

Teaching Guide

SEGMENT 3, WEBISODE 5

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

When the authors of the Constitution missed the opportunity to settle the slavery issue at the birth of the new nation, they only postponed the inevitable. The interests and economies of the north and south grew further apart with each decade. The north became industrialized. Immigrants flooded into northern cities to work in mills and factories. Unfortunately, the employers of these new Americans often exploited them and denied them their rights as surely as the slaveholders in the south denied the rights of their bondsmen.

Many did not move to the south because they could not compete for work with the enslaved African Americans. The south remained rural, and increasingly dependent on a few crops (tobacco, rice, and cotton) as the mainstay of its economy. Both tobacco and cotton exhausted the soil, creating a constant demand for new land. Southerners looked west to the unsettled territories to extend their way of life, of which slavery was an essential part.

How to maintain the balance between free and slave as new states entered the Union became a matter of major political concern. The Missouri Compromise quieted the debate for three decades, but no compromise could solve the basic truth that the nation could not continue both free and slave. Northern abolitionists became increasingly strident in their demands to end slavery. Southerners howled at perceived threats to their sacred states' rights. Eighty years after the drafting of the Constitution, the postponed inevitable happened in the outbreak of the Civil War.

Teacher Directions

1. Write the following quotation on the chalkboard, chart paper, or a transparency.

On the north bank of the Ohio everything is activity, industry; labor is honored; there are no slaves. Pass to the south bank and the scene changes so suddenly that you think yourself on the other side of the world; the enterprising spirit is gone.

2. Tell the students that Alexis de Tocqueville, a Frenchman visiting the United States in 1835, wrote this comparison of life in a free state of the north and life in a slave state just south of the Ohio River.
3. Ask the students.
 - How does de Tocqueville describe life in the free state on the north bank of the Ohio River?



Let's Discuss

Let's Discuss, Cont.

- How does de Tocqueville describe life in the slave state on the south bank of the Ohio River?
 - Explain why such differences existed.
4. Make sure students understand the following points in discussing the questions.
- Alexis de Tocqueville notes that in the northern state, where everyone is free, everyone is busy. People receive credit for and take pride in their work. However, in the southern state, no one has the will to work hard. He attributes the difference to the existence of slavery, which takes away the pride people feel in their work, and even the will to work.
 - De Tocqueville describes this difference as so great that you might think you have traveled to the other side of the world instead of just across a river.

Teacher Directions

1. Distribute the Student Sheet: *Mapping the Missouri Compromise*. Students will need markers, crayons or pencils in four colors.
2. Explain to the students that in 1818, eleven of the twenty-two states in the Union were free, and eleven permitted slavery. This created a balance of power in Congress between the free and slave states of the north and south.
3. Assist the students to identify and color the eleven northern free states (Massachusetts, New Hampshire, Vermont, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Ohio, Indiana, Illinois). Students also color the appropriate box in the color key. Assist the students to identify and color with a second color the eleven southern slave states (Maryland, Delaware, Virginia, North Carolina, South Carolina, Georgia, Tennessee, Kentucky, Alabama, Mississippi) that made up the Union in 1818. Students also color the appropriate box in the color key.
4. Share the following information with students.

In 1818, Missouri applied for statehood. Many of the settlers had come from southern states, and they brought slavery with them. They did not want to give it up. If Missouri entered the Union as a slave state, it would upset that balance. Northerners did not want that. In 1819, Maine, which had been part of Massachusetts, applied for statehood. Maine would enter as a free state, so the balance would remain between north and south.
5. Students locate Maine and Missouri and color them as free and slave according to their established color code.
6. Share the following information with students.



History Sleuth

What about the territories that had not yet become states? Congress passed a law called the Missouri Compromise in 1820. (Be sure the students understand that compromise means both sides agree to give up something that they want so that both can accomplish something they want.) The law admitted Missouri as a slave state, Maine as a free state, and prohibited slavery forever from the Louisiana Purchase north of 36° 30'.

7. Students locate the 36° 30' line and color with a third color in the territory north of that line that will be free when states located there join the Union. Students also color the appropriate box in the color key. Using the fourth color, students color the territory south of the 36° 30' line that will become slave states. Students complete the color key.
8. Tell the students that the Missouri Compromise settled north-south disagreements over slavery until 1854.
9. Students study their maps to answer the following questions.
 - If you were a southerner, what would you think of the Missouri Compromise?
 - If you were a northerner, what would you think of the Missouri Compromise?
 - What problems do you think the Missouri Compromise might cause?
 - Why did the Missouri Compromise work for only thirty-four years?

Teacher Directions

1. Students view pictures of life in the south and the north in the early nineteenth century in library books or if available in *A History of US, A New Nation*. Some good examples for the south are on pages 14-15, page 52 (2d ed. p.54) and page 100 (2d ed. p.108). Some good examples for the north are on pages 96-98 (2d ed. p.104-106) and page 123 (2d ed.p.133). The pictures should illustrate the rural and plantation life of the south and the increasing industrialization of the north.
2. Ask the students.
 - What do these pictures show about life in the south? About life in the north?
 - How do the two regions differ?
 - What would be important to people living in the south? To people living in the north?
3. Students write a brief journal entry to the following prompt.

Imagine that you are living in the south or north in 1820. What would a day in your life would be like? What work would you do? What might you do for fun? How would you get the necessities of life? What would you want to achieve as an adult?





Moving Toward Freedom

Teacher Directions

1. Explain to the students that William Lloyd Garrison was a journalist and publisher of an antislavery newspaper, *The Liberator*.
2. Read the Student Sheet: *William Lloyd Garrison on Slavery* with the students. Help the students read, interpret, and understand Garrison's stand on freeing the enslaved.

Note to the Teacher: If students have access to the Internet, they can view the entire text of the article at William Lloyd Garrison from *The Liberator* @ http://www.longman.awl.com/history/primarysource_10_4.htm

3. Ask the students.
 - What points did Garrison make in each of the quotations?
 - Do you think being an abolitionist was easy? Explain your answer.
 - What did William Lloyd Garrison suffer because of his views and actions?
 - How did William Lloyd Garrison move us toward freedom?
4. Students, working in small teams, brainstorm some modern issue about which they feel strongly. It may be an issue concerned with school life or a social issue. Students imagine that they have been jailed for expressing their views on this issue. The chalkboard is their jail cell wall. Students agree on an issue and collaborate to write a brief explanation of their viewpoint. Each team sends a representative to the jail cell wall to make their point known as Garrison did.

Teacher Directions

Use the following activities with your students.

Math — Garrison published 1,820 issues of *The Liberator* from 1831 until 1865. He never missed an issue. For how many years did he publish his newspaper? How often did an issue come out?

Library/Research — Students research to find what law replaced the Missouri Compromise. What did the new law say? What problems did it cause?

Geography — Students locate an outline map of the United States in 1860 on the eve of the Civil War. A good source for this map is at the web site Education Place: Outline Maps @ <http://www.eduplace.com/ss/ssmaps/us1860.html>. Students compare this map with the Missouri Compromise map from the History Sleuth activity and identify the states that joined the Union between 1820 and 1860. Which new states were free? Which were slave states? What was the balance in 1860?



Connections

William Lloyd Garrison on Slavery

Garrison suffered for his outspoken views and actions concerning abolition. Once, when jailed in Boston, he wrote on his jail cell wall:

Wm. Lloyd Garrison was put into this cell Wednesday afternoon, October 21, 1835, to save him from the violence of a 'respectable and influential' mob, who sought to destroy him for preaching the abominable and dangerous doctrine that "all men are created equal..."

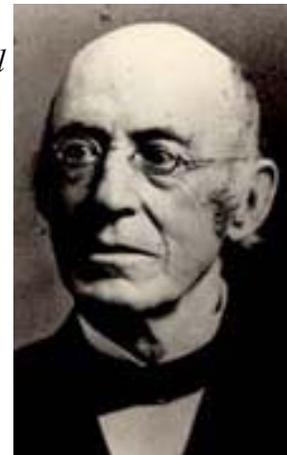
Garrison spoke out forcefully for immediate abolition of slavery in his newspaper, *The Liberator*. Garrison said, "There is one theme which should be dwelt upon, till our whole country is free from the curse--SLAVERY."

Read the following excerpts from Garrison's editorial in the first issue of *The Liberator*.

I am aware that many object to the severity of my language, but is there not cause for severity? I will be harsh as truth, and as uncompromising¹ as justice. On this subject, I do not wish to think, or speak, or write, with moderation². No! No! Tell a man whose house is on fire to sound a moderate alarm...but urge me not to use moderation in a cause like the present... I am in earnest--I will not equivocate³--I will not excuse--I will not retreat a single inch--AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

Assenting⁴ to the "self-evident truth" maintained in the American Declaration of Independence "that all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty, and the pursuit of happiness," I shall strenuously⁵ contend for the immediate enfranchisement⁶ of our slave population. . . . In Park Street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly⁷ assented to the popular but pernicious⁸ doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal⁹ recantation¹⁰, and thus publicly to ask pardon of my God, of my country, of my brethren¹¹ the poor slaves, for having uttered a sentiment so full of timidity, injustice, and absurdity¹². . . .

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| 1. unbending | 7. without looking back |
| 2. control | 8. evil |
| 3. hide the truth | 9. clear |
| 4. agreeing | 10. withdrawal |
| 5. strongly | 11. fellow men |
| 6. freeing | 12. lack of meaning |



Mapping The Missouri Compromise

