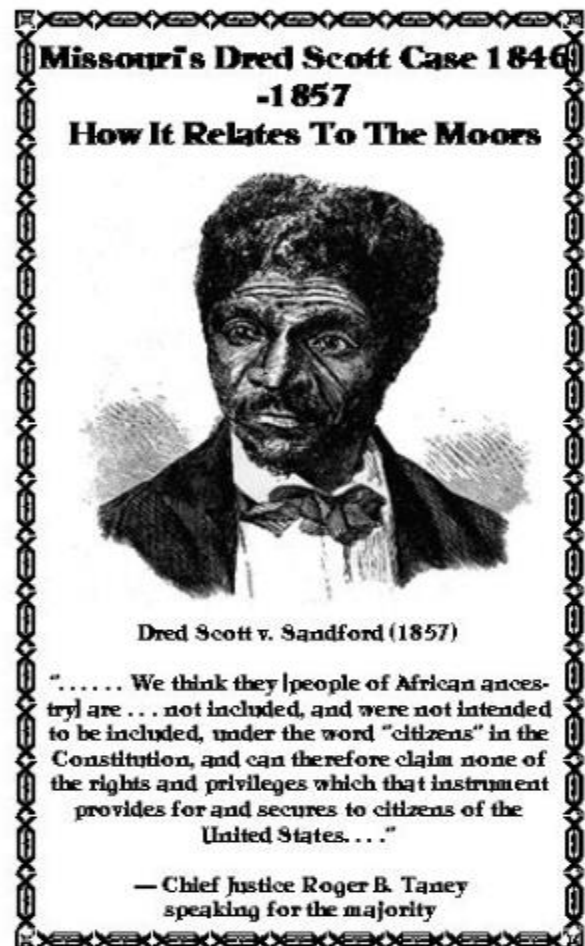


questions, or YouTube video clips. Instead, the two participants would debate, in Douglas' words, "for the purpose of discussing the leading political topics which now agitate the public mind."

Here's some background. In 1858, Lincoln and Douglas agreed to have seven debates while competing for an Illinois Senate seat. The first candidate spoke for an hour, the second candidate spoke for 1 1/2 hours, and the first candidate finished the session with a thirty-minute rebuttal. The two men alternated the task of speaking first, with Douglas, the incumbent, getting the honor in four debates.

The Lincoln-Douglas debates focused primarily on one important historical issue, slavery. Each man's speeches were topical, and often witty and brilliant. But as the historian Allen C. Guelzo correctly pointed out, "We have been so content to take the Lincoln-Douglas debates as a purely historical event that we miss how much the great debates really are a defining moment in the development of a liberal democracy."

Douglas, the Democrat, favored the right of states to own slaves. As he said in the third debate at Jonesboro, "The Dred Scott decision covers the whole question, that each state has a right to settle this question of suffrage for itself, and all questions on the relation between the negro and the white man." Douglas continued, "Why cannot this union exist forever divided into free and slave states, as our fathers made it. It can thus exist if each state will act out the principles upon which our institutions were founded, to wit, the right of each state to do as it pleases, and then let its neighbors alone."



Lincoln, the Republican, held an opposing view. As he acknowledged in the first debate in Ottawa, "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the states where it exists. I have no disposition to introduce political and social equality between the white and the black races." Yet he strongly denounced slavery in the seventh debate in Alton: "It is the eternal struggle between these two principles — right and wrong — throughout the world. No matter in what shape it comes, whether from the mouth of a king who seeks to bestride the people of his own nation and live by the fruit of their labor, or from one race of men as an apology for enslaving another race, it is the same tyrannical principle."

In historian Harold Holzer's view, "To know the real Lincoln-Douglas debates is to know the apotheosis of American political discourse as spectacle — with all weapons loaded, no holds barred, and audiences hanging on every word." This is exactly what Americans used to expect from political debates: part intellectual discussion and part theater. Alas, there is more emphasis on the latter these days."

Mr. Obama and Mr. Romney have a real opportunity to correct this trend. Yes, the president might be the better orator of the two. Even so, both men would have a chance to shine by discussing important issues like health care and taxes in greater detail. Who knows? It might turn out that Mr. Romney excels in this particular format while Mr. Obama doesn't.

This could have a real effect in November.

Would people tune in to a lengthy Obama-Romney debate? Political junkies would be intrigued, and political cynics would scoff at this notion. The one thing that's clear, however, is that using the Lincoln-Douglas debate model would be a triumph in the arena of political discourse. This democratic principle alone should make TV executives seriously consider this proposal.



Questions

1. Use contextual clues to write a definition for the following words: (RI.5.4)
 - a. bane (paragraph one)
 - b. discourse (paragraph three)
 - c. denounced (paragraph eight)
 - d. apotheosis (paragraph nine)

2. "Instead, the two participants would debate, in Douglas' words, "for the purpose of discussing the leading political topics which now agitate the public mind."

What fact(s) can be inferred about the new style of Presidential debates suggested in the reading? (RI/RL.7.1)

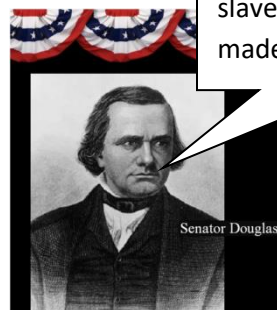
3. The Declaration of Independence says "We hold these truths to be self-evident that all men are created equal.....". Explain how the Dred Scott decision contradicts this statement, yet supports Douglas' views of slavery. Cite evidence to support your answer. (RI/RL.9-10.1)

4. According to the article, what benefits could be achieved by having Romney and Obama debate Lincoln-Douglas style? (RI/RL.5.1)

5. Lincoln and Douglas had contrasting views on slavery. Review the two quotes below from the reading and type an explanatory essay with citations and references to explain why you believe both individuals held these views. (W.3.2-W/WHST.9-10.2; W.7.6; W5.8-W/WHST.9-10.8)



"A house divided against itself cannot stand."



"Why cannot this union exist forever in free and slave states, as our father made it?"

B. Video: Go to the website shown below and watch the last Obama/Romney Debate held in November 2012. Watch the video from the beginning until 26.50 minutes. Preview the questions below and take notes as you watch the debate.



<http://www.youtube.com/watch?v=YwzXxkMDvL8>

0-14.02



Questions


1. A. In this first segment, Obama and Romney were asked to respond to the issues occurring in Libya. Discuss the strategies both candidates suggested needed to be implemented in relation to this issue. (SL5.1/SL8.1)

The diagram consists of two rounded rectangular boxes side-by-side. The left box contains a circular portrait of Barack Obama, with the name 'Obama' centered below it. The right box contains a circular portrait of Mitt Romney, with the name 'Romney' centered below it. A large, horizontal, grey double-headed arrow spans across the bottom of both boxes, with the word 'Libya' centered above the arrow's shaft.

- B. Whose argument was best supported with facts and evidence? Explain your answers. (SL.8.2)

14.02-21.54

2. In this segment the candidates were asked to discuss the war in Syria spilling over into Lebanon. Complete the charts below to identify what the candidates indicated the United States should and should not do. (SL.4.2, W.5.1)




A circular portrait of Barack Obama, the 44th President of the United States, wearing a dark suit and a blue striped tie. An American flag is visible in the background.

should do

- 1.
- 2.
- 3.
- 4.
- 5.

shouldn't do

- 1.
- 2.
- 3.
- 4.
- 5.



A circular portrait of Mitt Romney, a Republican politician, wearing a dark suit and a light-colored tie. He is speaking at a podium with microphones, and an American flag is in the background.

should do

- 1.
- 2.
- 3.
- 4.
- 5.

shouldn't do

- 1.
- 2.
- 3.
- 4.
- 5.

21.54-26.50

3. In this last segment the candidates discussed the turmoil occurring in Egypt. Discuss what the candidates suggested America needs to do in relation to this topic. (SL5.1/SL8.1)



4. **Test your memory! Who said this?**

Write the quotes taken from the debate under the correct candidate. (W.3.8)

OBAMA	ROMNEY



1. "Our objectives are to replace Asaad and have in place a new government which is friendly to the United States."
 2. "Our debt is the largest security threat we face."
 3. "We want a peaceful planet."
 4. "America has to stand with democracy."
 5. "There should have been a status of forces agreement in regards to Iraq."
 6. "We need strong, steady leadership, not wrong and reckless leadership."
 7. "My strategy is pretty simple...to go after the bad guys."
 8. "What's happening in Syria is a humanitarian disaster."
 9. "You have to be clear about where you stand and what you mean."
 10. "My number one priority is to keep America safe."
 11. "We can't kill our way out of this mess."
 12. "What is happening in Libya is a dramatic reversal of our hopes for that region."
5. Based upon these quotes, which candidate did a better job in expressing his views on American foreign policy. (W.5.9-W/WHST.11-12.9)

Review & Recap:

6. After studying "Seven Facts About the Lincoln-Douglas Debates" and the article "Obama and Romney should debate Lincoln Douglas Style", write an essay addressing whether American voters should accept or reject a 2016 Presidential debate similar to the style of the Lincoln-Douglas Debate. State your reasons for or against. (RI.11-12.7)

Section Five: It's Math Time!

- I. **Read** the article below extracted from <http://www.civilwarhome.com/Pay.htm> soldier's pay in the American Civil War (accessed 8/24/2013)

Soldier's Pay In The American Civil War

by Mark M. Boatner

Union privates were paid \$13 per month until after the final raise of 20 June '64, when they got \$16. In the infantry and artillery, officer was as follows at the start of the war: colonels, \$212; lieutenant colonels, \$181; majors, \$169; captains, \$115.50; first lieutenants, \$105.50; and second lieutenants, \$105.50. Other line and staff officers drew an average of about \$15 per month more. Pay for one, two, and three star generals was \$315, \$457, and \$758, respectively.



The Confederate pay structure was modeled after that of the US Army. Privates continued to be paid at the prewar rate of \$11 per month until June '64, when the pay of all enlisted men was raised \$7 per month.



Confederate officer's pay was a few dollars lower than that of their Union counterparts. A Southern B.G for example, drew \$301 instead of \$315 per month; Confederate colonels of the infantry received \$195, and those of artillery, engineers, and cavalry go \$210. While the

inflation of Confederate Money reduced the actual value of a Southerner's military pay, this was somewhat counterbalanced by the fact that promotion policies in the South were more liberal.

As for the pay of noncommissioned officers, when Southern privates were making \$11 per month, corporals were making \$13, "buck" sergeants \$17, first sergeants \$20, and engineer sergeants were drawing \$34. About the same ratio existed in the Northern army between the pay of privates and noncommissioned officers.

Soldiers were supposed to be paid every two months in the field, but they were fortunate if they got their pay at four-month intervals (in the Union Army) and authentic instances are recorded where they went six and eight months. Payment in the Confederate Army was even slower and less regular.



Worksheet

- A. Complete the worksheet on the following page. (RI.5.7; various math standards apply)

Complete the reading comprehension guide to identify the wages of different soldiers from each side, prior to June 1864.

Union Soldiers	Wages per Month	Confederate Soldiers	Wages per Month
Private		Private	
Brigadier General		Brigadier General	
First Lieutenant		Colonel of Infantry	
Colonel		Colonel of Artillery	
Major		Non-Commissioned Corporals	
3 Star General		Non-Commissioned Sergeants	

Here is a quick exercise for you to familiarize yourself with soldiers pay during the Civil War. Use the information provided in the reading to differentiate between the different ranks of the Northern and Southern military.

1. How much would a Union private get paid for two years of service?
2. How much more would a Union B.G. get paid after one year as compared to a Confederate B.G?
3. How much would a 2 Star General in the Union get paid for one year of service?
4. How much less does a Colonel of Infantry get paid in the Confederacy as compared to a Colonel of Artillery?
5. How much does a First Lieutenant in the Union get paid for six months of service?

“Money, Money, Money!”

—19th Century Currency—

History: Civil War Currency

Value of CSA Currency from 1861 to 1865^{*}
(This is inflation at its worst)

Date	CSA Currency vs. \$100 of Gold
Jan. 1862	\$120
Jan 1863	\$300
Jan. 1864	\$1,800
Jan. 1865	\$3,400
Feb. 1865	\$5,000
Mar. 1865	\$4,700
Apr. 1865	\$5,500



Worksheet

- B. Use the information presented in the chart above to complete the worksheet below. (Multiple math standards apply)

^{*} Reference - *Jefferson Davis*, Varina Davis, 1890, Vol. II, p. 535.

$$(\text{Price (Y2-Y1)}) / 100 = \text{Inflation Multiplier} \quad (3400-120) / 100 = 3280 / 100 = 32.8$$

This means that in January 1865 products cost 32.8 times the cost in January 1862.

Inflation Activity- Use the Inflation Multiplier to determine the price of products in 1865.

Example - How much did \$5.00 worth of tar cost? $32.8 \times \$5.00 = \165.00 Try it yourself below.

<u>Product</u>	<u>Price in January 1862</u>	<u>Price in January 1865</u>
Wheat	\$2.00	
Flour	\$1.50	
Cotton	\$3.00	
Tobacco	\$4.00	
Wood	\$10.00	
Apples	\$6.00	

Sources:

1. <http://www.loc.gov/rr/program/bib/ourdocs/Missouri.htm>
2. <http://www.ourdocuments.gov>
3. <http://history1800s.about.com>
4. <http://docteach.org/documents>
5. <http://www.netplaces.com>
6. <http://thelearningprofessor.wikispaces.com>
7. <http://thinkfinity.org>
8. <http://lcweb2.loc.gov>
9. <http://www.frbsf.org>
10. www.youtube.com
11. <http://edsitement.neh.gov>
12. <http://teachingamericanhistory.org>
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15. <http://lcweb2.loc.gov>
16. <http://myloc.gov>
17. <http://www.washingtontimes.com>
18. <http://www.civilwarhome.com>