



Section 1

Standards-Based Instruction



SECTION 1 Growing Tensions Over Slavery



Standards at a Glance

Students have read about the attempts to settle the issue of slavery. Now they will focus on how territorial expansion after the Mexican-American War renewed the debates about the spread of slavery.

Section Focus Question

How did the question of admission of new states to the Union fuel the debate over slavery and states' rights?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: It threatened to upset the balance between free states and slave states.*)

Prepare to Read

Build Background Knowledge

L2

Remind students about the Missouri Compromise of 1820. Both northerners and southerners hoped that it had settled the issue of slavery. Ask students to name the events they read about in Chapter 9 that reopened the slavery issue. Use the Idea Wave strategy (TE, p. T38) to elicit responses.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 16

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

H-SS 8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott* v. *Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

H-SS 8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

Main Idea

The vast territory acquired as a result of the Mexican-American War reignited the controversy over slavery.

Vocabulary Builder

vital (vī tahl) *adj.* necessary for life; of great importance

Prepare to Read

Reading Skill

Analyze Causes Causes are the reasons that events happen. As the United States struggled over the issue of slavery, events such as new laws or important speeches had dramatic effects on the struggle. Understanding how these events made such an impact will help you make sense of this turbulent time in American history.

H-SS Analysis Skill HI 2

Vocabulary Builder

High-Use Words

vital, p. 356

crisis, p. 358

Key Terms and People

popular sovereignty, p. 357

secede, p. 358

fugitive, p. 358

Henry Clay, p. 358

John C. Calhoun, p. 359

Daniel Webster, p. 359

Background Knowledge The Missouri Compromise of 1820 seemed to have quieted the differences between North and South. Then, the American victory in the Mexican-American War added new territory to the United States. In this section, you will learn how this development recharged the slavery issue.

Slavery and the Mexican-American War

Between 1820 and 1848, four new slaveholding states and four new free states were admitted to the Union. This maintained the balance between free and slaveholding states, with 15 of each. However, territory gained by the Mexican-American War threatened to destroy the balance.

The Wilmot Proviso The Missouri Compromise did not apply to the huge territory gained from Mexico in 1848. Would this territory be organized as states that allowed slavery? The issue was vital to northerners who wanted to stop slavery from spreading.

Fearing that the South would gain too much power, in 1846 Representative David Wilmot of Pennsylvania proposed that Congress ban slavery in all territory that might become part of the United States as a result of the Mexican-American War.

This proposal was called the Wilmot Proviso. The provision was passed in the House of Representatives, but it failed in the Senate.

Although the Wilmot Proviso never became law, it aroused great concern in the South. Many supporters of slavery viewed it as an attack on slavery by the North.

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

L1 Special Needs

Decoding The key terms *popular sovereignty*, *secede*, and *fugitive* all present decoding challenges to readers. Pronounce each word slowly, and point to the sounds

so students understand that the *g* in *sovereignty* is silent, the *c* in *secede* is the same sound as the initial *s*, and the *g* in *fugitive* is soft instead of hard.

An Antislavery Party The controversy over the Wilmot Proviso also led to the rise of a new political party. Neither the Democrats nor the Whigs took a firm stand on slavery. Each hoped to win the support in both North and South in the election of 1848.

The Democratic candidate for President in 1848, Senator Lewis Cass of Michigan, proposed a solution that he hoped would appeal to everyone. Cass suggested letting the people in each new territory or state decide for themselves whether to allow slavery. This process, called **popular sovereignty**, meant that people in the territory or state would vote directly on issues, rather than having their elected representatives decide.

Many Whigs and Democrats wanted to take a stronger stand against the spread of slavery. In August 1848, antislavery Whigs and Democrats joined forces to form a new party, which they called the Free-Soil Party. It called for the territory gained in the Mexican-American War to be “free soil,” a place where slavery was banned.

The party chose former Democratic President Martin Van Buren as its candidate. Van Buren did poorly in the election. However, he won enough votes from the Democrats to keep Cass from winning. General Zachary Taylor, a Whig and a hero of the Mexican-American War, was elected instead.

Checkpoint Why was the Free-Soil Party founded?

The Election of 1848



Reading Political Cartoons

Skills Activity

This 1848 cartoon reflects a view that members of the Free-Soil Party were “barnburners,” ready to burn down the barn (the Democratic Party) to get rid of proslavery “rats.”

- (a) **Identify Main Ideas** How does the cartoon relate to the Election of 1848?
- (b) **Apply Information** In the cartoon bubble (top right), what are the meanings of FREE SOIL and Davy Wilmot?

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Economic Background

Displacing a Giant In his 1996 book *Arguing About Slavery*, William Lee Miller suggests that the elimination of slavery seemed impossible for many years, not least because of the huge monetary inter-

ests involved. He compares the situation to the stamina of today’s tobacco industry, a smaller and considerably less powerful institution than slavery was in its time.

Teach

Slavery and the Mexican-American War

H-SS 8.9.4, 8.9.5

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **vital** and **crisis** using the strategy on TE page 355.

Key Terms Following the instructions on p. 7, have students create a See It—Remember It chart for the key terms in this chapter.

- Read *Slavery and the Mexican-American War* using the Choral Reading strategy (TE, p. T36).
- Ask: **What was the goal of the Free Soil Party?** (*to prevent the spread of slavery to territory gained in the Mexican-American War*)
- Remind students that the North controlled the House of Representatives, but each state had two seats in the Senate. Ask: **Why was the South alarmed by the Wilmot Proviso?** (*Banning new slave states would give free states a majority in both houses of Congress.*)

Independent Practice

Have students begin filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand which events led to the renewed debate on slavery.

Answers

Checkpoint The Free Soil Party formed to prevent slavery in new lands gained in the Mexican-American War.

Reading Political Cartoons (a) Cass and Van Buren were both presidential candidates; Van Buren is shown “burning” Cass out of the party. (b) “Free Soil” refers to territory where slavery was banned; Davy Wilmot proposed banning slavery in all territory gained in the Mexican-American War.

A Bitter Debate

H-SS 8.9.4, 8.9.5, 8.10.1

Instruction

L2

- Have students read A Bitter Debate. Remind students to look for support for the Main Idea.
- Ask: **Why was Calhoun opposed to California's admission to the Union?** (*It would tip the balance in the Senate against slave states.*)
- Have students use the worksheet Speech to the Senate to explore the debate on the Compromise of 1850. Have students discuss whether they think Webster's speech is persuasive.

All in One Teaching Resources, Unit 5, Speech to the Senate, p. 22

Independent Practice

Have students complete the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate and make sure individuals understand the debate on expanding slavery.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 16

Answers

Reading Primary Sources (a) for the entire country (b) attacks on slavery

Reading Skill California's admission to the Union

Calhoun Versus Webster



John C. Calhoun

“[If] something is not done to arrest it, the South will be forced to choose between abolition and secession. . . . If you are unwilling we should part in peace, tell us so; and we shall know what to do when you reduce the question to submission or resistance.”

—John C. Calhoun, March 4, 1850



Daniel Webster

“I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American. . . . I speak today for the preservation of the Union. . . . I speak today . . . for the restoration to the country of that quiet and that harmony which make the blessings of this Union so rich, and so dear to us all.”

—Daniel Webster, March 7, 1850

Reading Primary Sources

Skills Activity

During the Senate debate on Clay's Compromise of 1850, John C. Calhoun and Daniel Webster wrote dramatic speeches evaluating the compromise.

- (a) **Detect Points of View** For what region does Daniel Webster claim to be speaking?
- (b) **Apply Information** Calhoun says “[If] something is not done to arrest it, the South will be forced to choose between abolition and secession.” To what does “it” refer?

Main Idea

The compromise proposed by Henry Clay produced one of the greatest debates in American history.



Analyze Causes

What event did both southerners and northerners worry would destroy the balance of power between them?

Vocabulary Builder

crisis (KRĪ sihs) *n.* turning point or deciding event in history

A Bitter Debate

After the discovery of gold in California, thousands of people rushed west. California soon had enough people to become a state. Both sides realized that California's admission to the Union as a free state would upset the balance between free and slave states in the Senate.

Northerners argued that California should be a free state because most of the territory lay north of the Missouri Compromise line. But southerners feared that if free states gained a majority in the Senate, the South would not be able to block antislavery attacks like the Wilmot Proviso. Southern leaders began to threaten to **secede, or withdraw**, from the nation if California was admitted as a free state.

There were other issues dividing the North and South. Northerners wanted the slave trade abolished in Washington, D.C. Southerners wanted northerners to catch people who had escaped from slavery. Southerners called for a law that would force the return of **fugitives, or runaway enslaved people**.

For months it looked as if there was no solution. Then, in January 1850, Senator **Henry Clay** of Kentucky stepped forward with a plan to calm the **crisis**. Clay had won the nickname the Great Compromiser for working out the Missouri Compromise. Now, Clay made another series of proposals that he hoped would forever resolve the issues that bitterly divided northerners and southerners.

Universal Access

L3 Advanced Readers

Civil War Debate Have students research life in the United States in the first half of the 1800s, comparing and contrasting the major differences between the North and the South. They should then review the events leading to the conflict. To present

L3 Gifted and Talented

their findings, have students debate whether the Civil War could have been avoided.


All in One Teaching Resources, Unit 5, A Civil War Debate, p. 20


The Senate's discussion of Clay's proposals produced one of the greatest debates in American political history. South Carolina Senator **John C. Calhoun** was against compromise. Calhoun was gravely ill and just four weeks from death. He was too weak to give his speech, but he struggled to sit upright while his final speech was read to the Senate.

The admission of California as a free state, Calhoun wrote, would expose the South to continued attacks on slavery. There were only two ways to preserve the South's way of life. One was a constitutional amendment to protect states' rights. The other was secession.

Three days later, Massachusetts Senator **Daniel Webster** rose to support Clay's proposals and called for an end to the bitter sectionalism that was dividing the nation. Webster argued for Clay's compromise in order to preserve the Union.

Which view would prevail? The very existence of the United States depended on the answer.

 **Checkpoint** How did California's proposed admission to the Union affect the debate between the North and the South over slavery?

 **Looking Back and Ahead** With the territories acquired by the Mexican-American War, the nation could no longer overlook the slavery issue. Statehood for each of these territories would upset the balance between free states and slaveholding states. For a short while, it seemed to many that Henry Clay's proposed compromise gave concessions to both sides. But, as you will read in the next section, the compromise soon fell apart. When it did, the nation once again plunged down to the road to all-out war between the regions.

Section 1 | Check Your Progress



Standards Review H-SS: 8.9.4, 8.9.5, 8.10.1, HI 2

Progress Monitoring

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-5101

Comprehension and Critical Thinking

- (a) Recall** What was the Wilmot Proviso?

(b) Analyze Cause and Effect Did the Wilmot Proviso successfully address the nation's divisions over slavery? What effect *did* it have on the nation?
- (a) List** What were the main issues that led to Henry Clay's proposed compromise?

(b) Detect Points of View Write a sentence describing how you would feel about the need to compromise if you were a member of Congress from the North.



Reading Skill

- Analyze Causes** What did southerners want Congress to do about enslaved people who had fled to the North?

Vocabulary Builder

- Complete these sentences so they clearly show your understanding of the key terms.
- The status of new western territories would be decided by **popular sovereignty**, which is _____.
 - If southern states **seceded** from the Union, then _____.

- Many northerners would not report **fugitives**, who were _____.

Writing

- Consider the broad topic "Conflicts Between Slave States and Free States Before the Civil War." Divide it into four or five narrower topics. Each of these narrower topics should be covered in a research paper of a few pages.

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Section 1 Check Your Progress

- (a)** a proposed law that would have banned slavery from lands gained as a result of the Mexican-American War

(b) No; it angered and frightened the South.
- (a)** California applying to be a state, northern desire to ban the slave trade in the District of Columbia, and the South wanting a fugitive slave law

(b) Possible answers: Slavery is wrong, but I will compromise to keep the Union together; slavery is wrong, and no compromise is possible, not even to save the Union.

- the Fugitive Slave Act of 1850
- when people vote directly on issues.
- the Union would be split in two.
- runaway slaves
- Papers should focus on one major cause of conflict.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 5,** Section Quiz, p. 27

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 10, Section 1

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.



Interactive Reading and Notetaking Study Guide, Chapter 10, Section 1 (Adapted Version also available.)

Extend

Have students do Internet research on the Compromise of 1850 and write a paragraph presenting the new information they learn.

Extend Online

For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0229

Writing Rubrics Share the rubric with students.


Score 1 Research paper does not address the issue.

Score 2 Research paper is vague and lacks understanding of the question.

Score 3 Paper is thoughtful and fairly well-written.

Score 4 Paper is well-written and shows thorough understanding of topic.

Answer

 **Checkpoint** It led to renewed controversy.



Excerpt from *Brady*

Build Background Knowledge

L2

Reading historical fiction can help students see historical events from a personal point of view and in the context of everyday life. Review with students what they know about the Underground Railroad. Ask: **How do you think participating in the Underground Railroad helped make connections between fugitive slaves and the people who helped them?** Use the Idea Wave strategy to elicit responses (TE, p. T38).

Reading Skill

Remind students that the time and place are important parts of the setting of a story. As students read, ask them to look for details about the setting and how it affects both the mood of the characters and the interaction between Brady and Moss.

Vocabulary Builder Teach Key Terms

L2

Pronounce each word in the Vocabulary Builder list and have students repeat the word. Ask a student to read the definitions. Ask students to write two sentences that correctly use each vocabulary word.

Instruction

L2

- Using the Reciprocal Questioning reading strategy (TE, p. T37), read the beginning of the story, up to the part where Moss introduces himself. Ask students what details give them clues that the setting is a hiding place for the Underground Railroad. (*Possible answers: Brady's father went to town, so the story probably takes place at a home in a rural area where there are not many people. Brady is not supposed to know Moss is there, so it is a secret. There is a door with a catch and an alcove, which might be a good hiding place, off a big room.*)
- Have students read the remaining paragraphs. Ask: **How do Moss and Brady become friends?** (*Possible answer: They spend time talking to each other and asking each other questions.*)



Brady

by Jean Fritz

Prepare to Read



Standards Preview

H-SS 8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

E-LA Reading 8.3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

Reading Skill

Analyze Setting The setting of a story includes the time and place in which it is set. This story takes place before the Civil War, when members of the Underground Railroad helped slaves escape to free states or territories. As you read, consider how the time and place affects the mood of the story.

Vocabulary Builder

As you read this literature selection, look for the following underlined words:

scuttle (SKUHT uh) *v.* to run with quick steps

alcove (AL kohv) *n.* small room or space opening out of a bigger room

Background Knowledge

The novel *Brady* is by the contemporary American writer Jean Fritz. The main character, Brady Minton, is the son of a Pennsylvania minister. But Brady does not know his father is also a conductor on the Underground Railroad. Then, one night, Brady discovers a fugitive slave hiding in his father's church.

Background Knowledge

The Fugitive Slave Act was a series of laws that made it illegal for people in any state to help an African American escaping from slavery. The law obligated all citizens to assist in recapturing runaways. Anyone who helped a runaway could receive jail time and fines, including paying the slaveholder.

The runaway boy finally broke the silence. "You alone?" he asked.

Brady nodded.

"You Mr. Minton's son?"

Brady nodded again. "My name's Brady," he whispered.

The boy didn't stir but the startled look was leaving his eyes.

"Your pa know you're here?"

Brady shook his head.

"Your pa ain't goin' to like it. Where's he at?"

Brady ran his tongue around his dry lips. "He went to town."

"Anyone else at your house likely to come bustin' in?"

"Only my mother's home. She won't come here." Brady put his hands in his pockets so the runaway boy wouldn't see how they were shaking.

"Your pa's not goin' to like your bein' here," the boy said again. "He's goin' to be madder'n a wet hen."

Brady swallowed hard. "Are you going to tell him?"

Instead of answering, the boy smiled. "You got anything to eat with you? . . . I was finishin' some cookies and a glass of milk out there when I heard you callin' out. Guess it was you. Sent me scuttlin' through the . . . door so fast, I forgot to put the catch on. Else you never would have found me."

"I'll get you your milk and cookie." Brady offered, turning back toward the big room. He took his hands out of his pockets and slowly wiped the perspiration from them onto the seat of his trousers. Then with a nervous glance at the Sermon House door, he carried the food back to the alcove.

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

Understanding Sentences Provide a page protector to place over the text. Have students read the literature selection. Ask students to mark each sentence with a ? if they don't understand the sentence, a * if

they understand the sentence, and a ! (for wow) if they find the information new or interesting. Review any sentences students have with a question mark. Pair students to compare their "wow" sentences.

The boy smiled. . . . “Long as you’re here, Master Brady,” the boy said softly, “can’t you set down a spell and talk? Your pa’s a fine man, but he ain’t much of a talker, is he?”

Brady slid uneasily to the floor.

“My name’s Moss,” the boy said. . . .

“How long have you been here?” Suddenly questions were tumbling over themselves and Brady couldn’t ask them fast enough.

“Mr. Parley Potter brought me here the night of Fourth of July,” Moss said. “He’s the one does the travelin’ in the South and brings the slaves, one or two at a time, over the border. We followed that ol’ North Star, like Mr. Potter said, and it brought us right here to your pa’s.”

“How long are you going to be here?”

Moss scratched his head. “I forget just when your pa said he’s gonna take me north. He’s goin’ to leave with another agent who’s to take some of us young runaways to a school in Canada. I’m goin’ to get me some learnin’.” He laughed. “Me and my double barreled name, whatever it turns out to be.”

Some of the pieces began to fit together now in a puzzle that Brady had not even been aware existed. Uncle Will’s place must be the next station north. His father was likely planning to deliver Moss on the same trip that he picked up Mary Dorcas. . . .

Brady and Moss . . . listened to the wind blowing up outside. A sudden clasp of thunder brought the rain pounding down on the Sermon House. A tree branch scratched against the roof.

Brady started up. “I’ve got to go.” How long had he been here anyway? Lightning, flashing through the window . . . was sending great jagged streaks into the narrow alcove. With each fresh streak of light Brady became more aware not only of the danger that he was in with his father but the bigger, terrible danger they were all in together. His father, Uncle Earl, himself. All of them and more too when you thought about it. His Uncle Will and Mr. Potter and people he didn’t even know. On and on. Moss too, perhaps more than anyone else. Brady looked over at Moss holding the mouse in his two hands, soothing him through the storm. The whole business of slavery was suddenly so enormous, Brady couldn’t let himself think about it. “I’ve got to go,” he said and stood up.

From *Brady*, by Jean Fritz. © 1960. Coward-McCann, Inc.

Analyze LITERATURE

Brady has strong feelings when he first finds Moss. He has even stronger feelings at the end of the excerpt. Describe those feelings and the reasons for them.



Abolitionists aid escaping slaves



Analyze Setting

Mood refers to the emotional feelings that exist within a setting. What emotional feelings does the setting of the story create? How does knowing about the history of slavery and the Underground Railroad affect your understanding of the mood of this story?

If you liked this passage from *Brady*, you might want to read more about the Underground



Railroad in *Escape from Slavery: Five Journeys to Freedom* by Doreen Rappaport, illustrated by Charles Lilly. Harper Collins Publishers. 1991.

Literature 361

- Ask students: **What do you think Moss’s life was like before he escaped?** (*Answers will vary but should show students’ understanding of the horrors of slavery.*) Ask students: **Why do you think Moss did not talk about his life in slavery?** (*Possible answers: He was not comfortable discussing it. He did not want to bring back bad memories. He preferred to focus on the future.*)

Monitor Progress

Discuss with students how their meeting affected Moss and Brady. Ask students: **How does Brady’s visit affect Moss?** (*Possible answer: Brady’s visit makes Moss less lonely and gives him someone to talk to about his hopes for his future as a free person.*) Ask: **How does Moss’s story affect Brady?** (*Possible answer: Moss’s story helps Brady understand the evil of slavery, the risks that people like Moss take to escape, and the risks that Brady’s family and others take to help them.*)

Writing Rubric Share this writing rubric with students.

Score 1 Does not contain logical ideas and is poorly organized.

Score 2 Contains little appropriate supporting evidence and organization is unclear.

Score 3 Presents developed, supported ideas and is logical.

Score 4 Presents clearly organized, well-developed, and interesting ideas.

Answers

Analyze LITERATURE

Answers will vary but should show students’ understanding of how his interaction with Moss helps Brady realize the scope and importance of his opposition to slavery.



Reading Skill Possible answer: Fear, tension, and excitement are created by the setting in this story. Answers will vary but should show students’ understanding of the horrors of slavery and the laws that threatened those who actively opposed it.

History Background

Hiding Freedom Seekers The success of the Underground Railroad depended on concealing escapees. To travel between stations, one group of freedom seekers was hidden in a line of carriages and wagons masquerading as a funeral procession. Other escapees were hidden in shipping crates on boats or under goods or produce

in wagons, which also provided a pretext for the conductor’s journey. When they reached a station, freedom seekers typically remained in out-of-the-way hiding places, including church belfries, secret rooms, attics, basements, barns, haystacks, forests, and isolated cabins.



Section 2

Standards-Based Instruction



SECTION

2

Compromises Fail



Standards at a Glance

Students have read how the acquisition of new territory after the Mexican-American War fueled the debates about the spread of slavery. Now they will focus on the Compromise of 1850, its provisions, and its failure to lead to a peaceful resolution.

Section Focus Question

What was the Compromise of 1850, and why did it fail?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: It was a compromise that allowed California into the Union as a free state and included a fugitive slave law; it angered both the North and the South.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will read about the provisions of the Compromise of 1850 and the growing division over slavery. Have students recall the problems caused by the Mexican Cession. Ask them how California's desire to become a state added to these. (*It threatened the balance between free and slave states.*)

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 17

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

H-SS 8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott* v. *Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

Main Idea

The key part of the Compromise of 1850 related to the Fugitive Slave Act.

Prepare to Read

Reading Skill

Analyze Effects The important events of the 1850s had far-reaching effects around the nation. As you read Section 2, try to identify and understand these effects. Remember that two events do not necessarily have a cause-and-effect link just because they occur in sequence. Use signal words such as *result* to help you identify effects.

H-SS Analysis Skill HI 2

Vocabulary Builder

High-Use Words

deprive, p. 363

impose, p. 366

Key Terms and People

Harriet Beecher Stowe, p. 364

propaganda, p. 364

Stephen Douglas, p. 365

John Brown, p. 367

Background Knowledge In the previous section, you learned how many Americans hoped that Henry Clay's proposed compromise would quiet the controversy over slavery. Their hopes were soon dashed. In this section, you will learn how new disputes about slavery destroyed the compromise and led to new crises.

The Compromise of 1850

In September 1850, Congress finally passed five bills based on Clay's proposals. This series of laws became known as the Compromise of 1850. President Zachary Taylor had opposed the Compromise. However, Taylor died in 1850. The new President, Millard Fillmore, supported the Compromise and signed it into law.

To Please the North The Compromise of 1850 was designed to end the crisis by giving both supporters and opponents of slavery part of what they wanted. To please the North, California was admitted to the Union as a free state. In addition, the Compromise banned the slave trade in the nation's capital. (However, Congress declared that it had no power to regulate the slave trade between slave states.)

To Please the South Under the terms of the Compromise, popular sovereignty would be used to decide the question of slavery in the rest of the Mexican Cession. People in the states created from that territory would vote whether to be a free state or a slave state when they requested admission to the Union. Also, in return for agreeing to outlaw the slave trade in Washington, D.C., southerners got a tough new fugitive slave law.

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

L1 Special Needs

Slavery Help students understand the legal status of enslaved people in the United States. See that they understand that enslaved people were regarded as property, not as people with any rights.

Under the law, a runaway slave was still the slave owner's property, so anyone who helped the slave escape was considered to be depriving the slave owner of his property.

The Fugitive Slave Act of 1850 allowed special government officials to arrest any person accused of being a runaway slave. Suspects had no right to a trial to prove that they had been falsely accused. All that was required to deprive them of their freedom was for a slaveholder or any white witness to swear that the suspect was the slaveholder's property. In addition, the law required northern citizens to help capture accused runaways if authorities requested assistance.

Outrage in the North The Fugitive Slave Act became the most controversial part of the Compromise of 1850. Many northerners swore that they would resist the hated new law.

Northerners were outraged to see people accused of being fugitive slaves deprived of their freedom. An Indiana man was torn from his wife and children and given to an owner who claimed the man had escaped 19 years earlier. A wealthy African American tailor was carried back to South Carolina after living in New York for years. His friends quickly raised enough money to buy his freedom. But most who were shipped south remained there. Thousands of northern African Americans fled to the safety of Canada, including many who had never been enslaved.

In city after city, residents banded together to resist the Fugitive Slave Law. When two white Georgians arrived in Boston to seize fugitives, Bostonians threatened the slave catchers with harm if they did not leave the city right away. Another group rescued an accused runaway and sent him to safety in Canada. When the mob leaders were arrested, local juries refused to convict them.

John C. Calhoun had hoped that the Fugitive Slave Law would force northerners to admit that slaveholders had rights to their property. Instead, every time the law was enforced, it convinced more northerners that slavery was evil.

Checkpoint How did the Compromise of 1850 deal with the admission of California to the Union?



Vocabulary Builder

deprive (dee PRĪV) v. to keep from happening; to take away by force or intent

Primary Sources

See *Defiance of the Fugitive Slave Law* in the Reference Section at the back of this textbook.

Returned to Slavery

Guarded by federal troops, fugitives Anthony Burns and Thomas Sims are captured in Boston and returned to enslavement in South Carolina. Below is a poster distributed by a southern slaveholder. **Critical Thinking: Draw Conclusions**

What details show the attitude of Bostonians to the return of Burns and Sims?

Section 2 Compromises Fail 363

Teach

The Compromise of 1850

H-SS 8.9.4, 8.9.5

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **deprive** and **impose** using the strategy on TE page 355.

Key Terms Following the instructions on p. 7, have students create a See It—Remember It chart for the key terms in this chapter.

- Read The Compromise of 1850 using the Paragraph Shrinking strategy (TE, p. T37).
- Ask: **What did the Compromise of 1850 do about slavery in the District of Columbia?** (*It outlawed the buying and selling of slaves there.*)
- To follow up, ask: **Why was slavery in the District of Columbia such an important issue?** (*As the nation's capital, the District of Columbia had special significance for northerners and southerners alike.*)
- Ask: **How did northerners react to enforcement of the Fugitive Slave Law?** (*They resisted it.*)
- Discuss how the Fugitive Slave Law inflamed northerners both because they opposed slavery and because the law denied them local control. Ask students how they might have felt about this law if they lived in a northern city during the 1850s.
- Use the transparency Anthony Burns to help students understand northerners' anger at the Fugitive Slave Law.

Color Transparencies, Anthony Burns

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, make sure individuals understand the terms of the Compromise of 1850 and the Fugitive Slave Law in the North.

Answers

Checkpoint California was admitted to the Union as a free state.

Draw Conclusions girl crying, men protesting

History Background

Douglas's Gamble Stephen Douglas's idea for the Kansas-Nebraska Act resulted not only from belief in popular sovereignty, but also from his own interests—and one critical miscalculation. As a railroad lawyer, Douglas was trying to secure land for the transcontinental railroad through a route controlled by his clients and his own

financial interests. Douglas, however, miscalculated the tremendous growth in anti-slavery sentiment in the North. The result of the Kansas-Nebraska Act was to inflame northern suspicions and southern fears. The peace won by Clay's Compromise was soon shattered by events in Kansas.

Uncle Tom's Cabin

H-SS 8.9.5


Instruction

L2

- Have students read *Uncle Tom's Cabin*. Remind them to look for details that support the main idea.
- Ask: **Why did Harriet Beecher Stowe write *Uncle Tom's Cabin*?** (*She wanted to make people see slavery as evil.*)
- Discuss the effect of the novel on the nation. Ask: **How did southerners criticize the story?** (*They said it was propaganda and that it did not tell a true picture of their lives.*)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 2 (Adapted Version also available.)

Monitor Progress


As students fill in the Notetaking Study Guide, circulate and make sure individuals understand the impact of *Uncle Tom's Cabin* on the nation. Provide assistance as needed.


Explore More Video

Discovery School Video

This video looks at Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*, a powerful novel against slavery written in the 1850s. The video examines the growing controversy over slavery between North and South and how Stowe came to experience slavery. It describes what led her to write her book and the impact that it had on both Northern and Southern attitudes.

Answers

 **Reading Skill** Readers began to see slavery as a moral issue, not just political. The word *result* highlights the link.


 **Checkpoint** Stowe's book made white southerners feel angry and threatened because it turned the North more strongly against slavery.

Critical Thinking Possible answers: Cost: could be arrested for breaking the law; Benefit: will help enslaved person gain freedom

Main Idea

Anger over the Fugitive Slave Act led Harriet Beecher Stowe to write the antislavery novel *Uncle Tom's Cabin*.

Analyze Effects

 What was one effect of Harriet Beecher Stowe's horror over slavery? What word in this paragraph highlights the cause-effect link?

Uncle Tom's Cabin

One northerner deeply affected by the Fugitive Slave Act was **Harriet Beecher Stowe**. The daughter of an abolitionist minister, Stowe met many people who had escaped from slavery. She decided to write "something that will make this whole nation feel what an accursed thing slavery is."

In 1852, Stowe published *Uncle Tom's Cabin*, a novel about kindly Uncle Tom, an enslaved man who is abused by the cruel Simon Legree. In this passage, Tom dies after a severe beating:

“Tom opened his eyes, and looked upon his master. . . .
'There an't no more ye can do! I forgive ye with all my soul!'
and he fainted entirely away.

'I b'lieve, my soul, he's done for, finally,' said Legree, stepping forward, to look at him. 'Yes, he is! Well, his mouth's shut up, at last,—that's one comfort!'"

—Harriet Beecher Stowe, *Uncle Tom's Cabin*, Chapter 38

Stowe's book was a bestseller in the North. It shocked thousands of people who previously had been unconcerned about slavery. As a result, readers began to view slavery as more than just a political conflict. It was a human, moral problem facing every American.

Many white southerners were outraged by Stowe's book. They criticized it as **propaganda, false or misleading information that is spread to further a cause**. They claimed the novel did not give a fair or accurate picture of the lives of enslaved African Americans.

 **Checkpoint** What impact did *Uncle Tom's Cabin* have?

Explore More Video

Discovery School Video To learn more about the impact of *Uncle Tom's Cabin*, view the video.

Uncle Tom's Cabin The novel *Uncle Tom's Cabin* had an impact that lasted long after slavery ended. An original illustration from the book and a scene on a decorative plate are shown here.

Critical Thinking: Identify Costs You are a northerner during the 1850s. A fugitive comes to your door seeking help. Will you help her? List the costs and benefits of helping the person.



364 Chapter 10 The Nation Divided

Universal Access

L3 Advanced Readers

Harriet Beecher Stowe Have students read a biography of Harriet Beecher Stowe, such as *Harriet Beecher Stowe and the Beecher Preachers* by Jean Fritz. Then have them

L3 Gifted and Talented

give a short presentation to the class on how the author's life influenced her strong antislavery views.



Slavery After the Kansas-Nebraska Act

MAP MASTER

Skills Activity

The Compromise of 1850 and the Kansas-Nebraska Act threatened to upset the balance between slave and free states.

- (a) **Read a Map Key** Which areas did the Kansas-Nebraska Act open to slavery?
- (b) **Clarify Problems** What happened to the Missouri Compromise after 1854?

MapMaster online

For: Interactive map
Visit: PHSchool.com
Web Code: myp-5012

The Kansas-Nebraska Act

H-SS 8.9.5

Instruction

L2

- Have students read The Kansas-Nebraska Act. Remind students to look for causes and effects.
- Ask: **How did the Kansas-Nebraska Act affect the Missouri Compromise?** (*The Act repealed it, as it had outlawed slavery in that area.*)
- Ask them to determine the reason for the nickname “Bleeding Kansas.” (*the violence in Kansas between pro- and antislavery fighters*)
- Discuss the reaction of both southerners and northerners to the Kansas-Nebraska Act. Ask: **Why did southerners support it?** (*The popular sovereignty clause meant the territories might allow slavery and enter the Union as slave states.*) **Why were northerners angry with it?** (*Under the Missouri compromise, slavery had not been allowed in the territories; now that ban could be lifted.*)

Independent Practice

Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 10, Section 2
(Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure individuals understand how the Kansas-Nebraska Act led to increased controversy. Provide assistance as needed.

The Kansas-Nebraska Act

The nation moved closer to war after Congress passed the Kansas-Nebraska Act in 1854. The act was pushed through by Senator **Stephen Douglas**. Douglas was eager to develop the lands west of his home state of Illinois. He wanted to see a railroad built from Illinois through the Nebraska Territory to the Pacific Coast.

In 1853, Douglas suggested forming two new territories—the Kansas Territory and the Nebraska Territory. Southerners at once objected. Both territories lay in an area closed to slavery by the Missouri Compromise. This meant that the states eventually created from these territories would enter the Union as free states.

To win southern support, Douglas proposed that slavery in the new territories be decided by popular sovereignty. Thus, in effect, the Kansas-Nebraska Act undid the Missouri Compromise.

As Douglas hoped, southerners supported the Kansas-Nebraska Act. They were sure that slave owners from Missouri would move across the border into Kansas. In time, they hoped that Kansas would enter the union as a slave state.

Northerners, however, were outraged by the Kansas-Nebraska Act. They believed that Douglas had betrayed them by reopening the issue of slavery in the territories. “The more I look at it the more enraged I become,” said one northern senator of Douglas’s bill. “It needs but little to make me an out-and-out abolitionist.”

Main Idea

The Kansas-Nebraska Act allowed settlers in the territories to decide whether their territory would allow slavery.

History Background

Slavery and Cuba The expansion of slavery into new areas once threatened to push the United States into a war with Spain. In late 1854, several U.S. diplomats prepared a document at the behest of President Pierce, which recommended a U.S. takeover of Cuba if Spain refused to sell the island. Known as the Ostend Manifesto, the secret document surfaced in 1855,

when it was published in several U.S. newspapers. Southerners supported the manifesto’s proposal because they saw Cuba as another potential slave state, but northerners loudly protested. With tensions still high in the wake of the Kansas-Nebraska Act, Pierce backed away from the recommendation.

Answer

(a) the Nebraska and Kansas territories (b) It was repealed.

Bleeding Kansas

H-SS 8.9.5


Instruction

L2

- Have students read Bleeding Kansas. Remind them to look for a cause-and-effect sequence.
- Ask: **How did the Kansas-Nebraska Act affect the population of the territories?** (*The population increased as settlers flooded the territory.*)
- Discuss with students the difficulty of putting popular sovereignty into practice in Kansas. Ask students if they think popular sovereignty was a fair way to decide whether to allow slavery. (*Answers will vary, but students should recognize the problems and violence it created.*)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 2 (Adapted Version also available.)


Monitor Progress

- As students fill in the Notetaking Study Guide, circulate and make sure individuals understand how the Kansas-Nebraska Act led to violence in Kansas. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they expected to learn.

 **Teaching Resources, Unit 5**
Reading Readiness Guide, p. 17

Answers

Interpret Maps Proslavery settlers came from the South.

 **Checkpoint** By allowing the territories to use popular sovereignty to decide the slavery issue, the Missouri Compromise ban was ended.



Bleeding Kansas

The migration of proslavery and antislavery settlers into Kansas led to the outbreak of violence known as Bleeding Kansas. **Critical Thinking: Interpret Maps** Why did proslavery settlers take a more southerly route than did antislavery settlers?

After months of debate, southern support enabled the Kansas-Nebraska Act to pass in both houses of Congress. President Franklin Pierce, a Democrat elected in 1852, then signed the bill into law. Douglas predicted that, as a result of the Kansas-Nebraska Act, the slavery question would be “forever banished from the halls of Congress.” But events would soon prove how wrong he was.

 **Checkpoint** How did Stephen Douglas’s plan undo the Missouri Compromise?

Main Idea

Kansas suffered widespread violence as proslavery and antislavery settlers battled for control.

Vocabulary Builder

impose (ihm POHZ) v. to place a burden on someone

Bleeding Kansas

The Kansas-Nebraska Act left it to the white citizens of the territory to decide whether Kansas would be free or slave territory. Both proslavery and antislavery settlers flooded into Kansas within weeks after Douglas’s bill became law. Each side was determined to hold the majority in the territory when it came time for the vote.

Thousands of Missourians entered Kansas in March 1855 to illegally vote in the election to select a territorial legislature. Although Kansas had only 3,000 voters, nearly 8,000 votes were cast on election day! Of 39 legislators elected, all but 3 supported slavery. The antislavery settlers refused to accept these results and held a second election.

Growing Violence Kansas now had two governments, each claiming the right to **impose** their government on the territory. Not surprisingly, violence soon broke out. In April, a proslavery sheriff was shot when he tried to arrest some antislavery settlers in the town of Lawrence. The next month, he returned with 800 men and attacked the town.

Universal Access

L1 Less Proficient Readers

Marked Reading Suggest to students that they use a ruler to help them keep their place as they read, line to line down a page. Have students mark unfamiliar

words or phrases (such as *territorial legislature* on this page) with a sticky note, and periodically help them understand what they have marked.


Three days later, **John Brown**, an antislavery settler from Connecticut, led seven men to a proslavery settlement near Pottawatomie (paht uh wah TOH mee) Creek. There, they murdered five proslavery men and boys.

These incidents set off widespread fighting in Kansas. Bands of proslavery and antislavery fighters roamed the countryside, terrorizing those who did not support their views. The violence was so bad that it earned Kansas the name Bleeding Kansas.


Bloodshed in the Senate Even before Brown's raid at Pottawatomie Creek, the violence in Kansas spilled over into the United States Senate. Charles Sumner of Massachusetts was the leading abolitionist senator. In a fiery speech, Sumner denounced the proslavery legislature in Kansas. He then attacked his southern foes, singling out Andrew Butler, an elderly senator from South Carolina.

Butler was not present the day Sumner made his speech. A few days later, however, Butler's nephew, Congressman Preston Brooks, marched into the Senate chamber. Using a heavy cane, Brooks beat Sumner until he fell to the floor, bloody and unconscious. Sumner never completely recovered from his injuries.

Many southerners felt that Sumner got what he deserved. Hundreds of people sent canes to Brooks to show their support. To northerners, however, Brooks's violent act was just more evidence that slavery was brutal and inhuman.

 **Checkpoint** What was the outcome of the election to select a legislature in the Kansas Territory?


 **Looking Back and Ahead** By 1856, all attempts at compromise had failed. The bitterness between the North and the South was about to alter the political landscape of the United States.

 **Analyze Effects**
Describe the effect of the Kansas-Nebraska Act on Kansas.

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.


 **Teaching Resources, Unit 5,**
Section Quiz, p. 28

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 10, Section 2

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

 **Interactive Reading and Notetaking Study Guide, Chapter 10,**
Section 2 (Adapted Version also available.)

Extend L3

Have students use the Internet to learn more about Harriet Beecher Stowe. Have them write a paragraph about her other literary works or her involvement with the abolitionists.


Extend Online
For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0230

Writing Rubrics Share the rubric with students.

Score 1 Questions do not stay focused on topic.
Score 2 Questions revolve around only one issue.
Score 3 Questions are thoughtful, varied.
Score 4 Questions are thoughtful, focused, and useful for guiding research.

Answers

 **Reading Skill** Violence broke out as pro- and antislavery supporters fought for control.

 **Checkpoint** The first election resulted in a legislature that favored slavery. Foes of slavery did not accept it and elected their own legislature.

Section 2 Check Your Progress

 **Standards Review** H-SS: 8.9.4, 8.9.5, HI 2

Progress Monitoring

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-5102

Comprehension and Critical Thinking

- (a) Recall** What parts of the Compromise of 1850 were included to please the North?
(b) Draw Conclusions Why do you think northerners were still not satisfied?
- (a) Recall** What was the Kansas-Nebraska Act?
(b) Evaluate Information How did the Kansas-Nebraska Act contribute to tension between the North and the South?

Reading Skill

- Analyze Effects** What was one effect of Harriet Beecher Stowe's book *Uncle Tom's Cabin*?

Vocabulary Builder

- Complete the following sentence so that the second part further explains the first part and clearly shows your understanding of the key term.
- Many white southerners considered *Uncle Tom's Cabin* **propaganda**; _____ an unfair picture of slavery.

Writing

- Imagine that you are researching the effects of Harriet Beecher Stowe's book *Uncle Tom's Cabin*. Write down five questions that would help you focus your research on this topic. The questions should point you to areas where you need to find more information about the influence of Stowe's book.

Section 2 Check Your Progress

- (a)** It admitted California as a free state.
(b) Possible answer: It reopened the question of the expansion of slavery in an area where it had previously been outlawed by the Missouri Compromise.
- (a)** It created two territories from the Nebraska territory. The slavery issue was to be decided by popular sovereignty.
(b) Southerners hoped slavery would be allowed, since the issue was to be decided by popular sovereignty. Northerners were angry that the ban of slavery under the Missouri Compromise was ended.
- Possible answers: both northerners and southerners became more angry with each other; many began to see slavery as a moral issue.
- it was false or misleading information which gave
- Questions should focus on the impact of the novel.