



ISD Virtual Learning

8th Grade Social Studies

April 16. 2020



Grade/Course
Lesson: 19

Objective/Learning Target:

Explain the compromises that tried to avoid war (Missouri
Compromise)
Lesson 19, April 16

Warm Up- Setting the stage

In previous lessons we looked at multiple causes of the Civil War

Keep in mind:

1. The North and South disagree on many ideas including slavery, government, and economies.
2. The tensions are growing between the North and South but there is still a balance in Congress. There were 11 slave states and 11 free states.
3. Slavery was beginning to work its way into the Northwest territory even though it was illegal, Southerners found a loophole (indentured servitude).
4. Tensions were rising and Missouri joining the Union was a tipping point.

Warm up

In 1820 Thomas Jefferson wrote to a friend that the fight over slavery in Missouri *“like a firebell in the night, awakened me and filled me with terror.”*

Examine the quote from Thomas Jefferson above about the conflict of Missouri.

Answer the following questions on a sheet of paper:

1. What is Jefferson comparing the fight over slavery in Missouri to? What does this mean?
2. How does he feel about the conflict in Missouri? Explain.
3. Do you think he wants to find a compromise?



Warm up

In 1820 Thomas Jefferson wrote to a friend that the fight over slavery in Missouri *“like a firebell in the night, awakened me and filled me with terror.”*

Examine the quote from Thomas Jefferson above about the conflict of Missouri.

Answer the following questions on a sheet of paper:

1. What is Jefferson comparing the fight over slavery in Missouri to? What does this mean?
2. How does he feel about the conflict in Missouri? Explain.
3. Do you think he wants to find a compromise?

Answers:

1. **Jefferson compares the fight over slavery to a firebell in the night. Making this comparison shows that it is an alarming situation to Jefferson and he is scared of what may happen.**
2. **Jefferson says the conflict “fills him with terror”. He is afraid this conflict could be the cause of a Civil War.**
3. **Yes, Jefferson seems terrified of what could happen through this conflict. Jefferson seems very desperate and would most likely be willing to make a compromise to attempt to avoid a war.**

Lesson Activity

As we learn about the Missouri Compromise, you will need to know the following terms:

Abolition - to do away with something, in this case the idea of ending slavery

Slave state - a state where slavery was allowed

Free state - a state where slavery was not allowed

Popular sovereignty - the idea that the people of a state should make decisions for themselves, in this case the idea that each state should decide for themselves whether or not to allow slavery



Lesson activity



Representation in Congress

In 1819, the slaveholding territory of Missouri applied for admission to the Union. Northern states opposed it, feeling that adding another slave state would tip the balance of power in Congress.

On the next slide you will watch a video about the compromise that was reached to allow Missouri to enter as a slave state.

Lesson Activity

As you watch the video, answer these questions on your piece of paper:

1. What is a compromise?
2. How did the Missouri Compromise attempt to settle the debate over the future of slavery in America?
3. What was the goal of the Missouri Compromise?
4. Did it achieve its goal?



Lesson activity

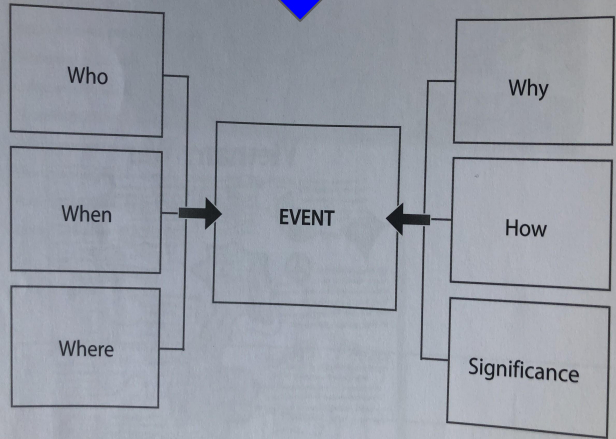
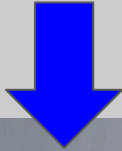
Possible answers to video questions:

1. What is a compromise? **A compromise is when two sides try to work out a solution that makes both sides happy.**
2. How did the Missouri Compromise attempt to settle the debate over the future of slavery in America? **The Missouri Compromise allowed Missouri to enter the United States as a slave state at the same time it allowed Maine to enter the United States as a free state. This would keep the number of slave and free states balanced in Congress. It also drew an imaginary line below which slavery would be allowed, and above which it would not be allowed.**
3. What was the goal of the Missouri Compromise? **The goal of the Missouri Compromise was to keep the balance between slave states and free states and avoid a war.**
4. Did it achieve its goal? **In the short term the Missouri Compromise did reach the goal of keeping slave states and free states balanced. It also avoided a war at that time. In the long term it just postponed dealing with the issue of slavery.**

Practice

Describing a Historical Event-

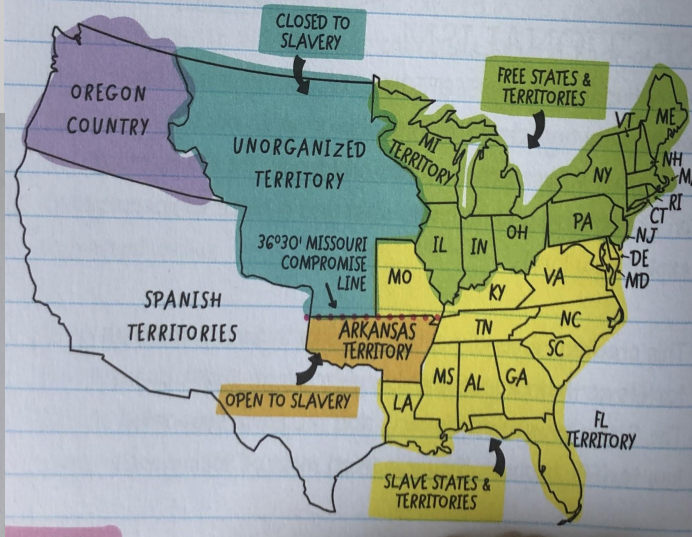
While reading the assigned text on the right you will use the information to complete the graphic organizer. Please copy down the graphic organizer below.



The MISSOURI COMPROMISE

A conflict rooted in sectionalism happened when Missouri applied for statehood in 1817. At the time, the U.S. consisted of 11 slave states and 11 free states. If Missouri entered the Union as a slave state, as it wanted, it would upset a balance of power in the Senate between slave and free states.

In 1820, Henry Clay came up with a solution for the land from the Louisiana Purchase—the MISSOURI COMPROMISE.



Missouri would enter the Union as a slave state, but Maine, which was still a part of Massachusetts, would enter at the same time as a free state. In all future applications for statehood, slavery would be illegal north of the southern border of Missouri, at latitude 36°30'. The Missouri Compromise divided the land from the Louisiana Purchase into separate regions defined by slavery. Slavery was increasingly becoming an issue that divided the North and South.

Read Aloud Directions and Reading

Practice

Describing a Historical Event-

Using the information that you've collected in your graphic organizer over the Missouri Compromise you will now use that to create an infographic. Examples of Infographics are on the right of this page. Notice the: Who, When, Where, Event, Why, How, and the Significance in the examples. This will help guide you when you complete your own.

Japanese American Internment

Who: Japanese-Americans living on the west coast; both Issei and Nisei
Issei - 1st Generation Japanese to America
Nisei - Born in the U.S. American citizens

When: 1942-1946

Where: Japanese-Americans were put in Internment camps located in the desert.

Why: The government thought that they were dangerous and spies for the Japanese government. Claimed that National Security was at stake.

Significance:
 - It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.
 - It also showed the racism displayed in the West coast.

WHO: Betty Friedan

WHEN: The 1950's

WHERE: The West Coast

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - The women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt, etc... it was a step towards equality with men + to be able to fulfill their own dreams for them instead of the man.

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.
 - It also showed the racism displayed in the West coast.

WHO: Betty Friedan

WHEN: The 1950's

WHERE: The West Coast

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - The women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt, etc... it was a step towards equality with men + to be able to fulfill their own dreams for them instead of the man.

WHO: Betty Friedan, Eleanor Roosevelt, Gloria Steinman, Phyllis Schlafly, Shirley Chisholm

WHEN: The 1950's

WHERE: The West Coast

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - The women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt, etc... it was a step towards equality with men + to be able to fulfill their own dreams for them instead of the man.

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.
 - It also showed the racism displayed in the West coast.

WHO: Betty Friedan

WHEN: The 1950's

WHERE: The West Coast

WHY: women were looked as weak + not important compared to the male figure, women were limited rights + treated unfair.

Significance:
 - The women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt, etc... it was a step towards equality with men + to be able to fulfill their own dreams for them instead of the man.

Read Aloud Directions

Reflection



Now that you have learned about the Missouri Compromise think about the following:

1. Was Jefferson justified in being so terrified of the conflict over Missouri?
2. Was the compromise fair? Why or why not?
3. Was the Compromise successful at keeping peace at the time?
4. Will the Missouri compromise keep peace between the North and South? Why or why not?

Enrichment/optional activity

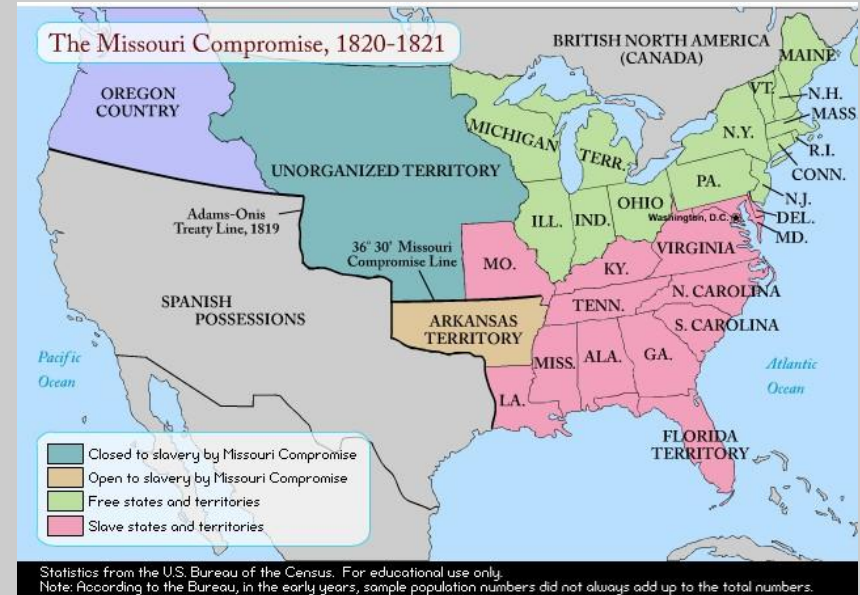
The link on the right takes you to an interactive map of the United States in 1820. Click on the following states to answer the questions.

Missouri, Maine, Virginia, Indiana

Questions to look for:

- How many people lived in this state?
- How many black people lived in this state?
- How many white people lived in this state?
- Was this state a slave state or a free state?
- What is one observation that you can make after looking at this data?

[Missouri Compromise interactive map](#)



Enrichment/optional activity

State	Total population	Black population	White population	Free or slave state?
Missouri	67,000	11,000	56,000	Slave
Maine	298,000	1,000	297,000	Free
Virginia	1,075,000	465,000	610,000	Slave
Indiana	147,000	1,000	146,000	Free

Observations - It seems like the slave states had a much higher black population. I wonder if they counted slaves and free blacks? Virginia has the highest number of blacks out of any of the states. I wonder if they had more plantations than the other slave states? I notice that Maine and Virginia have much higher total populations than Missouri and Indiana. Is that because they had been states longer?