



ISD Virtual Learning

8th Grade Social Studies

April 20th, 2020



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Lesson: 20, April 20th

Objective/Learning Target:

I can explain the compromises that tried to avoid the Civil War.

Warm Up

Today, you will learn about the Kansas - Nebraska Act and its impact. One of the key concepts for this event is the idea of **Popular Sovereignty**.

You may remember this idea when studying the principles of the **Constitution**.

Think about that word and answer the prompt on the right on a piece of paper.

What is the definition of Popular Sovereignty?

If you do not remember, try to break down the word.

What does popular refer to, think of the word population.

What does the word reign mean?

Put those two ideas together to create a definition for Popular Sovereignty.

Warm Up - continued

Breakdown of the word:

Popular = relating to the public;
population - the people who inhabit a
region.

Reign = to rule

Put it together:

**People who inhabit a region have the
right to rule.**

What is the definition of Popular
Sovereignty?

The idea that the power of rule in a
state comes from the people giving
their consent, by electing
representatives or voting on issues.

For this time period, it was the idea
that the people of a territory should be
allowed to decide if they will be a free
state or a slave state.

Warm Up - #2

Using the map at the right or the [interactive map found here:](#)

Answer these questions on your piece of paper.

1. With the addition of Missouri and Maine in 1821, there are 12 free states vs. 12 slave states. What is the count for each side in 1854?
2. How did the Kansas-Nebraska Act affect the amount of land that was open to slavery?

Free and Slave States and Territories, 1820-1854

The Missouri Compromise, 1820-1821



The Compromise of 1850



The Kansas-Nebraska Act of 1854



GEOGRAPHY SKILLBUILDER

1. **Place** How did the number of slave states change between 1821 and 1854?
2. **Region** How did the Kansas-Nebraska Act affect the amount of land that was open to slavery?

Warm Up - #2

Answers to the map questions.

1. With the addition of Missouri and Maine in 1821, there are 12 free states vs. 12 slave states. What is the count for each side in 1854? 15 slave states vs. 16 Free states and 2 - 3 designated free territories.

2. How did the Kansas Nebraska Act affect the amount of land that was open to slavery? It nearly doubled the amount of land open to slavery.

Free and Slave States and Territories, 1820-1854

The Missouri Compromise, 1820-1821



The Compromise of 1850



The Kansas-Nebraska Act of 1854



GEOGRAPHY SKILLBUILDER

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Lesson Activity - Introduction

As you learned from the Warm Up; by 1854 there were 16 Free States in the Union and the Washington, Oregon and Minnesota territories were free or closed to slavery.

On the other hand, there were 15 slave states and Utah, New Mexico, Kansas and Nebraska were open to slavery by popular sovereignty - allowing those that lived there to decide.

You will watch a video to learn how these geographical divisions were put into place. Go to the next slide for the video and follow up questions.

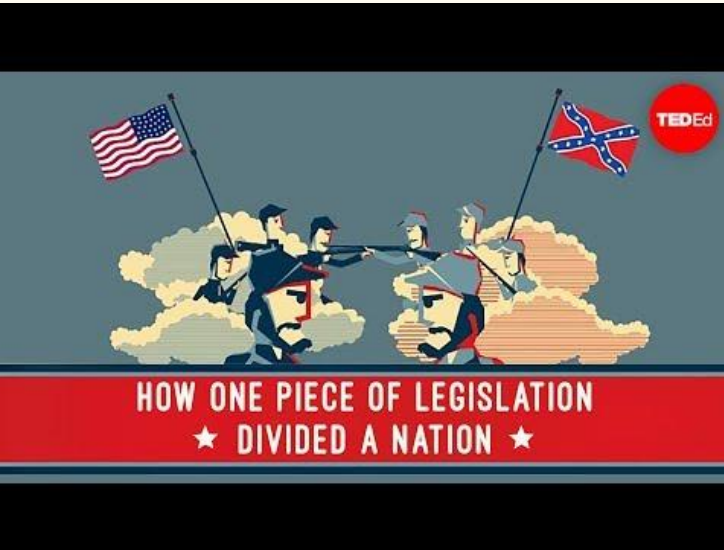
This illustration depicts fighting between factions of pro- and anti-slavery supporters at a political convention in Kansas. Kansas was the scene of much fighting between these groups prior to the Civil War, as Congress struggled to determine whether Kansas would be admitted to the Union as a free or slave state.



Fotosearch/Stringer. Pro Vs Anti-Slavery. C. 1856. Archive Photos. Getty Images. Web.

Lesson Activity

Kansas-Nebraska Act



Click on the still image to play the video.

After viewing the video answer the questions to the right on your piece of paper.

The approximate time the question begins is provided to help you find the answers.

:35 1a. What caused the collapse of the second party system?
1b. List 2 effects from this time period.

1:23 2a. What did Stephen A. Douglas want to build?
2b. For his proposal to succeed the territory needed to be organized. For this to happen, from what group did he need to win support?

2:10 3. Douglas tried to argue that the bill would _____ but the north felt that they were trying to _____.

3:09 4. List some of the consequences of the Kansas-Nebraska Act.

4:08 5. Pro-Slavery Missourians who crossed state lines were called _____.

4:50 6. When did Abraham Lincoln become a member of the Republican Party - 1856

Lesson Activity - Kansas Nebraska Act Answers

The approximate time the question begins is provided for you to help find the answers to the questions.

:35 1a. What caused the collapse of the second party system?

Increasing Regional Tensions

1b. List 2 effects: Creation of the Republican party, rise of Abraham Lincoln and eventually Civil War

1:23 2a. What did Stephen A. Douglas want to build? Transcontinental Railroad

2b. For his proposal to succeed the territory needed to be organized. For this to happen, from what group did he need to win support? Southern Congressmen

2:10 - 3. Douglas tried to argue that the bill would _____ but the North felt that they were trying to _____. Protect settler's political rights/extend slavery to the entire nation

3:09 - 4. List some of the consequences of the Kansas-Nebraska Act

Slavery became a dividing factor between the parties in the South and North

Republican party was founded by the anti-slavery (free soil) members from both parties.

Violence in Kansas

4:08 - 5. Pro-Slavery Missourians who crossed state lines were called _____(border ruffians)

4:50 - 6. When did Abraham Lincoln become a member of the Republican Party? 1856

Lesson Activity #2 - Background Reading

Before moving on to the next slides, read the following information.

Choose the reading that best fits your reading needs.

[Kansas Nebraska Act and Bleeding Kansas Textbook Reading](#)

[Kansas Nebraska Act and Bleeding Kansas Guided Reading](#)

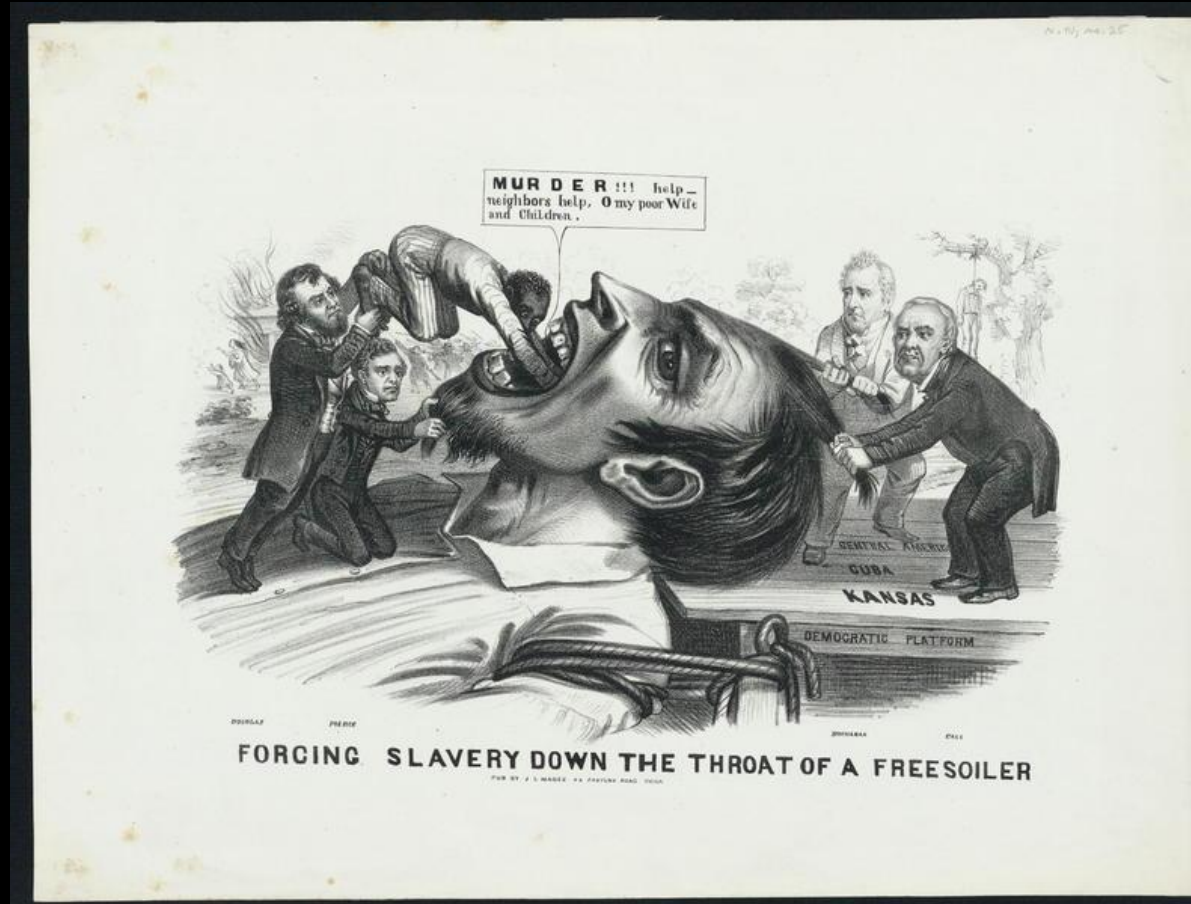
[Kansas Nebraska Act and Bleeding Kansas Spanish Guided Reading](#)

Practice - Analyzing a Political Cartoon

What are the men on the left (Stephen Douglas and Franklin Pierce) doing to the giant?

What is being depicted in the background?

What did Freesoilers believe the Democrats were trying to do to Kansas?

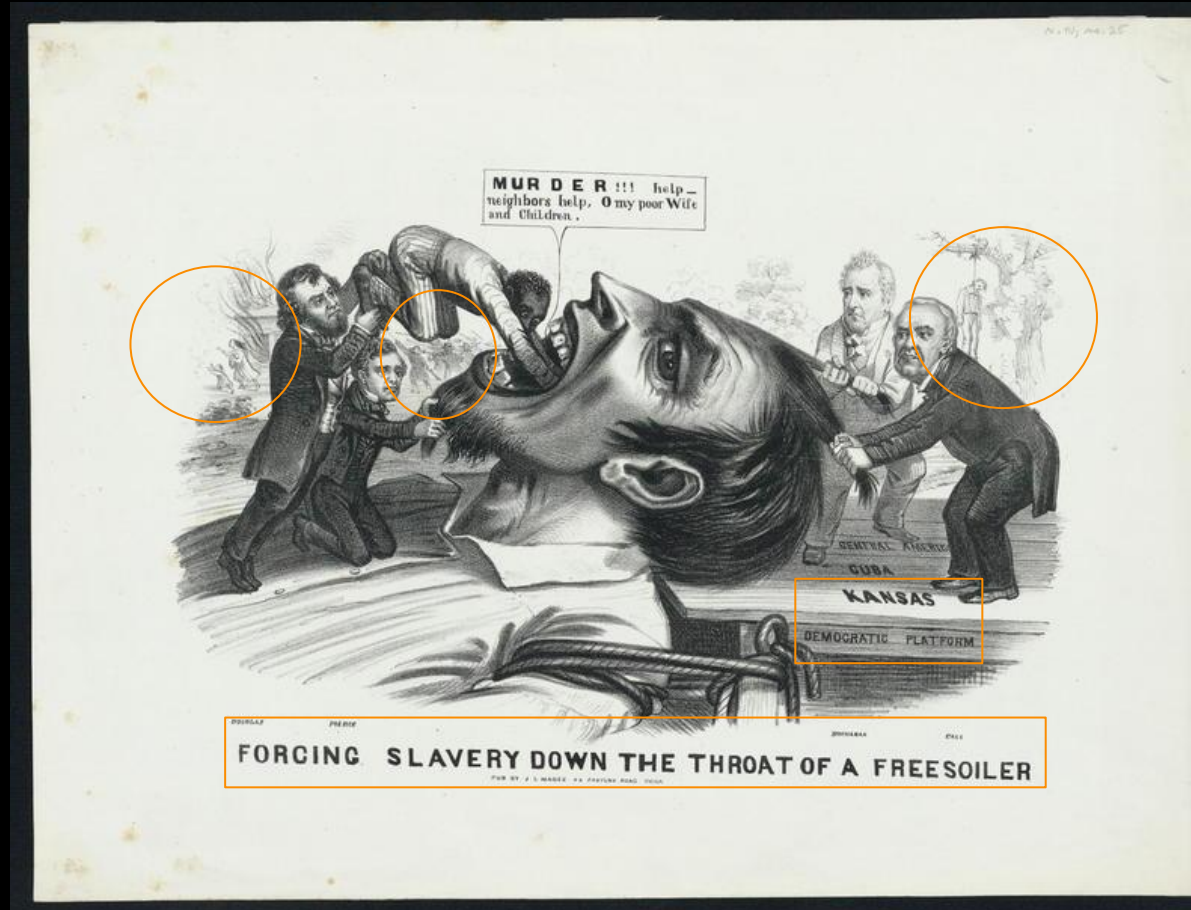


Practice - Analyze a Political Cartoon - Answers

What are the men on the left (Stephen Douglas and Franklin Pierce) doing to the giant?
Forcing a slave (slavery) down his throat. Title in rectangle.

What is being depicted in the background? Look inside the circles. A hanged man, a mob with weapons, woman and child fleeing a burning home.

What did Freesoilers believe the Democrats were trying to do to Kansas? They were trying to expand slavery into Kansas and other areas. Look at square.





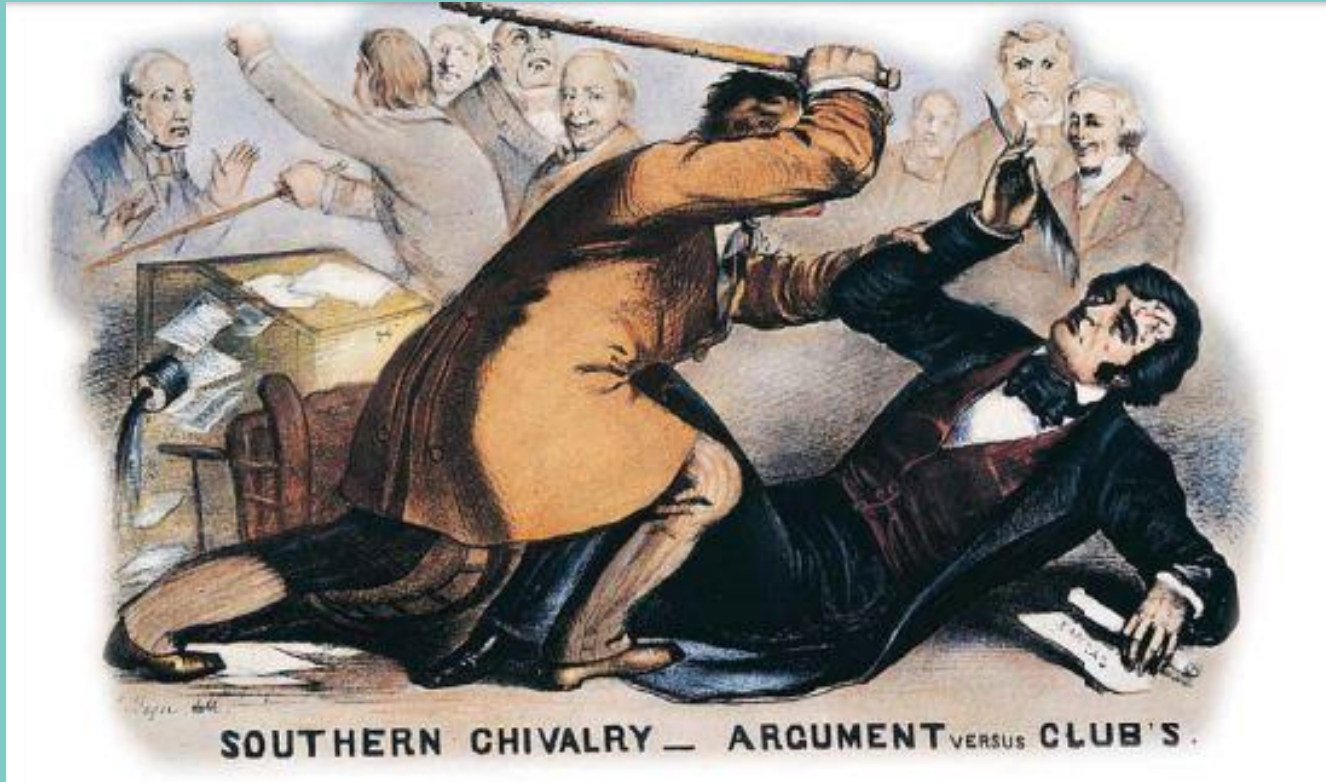
FUN FACT - CONNECTION TO TODAY

How the University of Kansas Jayhawks got their name.

Charles R. "Doc" Jennison was still in his early twenties when he reached Kansas Territory and settled at Osawatomie and then Mound City. According to one account, Jennison and a young Irish immigrant, Patrick Devlin, coauthored the new jayhawker identity and created the verb jayhawking, which came to mean "foraging off the enemy" or stealing property from the proslavery population on both sides of the border. Like Lane, Jennison's name became closely associated with the early history of jayhawking, and for many in Missouri he became Jennison, the jayhawker.

The 1890 University of Kansas football team was known as the "Jayhawkers," but later the university shortened its sports name to simply "Jayhawks." By the 1910s, the Jayhawk had become synonymous with a mythical bird; nonetheless, the historical connections are undeniable.

Reflection - Analyzing a Political Cartoon



Record your answers on your piece of paper.

Take a look at the illustration of Senator Preston Brooks from South Carolina attacking Senator Charles Sumner of Massachusetts. Whose side do you think the artist was on? Why?

How did this event and the increasing violence that came to be known as “Bleeding Kansas” foreshadow future conflict?