

Name: _____

Score			GradeCam ID			
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Sectionalism & Slavery Part II (Division of the States)

U.S. History – Learning Target Track Sheet

Unit 5: Slavery & Sectionalism

Big Idea Question: In what ways did slavery divide the U.S. and what impact did these divisions have?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can explain why the slave trade divided America.

Slavery

Slavery in America as the "Peculiar Institution"

Trying to get rid of slavery

Slave trade & the "Middle Passage"

Cotton is King

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

Amistad Reflection

You are an African who has been captured and sold into slavery. You are to write a letter home to your family which gives the following information:

- Capture
- Voyage (middle passage)
- New "home" in America

This letter must be at least 5 paragraphs minimum and must accurately reflect the time period and journey.

<u>Criteria</u>	<u>Comments</u>	<u>Score</u>
<u>Format</u> Student uses format discussed above, detailing the capture then the Middle Passage then life at the new home.		
<u>Length</u> Letter is at least five paragraphs in length		
<u>Accuracy</u> All information is historically accurate.		

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.

With your partners, come up with a list of grievances you may have as the role you are playing. In other words, if you had the chance to complain to your president, Governor, etc. what would you complain about? Think about slavery, issues you have with Northerners / Southerners, court decisions, government laws or acts passed, etc.

Role: _____

-
-
-
-

Sectional Viewpoints

Southern Plantation owner:	Enslaved Person in the South:	Northern Factory Owner:
Northern Factory Worker:	Northern Merchant:	Northern Abolitionist:

America's early industrialization was driven in part by the advent of ready-made clothing that could be bought in a store. This in turn required greater volumes of cotton, which put pressure on southern planters to intensify their output and to purchase more slaves. While planters and capitalists were both concerned with managing labor and production quotas, they were equally dissimilar in their ideological and political views. These differences were lodged in the nature of labor organization. Planters saw themselves not just as producers for the market, but as the moral and physical guardians of an organic community, often referred to as "my people, black and white."

2. Enslaved Person in the South

Life changed for slaves as a result of industrialization. The value and demand for slaves increased in direct relation to industry's growing demand for cotton. This dynamic drove the removal of Indians from the lower South, and the resettlement of that region by white families who bought up slaves in Virginia and the Carolinas, where portions of the agricultural economy were flagging. Slave revolts and fear of slave insurrection, in turn, sparked a movement toward ameliorating the harsh conditions of slavery, even as pressures to produce more cotton continued unabated. Students should focus on the nature of the slave community: separation of families, the inheritance of slave status from a slave mother (so that mothers were in the position of giving birth to property), physical abuse, and dependence on the will of the planter.

3. Northern Factory Owner

Northern factory owners were one group of capitalists who benefited from industrialization, generally in the textile, shipbuilding, and construction industries. Factory owners faced the difficult task of maintaining a reliable labor force, much of it comprising young women, mothers, failed farmers, and Irish immigrants. As competition for labor increased, factory owners often found themselves with restless, undisciplined laborers who simply left the job when conditions were not to their liking.

4. Northern Factory Worker

As America's population increased after the American Revolution, family farms were no longer able to sustain generations of offspring. Younger siblings were forced to move west or to seek work either in cities such as New York and Boston or in the textile and shoe factories of upstate New York and New England. Girls and women generally worked in the latter, while native-born men and increasing numbers of immigrant laborers worked in the shipbuilding, construction, railroad, and printing industries. For most, labor was heavy and unsafe; there were no provisions for health care or workers' compensation. Bosses tended to be paternalistic, advocating temperance and religious instruction. In the cities, workers lived in crowded, unhealthy conditions and were subject to disease and fire. The only recourse to job dissatisfaction was to find another—and, for the most part, hardly better—employer.

5. Northern Merchant

Northern merchants were instrumental in the growth of America's industrializing economy, because they financed and organized the exchange of trade between regions of the United States and with overseas markets. Consequently, they relied on the proliferation of the factory system and wage labor in the North, as well as the intensification of plantation agriculture and slavery in the South, trends that led to increasing political and cultural differences between the two sections. By examining the merchant's perspective, students can fully appreciate the complexities of the sectional crisis that led to the Civil War. In New York City, for example, many merchants supported slavery and secession, fearing that the eradication of slavery would destroy the nation's economy.

6. Northern Abolitionists

The abolitionist movement sought to eradicate slavery in the United States. Prominent leaders in the movement included Theodore Weld, Sojourner Truth, Frederick Douglass, Elijah P. Lovejoy, and William Lloyd Garrison. Garrison and Weld also founded the American Anti-slavery Society in 1833. Abolitionists also attacked slavery as a threat to the freedom of white Americans. Defining freedom as more than a simple lack of restraint, antebellum reformers held that the truly free man was one who imposed restraints upon himself. Thus, for the anti-slavery reformers of the 1830s and 1840s, the promise of free labor and upward social mobility (opportunities for advancement, rights to own property, and to control one's own labor), was central to the ideal of reforming individuals. Controversy over the Fugitive Slave Act kept sectional tensions alive before the issue of slavery in the West could occupy the country's politics in the mid-to-late 1850s. Antislavery sentiment among some groups in the North intensified after the Compromise of 1850, when Southerners began appearing in Northern states to pursue fugitives or often to claim as slaves free African Americans who had resided there for years. Meanwhile, some abolitionists openly sought to prevent enforcement of the law. Violation of the Fugitive Slave Act was often open and organized.

1. What similarities did you find between the complaints of slaves and the complaints of factory workers?
2. What significant differences did you find between the experiences of factory workers and slaves?
3. On what points might a factory owner and planter agree? Disagree? In what ways do they both benefit from industrialization?
4. In what ways are factory owners and their laborers, and planters and slaves, culturally compatible?
5. How do the various problems brought up by all five groups of people reflect the different needs of the two sections?
6. In what ways are the North and the South interdependent?
7. How are the positions of the northern factory owner and the northern merchant similar? How are they different?
8. How do the North and the South differ economically, socially, and politically?
9. On what ideological points do they disagree and agree?
10. Lastly, is a compromise possible??????

Slavery Project

Slave Rebellion/Abolitionist Recruitment Weebly

Option 1:

Your assignment is to create a social media page (from a template in class) to recruit people to your mission of joining a Slave Rebellion. You will have to begin by answering the provided research questions to make your site more accurate and authentic. You will then create a Weebly to educate, plan and carryout your slave rebellion:

- You must first educate other slaves about your goals including the ideas of key philosophers, abolitionists and previous rebellions.
- You must then create a strategy that will coordinate the efforts of your slave rebels. (keep in mind the mistakes of previous rebellions)
- You must then create a plan for your freed peers. Outline how you integrate or remain separate from white society.

Option 2:

Your assignment is to create a social media page (from a template in class) to recruit people to your mission of abolishing slavery. You will have to begin by answering the provided research questions to make your site more accurate and authentic. You will then create a Weebly to educate, plan and carryout your abolitionist goals.

- You must first educate people about your goals including the ideas of key philosophers, famous abolitionists and previous attempts to end slavery.
- You must then create a strategy that will coordinate the efforts of people in the various regions of America. (keep in mind the legislative process)
- You must then create a plan for the freedmen. Outline how you integrate them fully into society.

Mapping the Slave Compromises

Use your textbook and iPads (if needed) to locate, label and color the map appropriately. You will have a map quiz on much of this information on Friday, so pay attention to what is being labeled and what is being asked. Be sure to complete a key for each map.

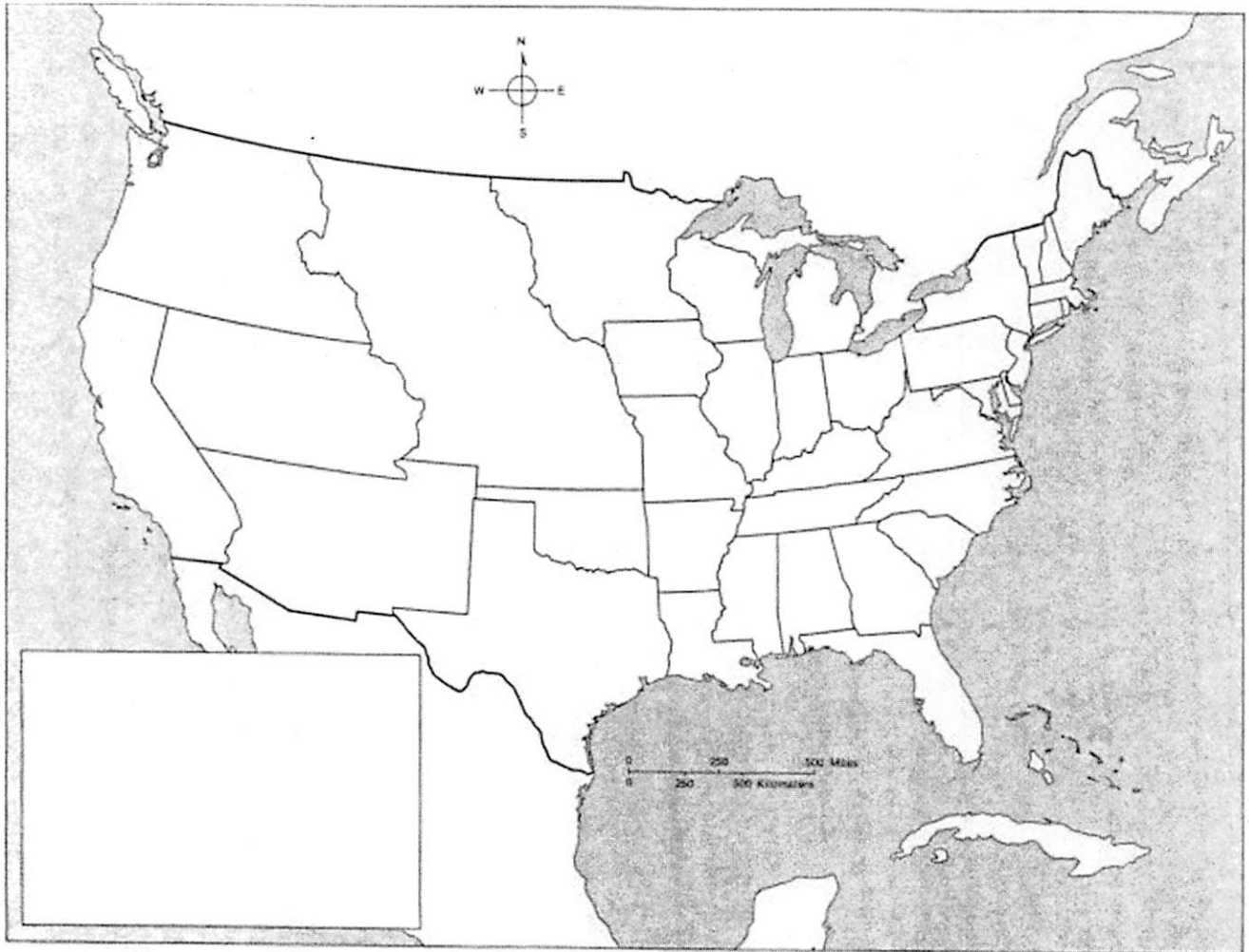
The Missouri Compromise

1. Label each state with a two-letter abbreviation
2. Choose colors for the following categories and color them accordingly: (1) free states, (2) slave states, (3) free territory & (4) slave territory.
3. Draw a solid line to represent the imaginary Missouri Compromise Line of 1820.
4. Answer the following questions:
 - a. True or False – Pennsylvania was a free state in 1820
 - b. In 1818, who had the most power in the Senate? Free or slave states? What about the House of Representatives?
 - c. Was Florida Territory slave territory because it was south of the latitude 36 30?
 - d. True or False – Most of the Louisiana Purchase was south of the Missouri Compromise line.



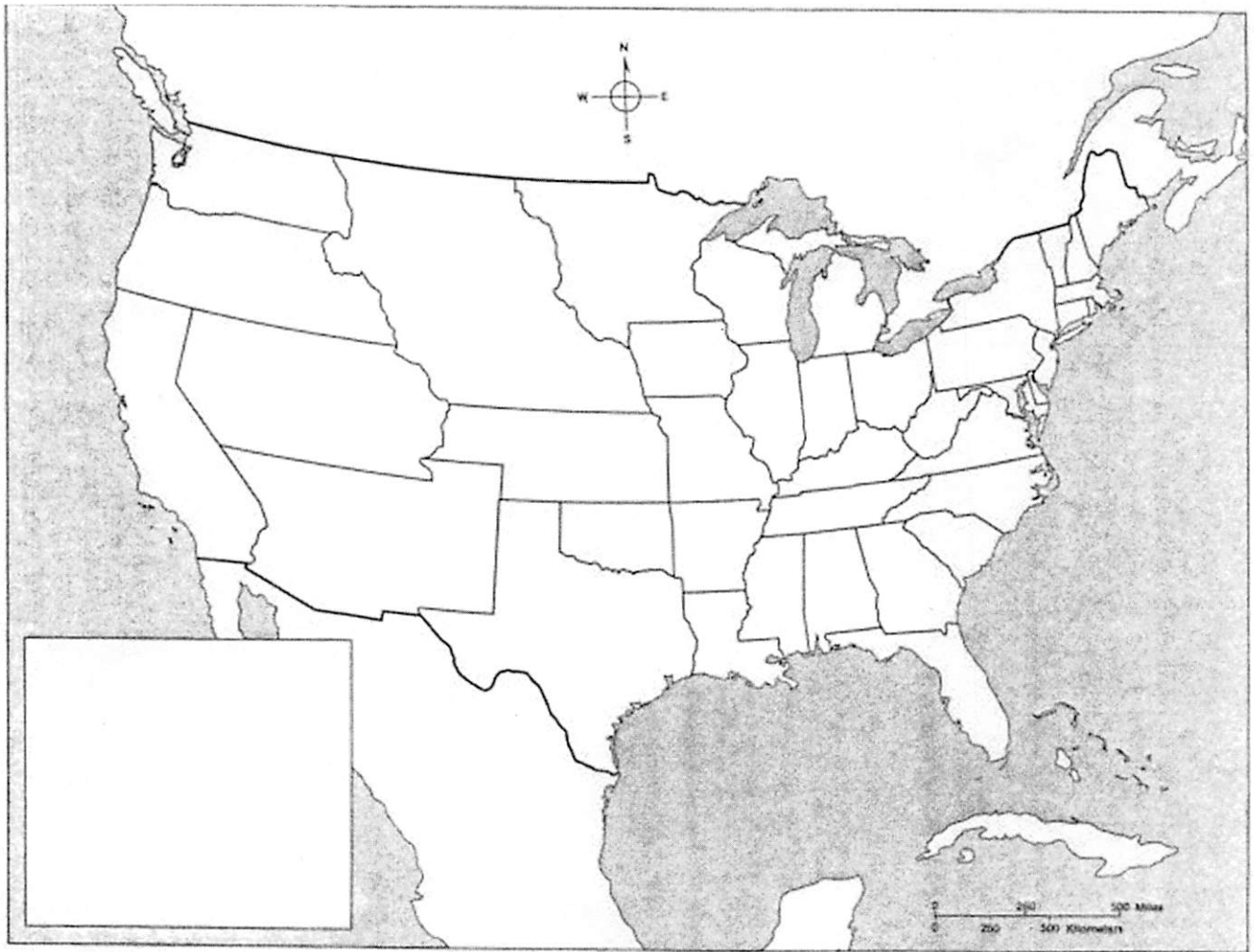
The Compromise of 1850

1. Label each state with a two-letter abbreviation
2. Choose colors for the following categories and color them accordingly: (1) free states and territories in 1850; (2) slave states and territories in 1850; (3) territories open to slavery by popular sovereignty under the Compromise of 1850.
3. Answer the following questions:
 - a. How many free states existed in 1850? How many slave states?
 - b. Which territories were affected by the Compromise of 1850? How were they affected?
 - c. How did the number of free states and slave states affect representation in Congress?



The Kansas-Nebraska Act

1. Label each state with a two-letter abbreviation
2. Choose colors for the following categories and color them accordingly: (1) free states and territories in 1854; (2) slave states and territories in 1854; (3) territory open to slavery by popular sovereignty according to the Compromise of 1850; (4) territory open to slavery by popular sovereignty according to the Kansas-Nebraska Act of 1854.
3. Answer the following questions:
 - a. What might happen as a result of this power being placed into the hands of citizens, instead of politicians?
 - b. Research reasons why states like Montana and North Dakota might open themselves up to slavery.



Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe the events which led to further sectionalism between the North & South

Major Differences Between North & South

Abolitionism & Underground Railroad

What is the Missouri Compromise? How will it lead to further sectionalism?

How do things change once the Great Compromise of 1850 is established?

What about the Kansas-Nebraska Act?

Political Conflicts

Dred Scott – See back for Supreme Court Case activity

Lincoln & Conflict in the States

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)