

MISSOURI COMPROMISE, COMPROMISE OF 1850,
AND KANSAS-NEBRASKA ACT

If you had been a member of Congress between 1820 and 1854, you and your fellow Senators and Representatives would have faced three major problems concerning slavery. Each problem centered on the question of whether or not slavery should be allowed in the territories, those lands that had not yet been divided into states. In 1820 the issue was whether slavery should be permitted in the Louisiana Territory; in 1850 in the Mexican Cession; and in 1854 in the northern part of the Louisiana Territory. Southern Congressmen favored extending slavery into the territories, but Northern Congressmen opposed it.

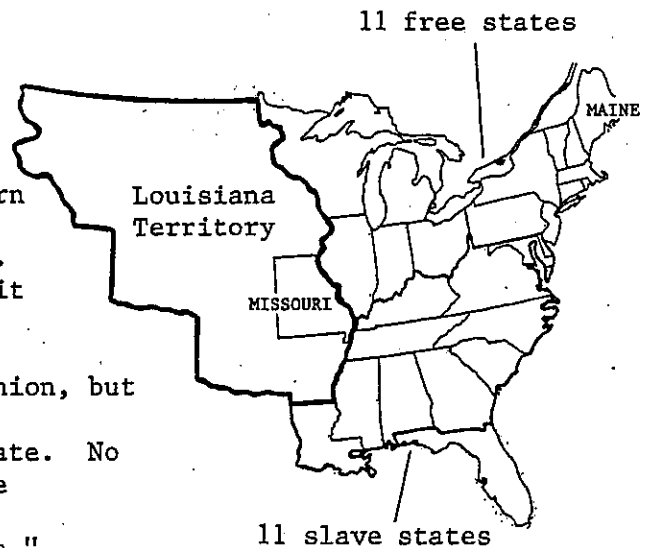
Assume that you are a Congressman who favors neither the North or the South. You have decided to help the two sides work out their differences, thus preventing the country from dividing in half. Begin with the Missouri Compromise below. Read the paragraph that describes the problem between the two sections in 1820. Review the opinions of the Northern Congressmen and Southern Congressmen on what should be done. Then write a compromise that you think best solves the problem. Your compromise should be fair to both sides. It should give each side some, but not all, of what it wants.

After writing the Missouri Compromise, read about the problems that faced the Congress in 1850 and 1854. Then write the Compromise of 1850 and the Kansas-Nebraska Act.

The Missouri Compromise (1820)

A. The Problem

Missouri has asked Congress to become a state. The people of Missouri have decided that slavery will be permitted there. Many slaveowners already live in Missouri. Northern Congressmen speak out against allowing the territory to enter the Union as a slave state. About this same time, Maine asks Congress if it can become a free state.



B. Opinions of Northern Congressmen

- (1) "Congress should admit Missouri to the Union, but only as a free state."
- (2) "Louisiana has already become a slave state. No more slave states should be made from the Louisiana Territory."
- (3) "Maine should be admitted as a free state."

C. Opinions of Southern Congressmen

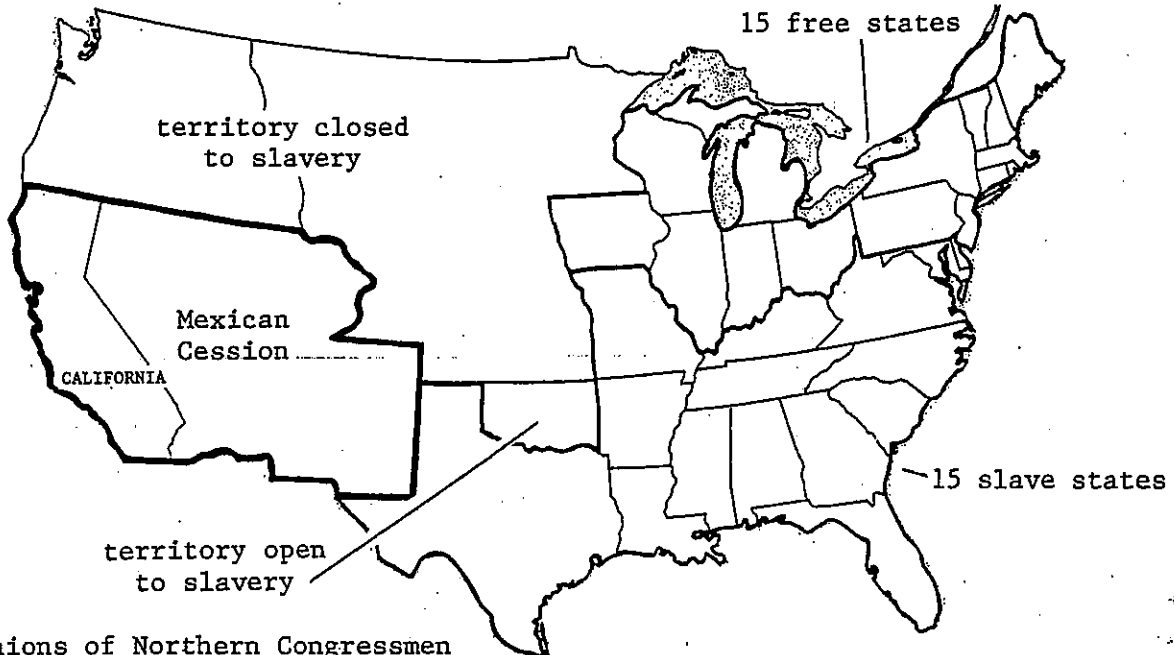
- (1) "Congress should admit Missouri to the Union as a slave state because this is what the majority of people in Missouri want."
- (2) "If Northerners are allowed to settle in the Louisiana Territory, then Southern slaveowners must be allowed to settle there also."

D. Your Compromise

The Compromise of 1850

A. The Problem

As a result of winning the Mexican War, the United States has acquired a huge territory known as the Mexican Cession. A decision must be made as to whether slavery will be allowed or not allowed in these new lands. California, a part of the Mexican Cession, has just asked to be admitted to the Union as a free state.



B. Opinions of Northern Congressmen

- (1) "Slavery should not be allowed anywhere in the Mexican Cession."
- (2) "The sale of slaves in the District of Columbia, where the nation's capital is located, should be against the law."
- (3) "California should be admitted as a free state."

C. Opinions of Southern Congressmen

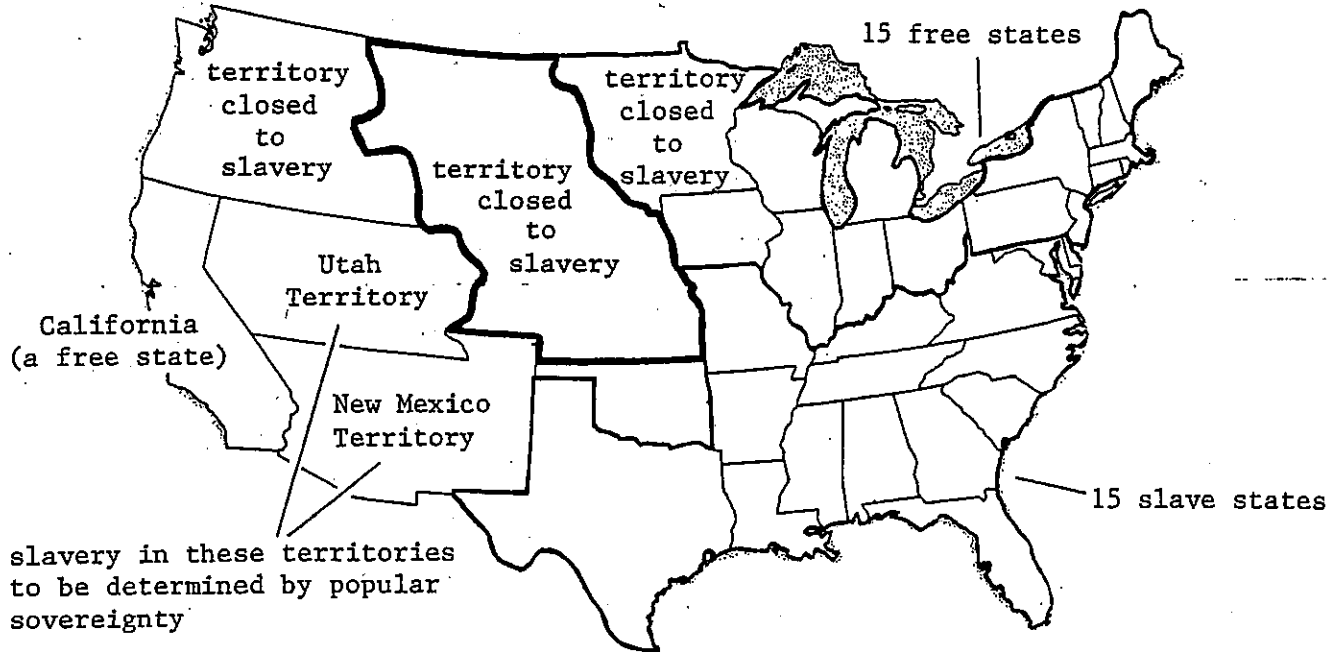
- (1) "The growing of cotton over the years has worn out the soil in many parts of the South. It is therefore necessary that cotton growers and their slaves be allowed to move into the new lands of the Mexican Cession. Cotton production is of great importance to our economy and way of life in the South."
- (2) "There are presently 15 slave states and 15 free states. California must not be allowed into the Union as a free state because it would give Northerners an advantage of two Senators in Congress. There are already more Northerners in the House of Representatives."
- (3) "Something must be done to punish Northerners who are helping slaves escape from the South. A stronger Fugitive Slave Act is needed."

D. Your Compromise

The Kansas-Nebraska Act (1854)

A. The Problem

Senator Stephen A. Douglas of Illinois has suggested that persons living in the part of the Louisiana Territory closed to slavery by the Missouri Compromise be allowed to decide for themselves whether or not they want slavery. This idea of letting people make their own decision is called "popular sovereignty."



B. Opinion of Northern Congressmen

(1) "It was agreed thirty years ago in the Missouri Compromise that the northern part of the Louisiana Territory would remain closed to slavery. This agreement should not be changed."

C. Opinions of Southern Congressmen

(1) "In the Compromise of 1850, California became a free state giving Northerners an advantage in the Senate. To make up for this, territory closed to slavery should now be opened to slavery."

(2) "Slaves are property, and can be taken anywhere by their masters."

D. Your Compromise

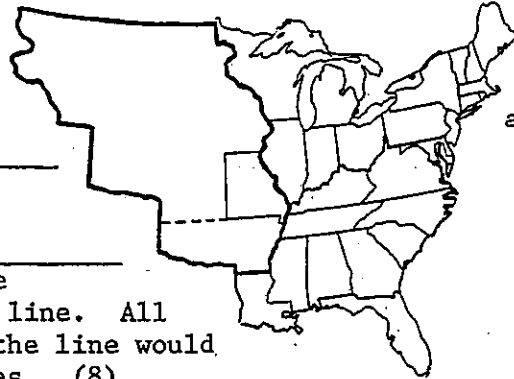
Map Exercise The maps below illustrate the actual compromises reached by the North and South over the issue of extending slavery into the territories. Use your textbook to find the information that is missing from the sentences which explain the parts of each compromise.

Missouri Compromise (1820)

(3) _____ was admitted as a (4) _____ state.

(1) _____ became a (2) _____ state.

The rest of the (5) _____ Territory was divided at the (6) _____ latitude line. All new states formed north of the line would be (7) _____ states. (8) _____ would be permitted in new states south of the line.



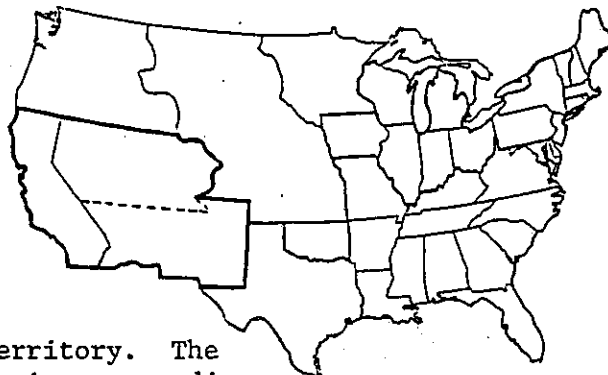
Compromise of 1850

(1) _____ was admitted as a (2) _____ state.

The rest of the Mexican Cession was divided into the (3) _____ Territory and the (4) _____ Territory. The people of these territories, according to the idea of (5) "_____ sovereignty," would decide for themselves whether or not to allow (6) _____.

Congress passed a stronger (7) _____ to force Northerners to help return runaway (8) _____.

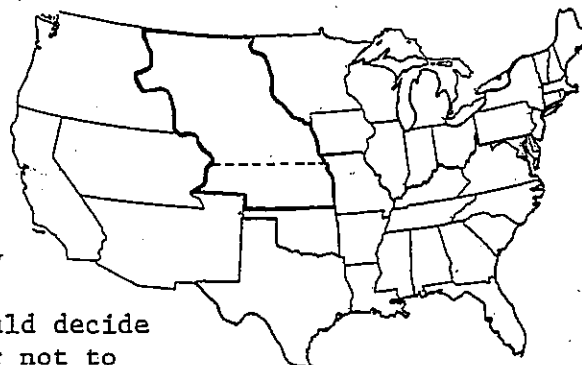
Slaves could no longer be bought or sold in (9) _____.



Kansas-Nebraska Act (1854)

Congress passed a bill proposed by Senator Stephen A. Douglas which created the territories of (1) _____ and (2) _____. The people in these areas, by the principle of (3) "_____, " would decide for themselves whether or not to allow slavery.

The Kansas-Nebraska Act replaced the (4) _____ which had closed the northern part of the Louisiana Territory to slavery.



GROWING DIFFERENCES

The Northern states and Southern states always had different cultures and economies. Agriculture, or farming, was the main way to make money in the South. The North depended mostly on industry and trade, or the making and selling of goods. In the 1800s, the differences between the two regions grew larger.

Because the South had good soil, most of its land was used for farming. Few cities, factories, or railroads existed there. Crops grown on Southern plantations were sent to factories in the North or in Europe. Sugarcane, tobacco, and cotton grew well in the South. Cotton was the most important of these cash crops, or crops grown for money, in the country. The Southern economy depended on these cash crops.

It took a lot of work to grow large amounts of cash crops. Many people were needed to work on the plantations. Most plantations had slaves to take care of the crops. The slaves were very valuable to their owners and were rarely set free.

In the North, many factories were built in the early 1800s. These factories made cloth and other goods. At the same time, immigrants from Europe and Asia moved to the cities in the North. The new immigrants were willing to work in the factories for little money. They also worked on the railroads that would connect cities across the country. The cities kept getting larger, and industry was able to grow.

Little by little, more people in the North began to think that slavery was wrong. Their factories were successful without slaves. They thought the Southern plantations should be able to make money without slaves, too. Slavery became an important issue for the government.

Along with the disagreement over slavery, the two sides had different ideas about other things. They argued over how much power the federal government should have. The North thought the federal government should be stronger than the states. The South believed the states should have more power.

People in the North could not identify with the culture of the South. Southerners did not understand the Northerners' ways of life. The two regions of the country were not able to agree. By the mid-1800s, differences between the regions caused problems that neither side could ignore.



GROWING DIFFERENCES

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ was the main way to make money in the South.
- A. Industry
 - B. Trade
 - C. Agriculture
 - D. none of the above
2. Few _____ existed in the South.
- A. cities
 - B. railroads
 - C. factories
 - D. all of the above
3. _____ was the most important cash crop in the country.
- A. Cotton
 - B. Sugarcane
 - C. Tobacco
 - D. Rice
4. In the North, _____ worked in factories for little money.
- A. slaves
 - B. Native Americans
 - C. immigrants
 - D. none of the above
5. People in the _____ thought the federal government should have more power than the states.
- A. North
 - B. South
 - C. East
 - D. West

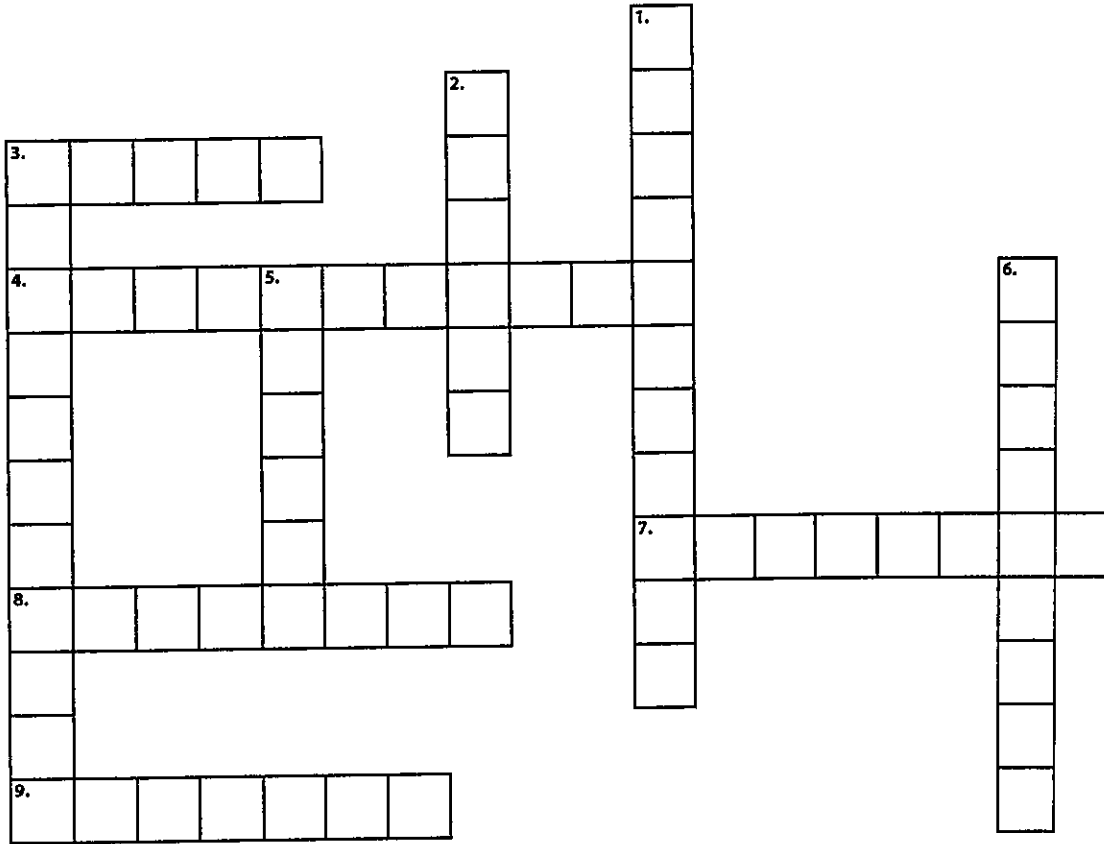
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GROWING DIFFERENCES

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. The South believed the states should have more _____ than the federal government.
4. Because the South had good soil, most of its land was used for _____.
7. A _____ is a crop that is grown for money.
8. In the 1800s, Northern cities got larger and _____ grew.
9. The North and South disagreed about _____.

DOWN

1. In the 1800s, _____ between the North and South grew.
2. It took a lot of work to grow _____ and other cash crops.
3. Most _____ had slaves to take care of the crops.
5. Many immigrants from Europe and Asia moved to the Northern _____.
6. The Northern _____ were able to be successful without slaves.

Name:

Date:

GROWING DIFFERENCES

Chart – Differences Between the North and South

Use the chart to answer the following questions. Write the answers in complete sentences.

NORTH	SOUTH
• Wanted a strong central government	• Wanted the states to have more power
• Mostly industry	• Mostly farming
• Mostly anti-slavery	• Had many slaves

1. Which side wanted a strong central government?

2. Which side was mostly made up of farmers?

3. How did most people in the North feel about slavery?

Sectional Differences

During the 1800's the North became a section of industry and commerce, while the South remained a region of large plantations. People began looking at political issues on the basis of what was best for their section, rather than what was best for the country as a whole. This regional outlook was called "sectionalism." Sectional differences created tension between the North and South, and eventually led to the outbreak of the Civil War in 1861.

The chart below summarizes the sectional differences between the North and South. It also lists the special interests of the West, which steadily grew in population and political power during the 1800's.

ISSUE	NORTH	SOUTH	WEST
<u>economic interests</u>	business and industry	agriculture	agriculture
<u>slavery</u>	opposed	avored	opposed
<u>internal improvements</u>	supported Western demands for internal improvements	opposed	avored
<u>banking system</u>	avored a national bank	avored state banks	avored state banks
<u>cheap Western land</u>	opposed	supported	supported
<u>tariff</u>	for	against	supported Northern demands for a protective tariff
<u>states' rights</u>	opposed	avored	opposed

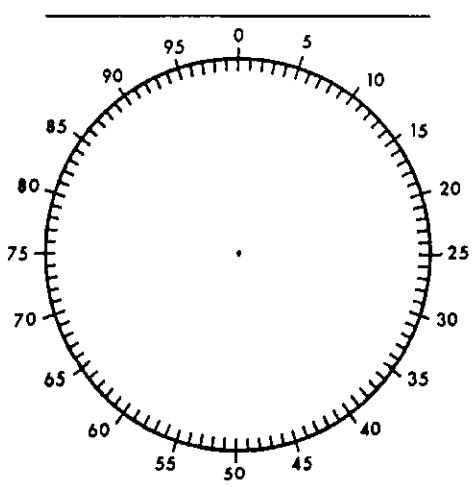
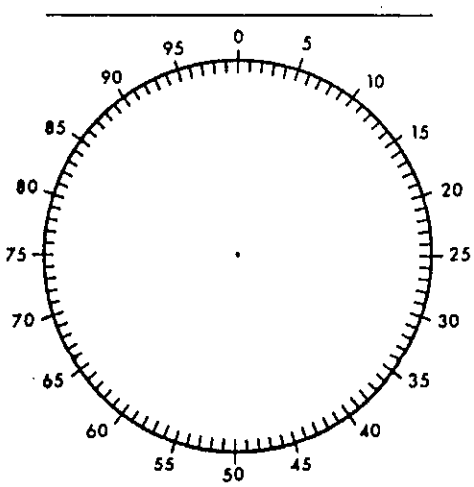
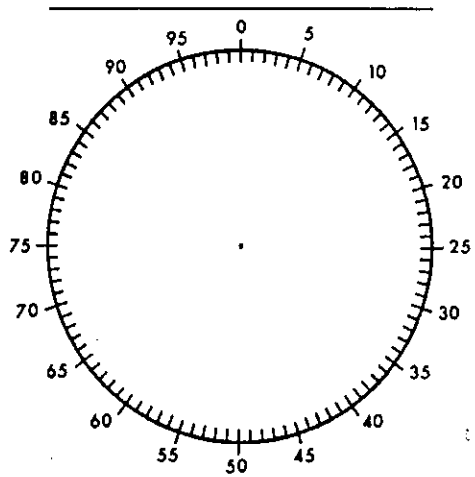
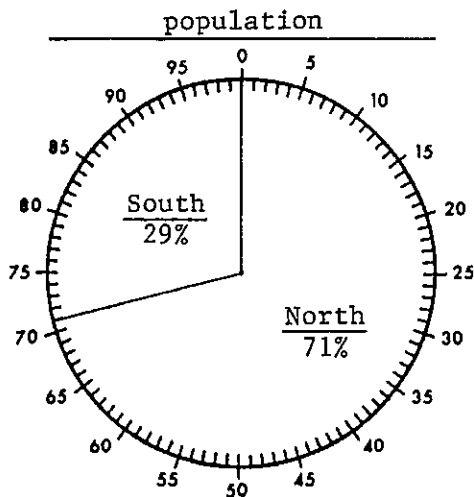
- (1) _____ Which section took the lead in demanding a tax on manufactured goods coming into the United States from foreign countries?
- (2) _____ Did Westerners approve or disapprove of the ownership of slaves?
- (3) _____ Which section was afraid that its labor force would be reduced if the federal government offered Western lands at low cost?
- (4) _____ How many sections thought that a national bank did more for businessmen and manufacturers than it did for farmers?
- (5) _____ Which part of the country was most outspoken about the need for the federal government to build roads and canals between the East and West?
- (6) _____ How many sections believed that all states must obey laws passed by the federal government?
- (7) _____ Which section wanted to be able to buy cheaper manufactured goods from foreign countries?
- (8) _____ Which area believed that a state had the right to nullify (ignore) a federal law or secede (withdraw) from the Union?
- (9) _____ On how many issues on the chart above did the North and South agree?
- (10) _____ In which section do you think political power was in the hands of people who owned medium-sized farms rather than plantations?

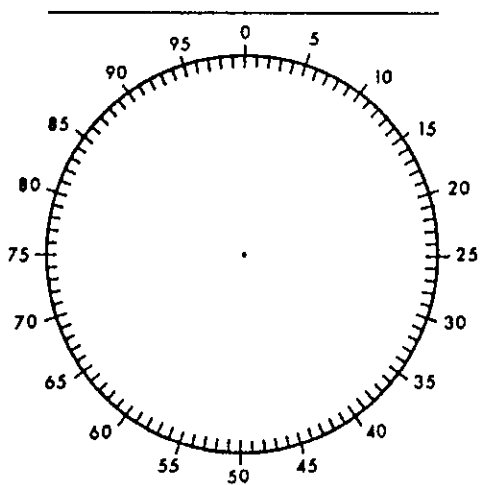
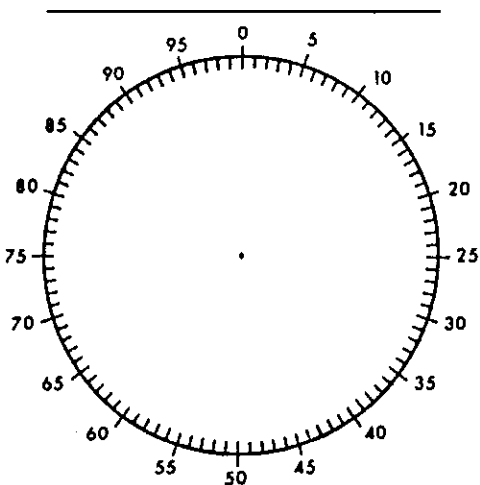
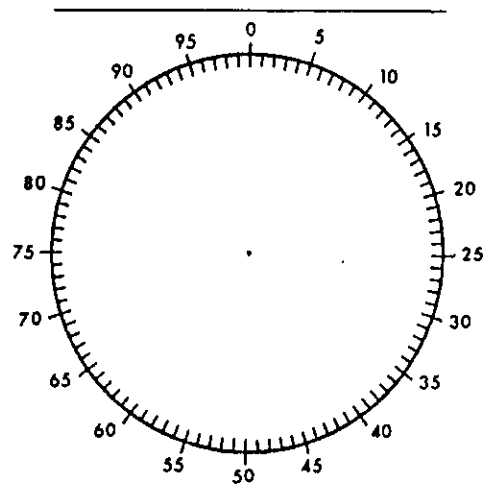
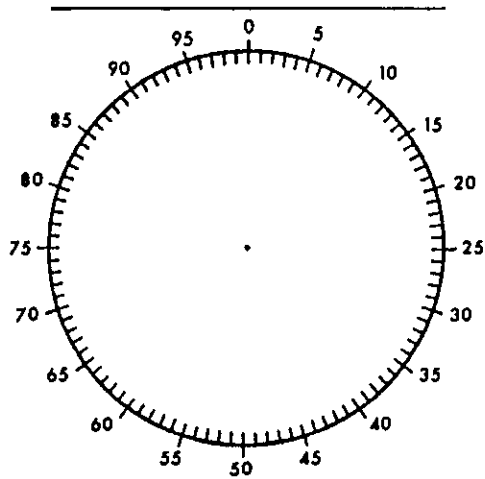
On the leading issues facing the country during the years leading up to the Civil War, were Westerners more in agreement with Northerners or Southerners? Explain your answer.

The North and South in 1860

Use the statistics on the chart below to construct circle graphs which make comparisons between the North and South as the Civil War drew near. For each graph: (a) fill in the area of comparison on the line above the circle (b) divide the graph according to the percentages on the chart (c) label North and South and give the percents for each. The first circle graph has been done for you.

<u>Area of Comparison</u>	<u>% North</u>	<u>% South</u>
(1) population	71	29
(2) railroad mileage	72	28
(3) bank deposits	81	19
(4) factories	85	15
(5) wealth produced	75	25
(6) farm acreage	45	55
(7) iron and steel production	93	7
(8) value of exports	33	67





Use the information on the circle graphs to answer the following questions.

True-False

- (1) _____ The graphs show that the North was a section of industry and commerce.
- (2) _____ Farming was more important in the North than in the South.
- (3) _____ More than 7 out of every 10 Americans lived in the North.
- (4) _____ The North had more than five times as many factories as the South.
- (5) _____ The South had a better system of transportation.

Completion

- (6) _____ What product do you think accounted for the largest share of the South's exports?
- (7) _____ In how many categories did the South hold an advantage over the North?
- (8) _____ In what category did the North have its greatest advantage?
- (9) _____ In what area were the North and South closest to being equal?
- (10) _____ Which was the richest section of the United States?

SECTIONALISM

Fill in as many missing words as you can in the following sentences.

The North

- (1) o r y -- the climate, resources, and physical features of an area -- influenced the way in which people lived in the North and South.
- (2) The North became a section of small m because of the rocky soil, narrow coastal plain, and short growing season.
- (3) o s provided wood for the shipbuilding industry.
- (4) The North had many excellent r b.
- (5) Boston, New York, and a e became busy ports as trade grew with other parts of the world.
- (6) n f n grew in the North during the 1800's as a result of the Industrial Revolution.
- (7) Northern factories turned out such products as boots, shoes, cotton textiles, leather, woolen goods, machinery, and o l.
- (8) Water, wood, and c provided sources of power to operate factories.
- (9) a k were started to provide money for business and manufacturing.
- (10) Many people left the farms and moved to the cities where they took jobs in c.
- (11) x manufacturing became the leading industry.
- (12) d s helped move raw materials to the factories and finished goods to market.

The South

- (13) Large n i were established in the South where the soil was fertile, the Atlantic Coastal Plain wider, and the growing season longer.
- (14) Because of the warm climate, a planter could house, clothe, and feed a l at low cost.
- (15) a, rice, and indigo were the first cash crops raised in the South.
- (16) Eventually o became the leading crop grown on Southern plantations.
- (17) The South did not become an industrial section because farmers could make more money growing s o.
- (18) The production of cotton rapidly increased after the invention of the cotton gin by i y in 1793.
- (19) The cotton was sent by ship to textile manufacturers in the North and in u.
- (20) Although the majority of Southerners did not own slaves, most viewed y as necessary to the economic well-being of the South.

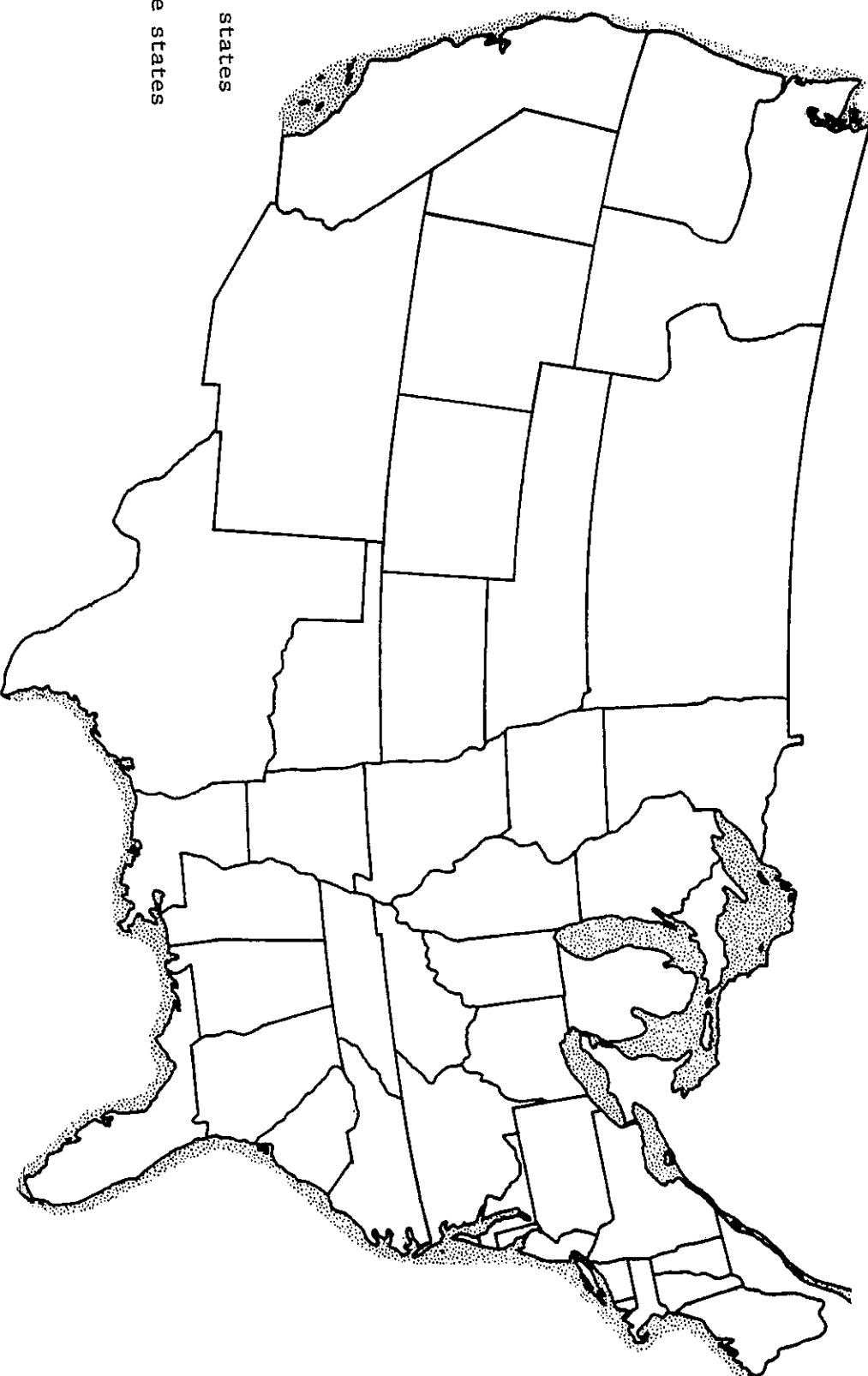
Based on the information in the above statements, what would you say was the basic difference between the economy of the North and that of the South?

Map Exercise: Slave States and Free States

As the Civil War drew near, the United States became a divided country made up of slave states and free states. Use two colors, or two different markings (such as shaded areas and diagonal lines) to show the slave states and free states as of 1860. Use the same colors or markings in the key.

<u>free states</u>	
New Hampshire	Pennsylvania
Massachusetts	Vermont
Rhode Island	Ohio
Connecticut	Indiana
New York	Illinois
New Jersey	Maine
	Michigan
	Iowa
	Wisconsin
	California
	Minnesota
	Oregon

<u>slave states</u>	
Delaware	Kentucky
Maryland	Tennessee
Virginia	Louisiana
North Carolina	Mississippi
South Carolina	Alabama
Georgia	Missouri
	Arkansas
	Florida
	Texas



- free states
- slave states

THE FIGHT AGAINST SLAVERY

Though slavery was legal in the United States, many people thought it was wrong. Abolitionists, people who wanted slavery to end, believed in freedom for all people. Most abolitionists lived in the North, but some lived in the South. The abolitionists made speeches and held meetings to talk about how to end slavery.

Harriet Tubman was a former slave who became an abolitionist. After she escaped from her owner in Maryland, Tubman went to Pennsylvania. She decided to help other slaves get their freedom, too. Tubman joined the Underground Railroad and made nearly 20 trips into the South. She helped over 300 slaves travel north to freedom.

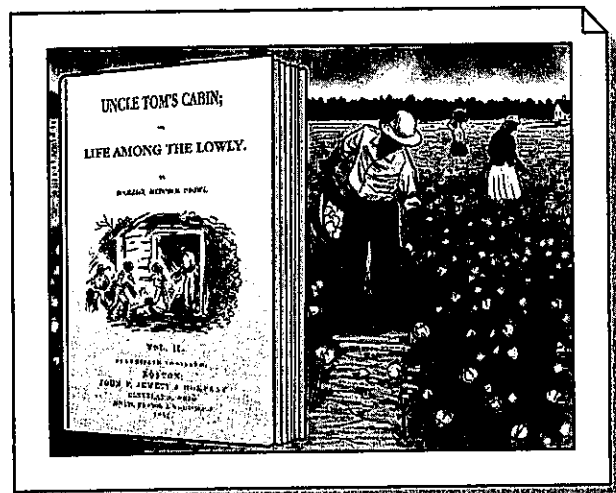
The Underground Railroad was not really a railroad. It was a secret group of people who helped slaves escape to freedom. People who guided the slaves were called conductors. Harriet Tubman was a conductor. Conductors helped the slaves to get from the South to the Northern states or Canada. Escaped slaves traveled along routes where there were safe places to hide, called stations. These stations were barns, stables, or houses where escaped slaves could stay on their journey.

Another slave who ran away to freedom in the North was Frederick Douglass. He went to Massachusetts and gave speeches about slavery to abolitionist groups. A gifted speaker, Douglass also published a newspaper called *The North Star*. Douglass's speeches and writings made many people decide to join the fight against slavery.

Harriet Beecher Stowe was another important person in the fight to end slavery. Stowe was a writer from the North and had not seen many slaves. Still, she felt that slavery was wrong. Stowe decided to use her writing talent to do something about it.

She wrote a novel called *Uncle Tom's Cabin*. It described the lives of a family of slaves. The book sold 300,000 copies in the first year. After reading Stowe's book, people in the North felt even more strongly against slavery. Although the novel was fiction, many more people became abolitionists because of it.

The abolitionists had a powerful message. More and more people began to believe that slavery was wrong. However, the abolitionists would not be happy until slavery was against the law.



THE FIGHT AGAINST SLAVERY

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Most abolitionists lived in the _____.
- A. North
 - B. South
 - C. East
 - D. West
2. Harriet Tubman helped over _____ slaves get their freedom.
- A. 3
 - B. 30
 - C. 300
 - D. 3,000
3. People who guided slaves on the Underground Railroad were called _____.
- A. stations
 - B. drivers
 - C. engineers
 - D. conductors
4. Frederick Douglass was a former slave who _____.
- A. wrote an anti-slavery novel
 - B. made speeches and published a newspaper
 - C. made many trips into the South to free slaves
 - D. escaped and moved to Canada
5. Many Northerners became abolitionists after reading Harriet Beecher Stowe's novel, _____.
- A. *Common Sense*
 - B. *Uncle Tom's Cabin*
 - C. *Gone With the Wind*
 - D. *The North Star*

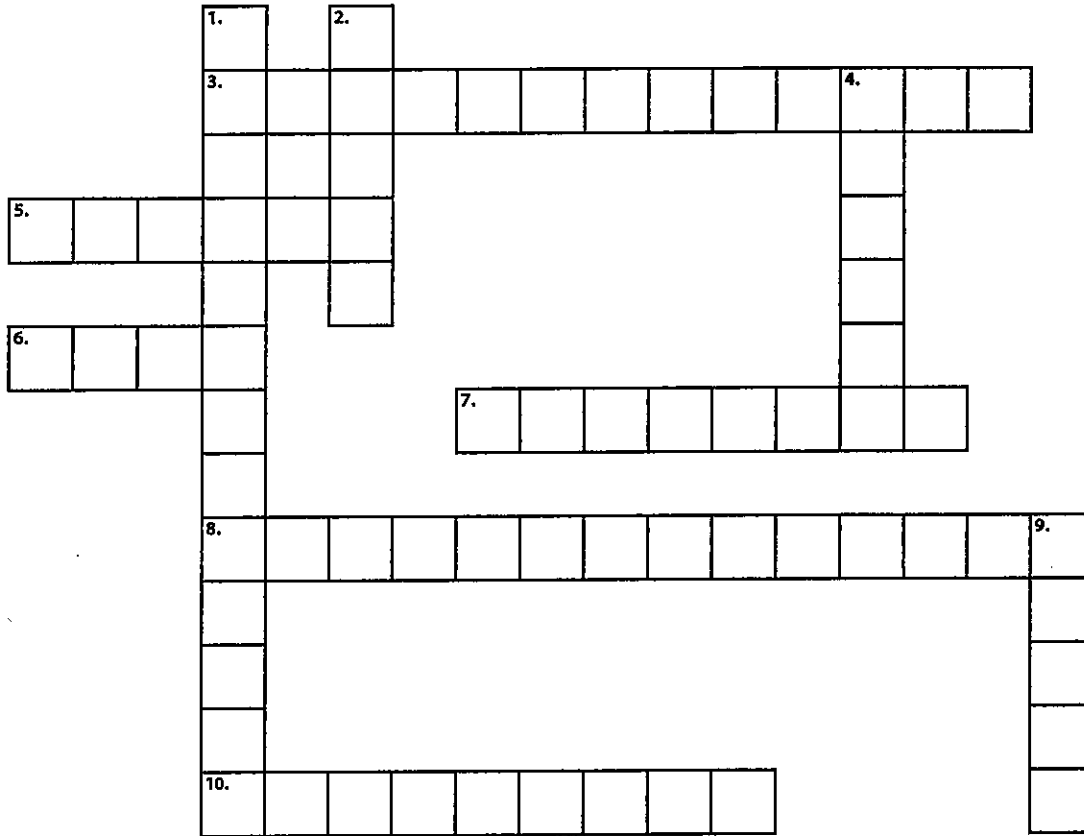
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THE FIGHT AGAINST SLAVERY

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- 3. _____ wanted to end slavery.
- 5. The Underground Railroad was a _____ group who helped slaves to freedom.
- 6. Abolitionists believed everyone should be _____.
- 7. _____ gave speeches about slavery to abolitionist groups.
- 8. _____ described the lives of a family of slaves.
- 10. Douglass's newspaper was called *The* _____.

DOWN

- 1. _____ made nearly 20 trips into the South to help escaped slaves.
- 2. Some abolitionists lived in the _____.
- 4. Escaped _____ stayed in "stations" along the Underground Railroad.
- 9. After reading Stowe's book, more people in the _____ were against slavery.

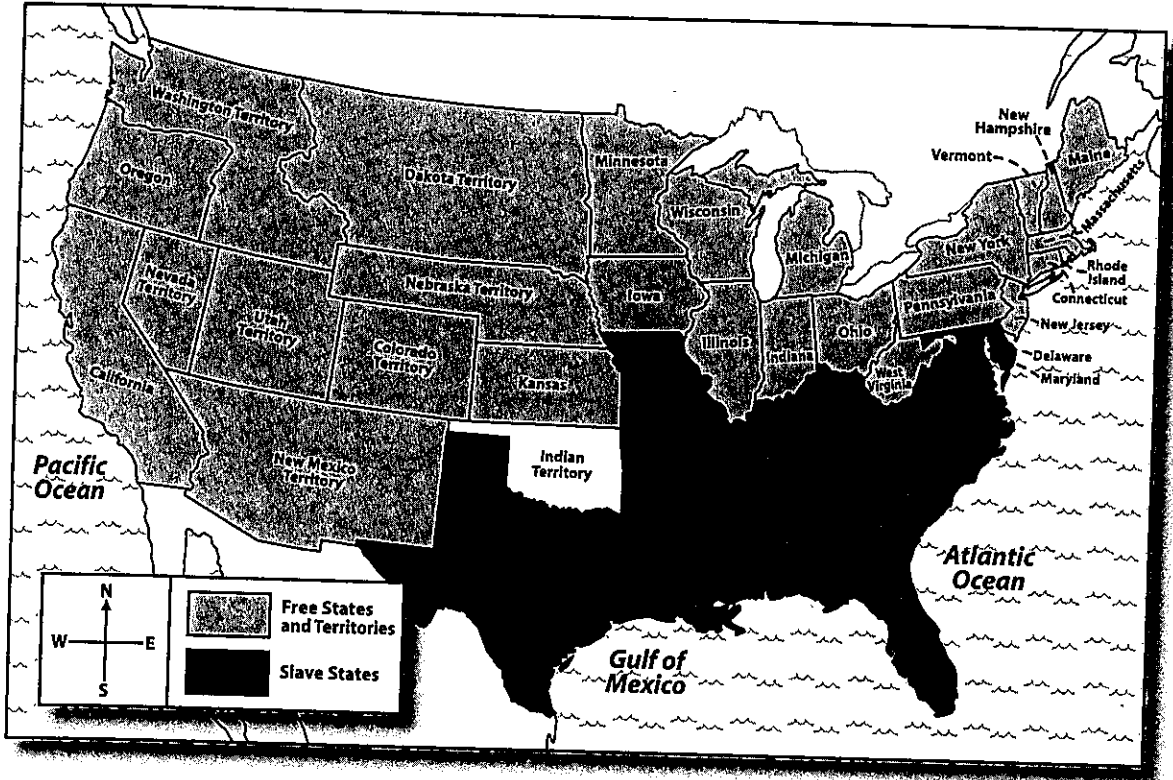
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THE FIGHT AGAINST SLAVERY

Map – Free and Slave States

Use the map to answer the following questions. Write the answers in complete sentences.



1. What were the names of three slave states?

2. What were the names of three free states or territories?

3. How many slave states were there? How many free states and territories?
