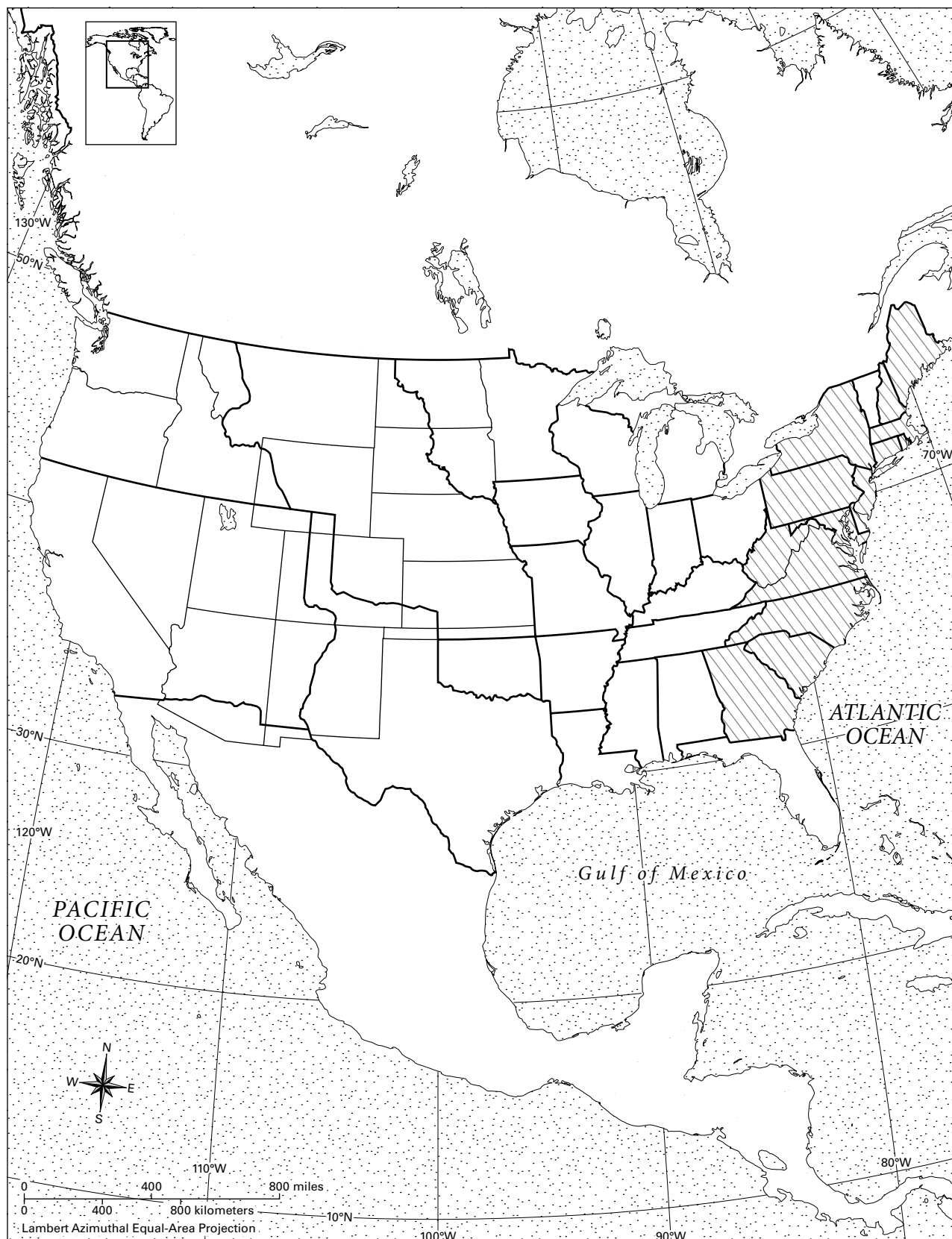


## The United States, Mid-1850



**Geography Skills**

Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Label the states that existed in mid-1850. How many of them allowed slavery? How many did not?
2. How many of the original 13 states were slave states, and how many were free states? Identify them by placing an *S* or an *F* under their names on your map.

3. Find the first 5 states that joined the Union following the original 13 states. Determine whether each was a slave state or a free state. Write an *S* or an *F* under the name of each.

How many of these new states were slave states? How many were free states? What were the total numbers of slave states and free states as of 1812?

4. In what order did the next 6 states enter the Union? Place an *F* under the names of the free states and an *S* under the names of the slave states.

5. What pattern did Congress follow between 1816 and 1821 in admitting new states to the Union?

How did this pattern affect the voting power of the North and South in the U.S. Senate?

6. Locate Arkansas and Michigan, and write their admission dates on your map. Did the admission of these states follow the pattern Congress set between 1816 and 1821? Why or why not?

7. Locate the last 4 states admitted to the Union before 1850, and write their admission dates on your map. How many of these states were slave states? How many were free states?

8. How did the admission of these 4 states affect the voting power of slave states and free states in the U.S. Senate?
9. Which slave state had the most votes in the House of Representatives in mid-1850? How many free states had more votes than this state?
10. Did the free-state North or the slave-state South control the House of Representatives in mid-1850?

### **Critical Thinking**

Answer the following questions in complete sentences.

11. Why would California's application to become a state have caused a crisis over the issue of slavery?
12. Why might Southerners be more upset if California were admitted as a free state than Northerners might be if it were admitted as a slave state?
13. California entered the Union as a free state in 1850. In 1854, Congress began preparing Kansas to become a state. Why do you think the question of slavery in Kansas would be a highly controversial issue between the North and South?
14. Minnesota and Oregon were admitted to the Union as free states in 1858 and 1859. Then, in 1860, a man who opposed slavery was elected president. How do you think these events made Southerners feel about the future of slavery in the United States? Explain why.

# A Dividing Nation

***Which events of the mid-1800s kept the nation together and which events pulled it apart?***

## PREVIEW

In 1858, Abraham Lincoln warned, “A house divided against itself cannot stand.”

Answer the following questions *on a separate piece of paper*.

1. What do you think the “house” in Lincoln’s statement represents?
2. What might be dividing this house?
3. What do you think Lincoln meant by his statement?

## READING NOTES

### Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

Union

Wilmot Proviso

Dred Scott decision

Missouri Compromise

Compromise of 1850

Lincoln-Douglas debates

fugitive

Kansas-Nebraska Act

### Section 2

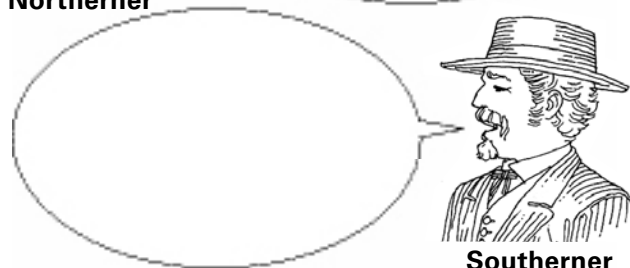
1. Label the map to show how the Northwest Ordinance regulated slavery.



2. Fill in the speech bubbles to show two arguments in the debate over Missouri statehood.



Northerner



Southerner

3. Why was it important to Southerners to keep an equal number of senators from free states and slave states in Congress? Mention the defeat of the Tallmadge Amendment in your answer.

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**Section 3**

1. What were the three decisions in the Missouri Compromise?
2. Rewrite John Quincy Adams's diary entry to explain how he felt about the Missouri Compromise.

*I have favored this Missouri compromise, believing it to be all that could be effected [accomplished] under the present Constitution, and from extreme unwillingness to put the Union at hazard [risk]. If the Union must be dissolved, slavery is precisely the question on which it ought to break. For the present, however, the contest is laid asleep.*

*March 3, 1820*

**Section 4**

1. What was John Quincy Adams's 1839 antislavery proposal? What was the gag rule, and how did it affect his proposal?

*Wilmot Proviso:*

2. How did the fugitive slave issue and the Wilmot Proviso pull the nation apart?

*Fugitive slave issue:*

3. Why did Northerners in Congress accept California's application for statehood while Southerners rejected it?

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**Section 5**

1. List four details of Henry Clay's plan to end the deadlock over the issue of California statehood.

2. Write a new sentence to correct the errors in this sentence: *Northerners and Southerners easily accepted the terms of the Compromise of 1850 and put their suspicions to rest once it had been passed.*

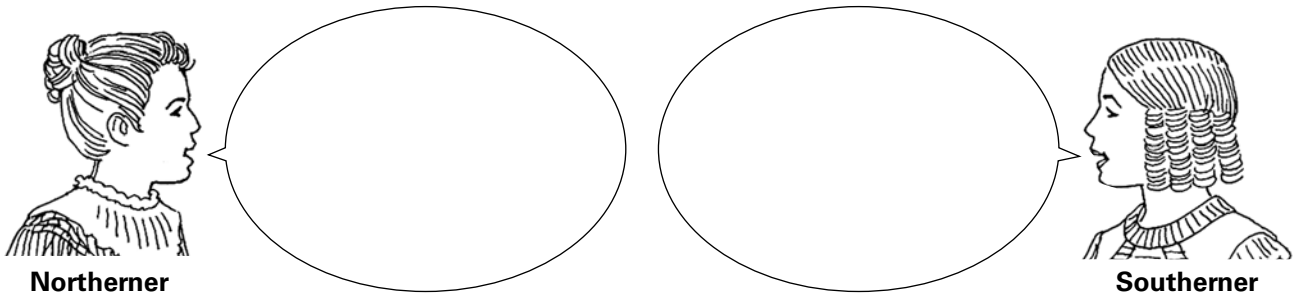
**Section 6**

List two key details to describe each event in the chart. Also explain how each event pulled the nation apart.

<b>Events After the Compromise of 1850</b>	<b>Two Key Details</b>	<b>How the Event Pulled the Nation Apart</b>
Fugitive Slave Act passed		
<i>Uncle Tom's Cabin</i> published		
Kansas-Nebraska Act passed		
Raid on Lawrence, Kansas		
Beating of Senator Sumner		

## Section 7

1. Why did Dred Scott argue that he should be freed from slavery?
2. Choose and explain the two most important decisions that came out of the Supreme Court's Dred Scott decision.
3. Fill in the speech bubbles to show two different reactions to the Dred Scott decision.



## Section 8

- |  |  |
|--|--|
| 1. Besides helping Stephen Douglas win the 1858 Senate race in Illinois, what were two other results of the Lincoln-Douglas debates? | 2. Why did John Brown attempt to seize the federal arsenal at Harpers Ferry, Virginia? |
|--|--|



## Section 9

1. Create a newspaper headline to show how most Southerners reacted to the election of Lincoln in 1860.

**THE CHARLESTON MERCURY**

November 8, 1860

2. What happened in the South on each of these dates?

*December 20, 1860:*

*February 1861:*

3. What did Lincoln state about secession in his inaugural address on March 4, 1861? What was his appeal to the rebellious Southern states?

4. Create a newspaper headline to show how most Northerners reacted to the events at Fort Sumter in Charleston, South Carolina.

The New York Tribune

April 14, 1861

## PROCESSING

A letter to the editor is a statement of your opinion on an issue about which you feel strongly. Choose the event that you believe pulled the nation furthest apart in the mid-1800s. *On a separate sheet of paper*, write a letter to the editor about that event. Your letter should be written from the time period of your event and should

- have an appropriate date.
- include your (fictitious) name and where you live.
- be one or two paragraphs long.
- briefly describe the event in one or two sentences.
- explain why you believe this event pulled the nation apart and eventually led to civil war.
- be free of grammatical and spelling errors.

## READING FURTHER

**Preparing to Write: Shaping Arguments**

On many occasions, the Fugitive Slave Act of 1850 forced Americans to take sides on slavery. The 1854 capture of Anthony Burns and his return to slavery was one of those occasions. The people involved took very different positions about the fairness and legality of what happened.

Why did Anthony Burns go to Boston?

What do you think he expected his life to be like in Boston? Why?

What was the position of the U.S. government on Burns's right to live in Boston?

What was the position of Anthony Burns's master?

What was the position of Boston abolitionists?

**Writing a Handbill**

Create a handbill to protest the return of Anthony Burns to slavery. A handbill is a sheet of paper that you can hand out on the street. In your handbill, present at least two arguments for why Burns should not have been captured and sent back to Virginia. Explain each argument clearly.

Use this rubric to evaluate your handbill. Make changes in your handbill if you need to.

Score	Description
3	The handbill has at least two convincing arguments. It explains its points clearly. There are no spelling or grammar errors.
2	The handbill has a convincing argument. It explains its point. There are some spelling or grammar errors.
1	The handbill does not have convincing arguments. It does not explain its points. There are some spelling or grammar errors.