



Social Studies Virtual Learning

8th Grade American History

Lesson# 22

April 21, 2020



8th Grade American History

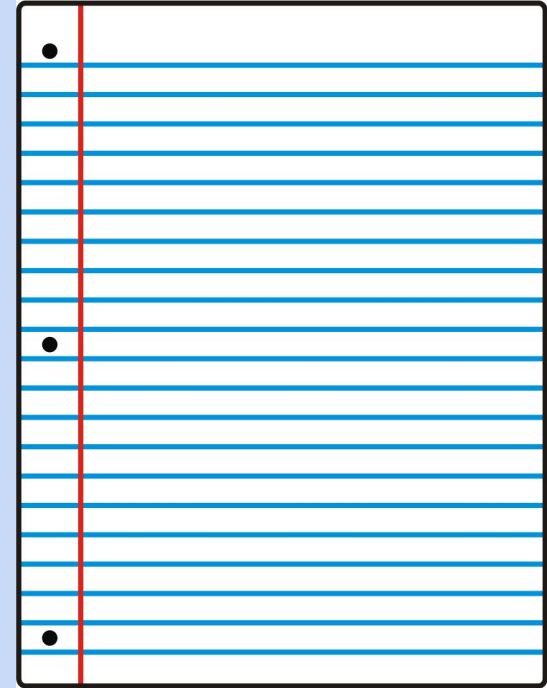
Lesson: April 21, 2020

Objective/Learning Target: I can examine the compromises which were used to try and avoid the Civil War - Compromise of 1850.

Make sure you have a piece of paper and a pencil available to complete this lesson

During this lesson you will be asked to complete the tasks below - make sure you record your thinking on a piece a paper so you can review it later.

- Warm up
- Lesson Activity
- Practice
- Reflection



Warm Up

One of the topics we have been discussing is **compromise**. You will really need a solid understanding of the word compromise for today's lesson.

Watch the following video, [Compromising](#), and study the picture on the right.

After you watch the video and study the picture write a short explanation for what it means for someone to compromise.



Warm Up

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What the teacher was thinking...

One possible way to explain compromise is when you offer to do some of what the other person wants and some of what you want to do. Another way could be to borrow pieces from both sides to complete the puzzle.

*The reason we are talking about the idea of compromising right now is because today's lesson will study the **Compromise of 1850** - the compromise was an attempt to resolve disputes over slavery in new territories added to the United States.*

Lesson Activity

Need to Know - The two ideas below are two major reasons the Civil War happened. **The Compromise of 1850** was created to deal with these issues.

Expansion - As the United States continued to expand westward, each new state added to the country shifted the power between the North and the South. Southern states began to fear they would lose so much power that they would lose all their rights. Each new state became a battleground between the two sides for power.

Slavery - At the heart of much of the South's issues was slavery. The South relied on slavery for labor to work the fields. Many people in the North believed that slavery was wrong and evil. They wanted slavery made illegal throughout the United States. This made the South fearful that their way of life would come to an end.

Thinking time...

From your point-of-view which of the two issues, Slavery or expansion was the more important issue?

Why did the south care so much about slavery? If people knew it was wrong why would they want to keep using slaves?

Lesson Activity

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Thinking time...

From your point-of-view which of the two issues, Slavery or expansion was the more important issue?

Why did the south care so much about slavery? If people knew it was wrong

What the teacher was thinking...

I think expansion was the more important issue. Not because slavery is not a important but because the expansion issue dealt with the expansion of slavery and I think they needed to stop the expansion of slavery first then stop slavery in the South.

Lesson Activity

The Compromise of 1850 was designed to give both sides, the North and the South, some of the things they wanted. The table on the right shows what each side got out of the compromise. Study the table and **answer the questions**.

In your opinion which side got the better deal. Who got more of what they wanted from the compromise?

Does this table deal more with the idea of *expansion* or the idea of *slavery*? Explain your thinking please.

***Hint** - if you are confused about which idea it is more connected to look back at the first *Lesson activity slide*.

North Gets:	South Gets:
California admitted as a free state.	No slavery restrictions in Utah or New Mexico territories.
Slave trade prohibited in Washington D.C.	Slaveholding permitted in Washington D.C.
Texas loses boundary dispute with New Mexico.	Texas gets \$10 million.
	Fugitive Slave Act.

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North Gets:	South Gets:
California admitted as a free state	No slavery restrictions in Utah or New Mexico territories
Slave trade prohibited in Washington D.C.	Slaveholding permitted in Washington D.C.
Texas loses boundary dispute with New Mexico - meaning they lost land.	Texas gets \$10 million

What the teacher was thinking...

In my opinion I think the North got the better deal. They got to admit California as a free state (getting more governmental power) and stopped the slave trade in Washington D.C. This Table might be more about slavery because almost everything either side got out of the compromise dealt with slavery.

Lesson Activity

Study this map. Think about what it shows us about the Compromise of 1850.

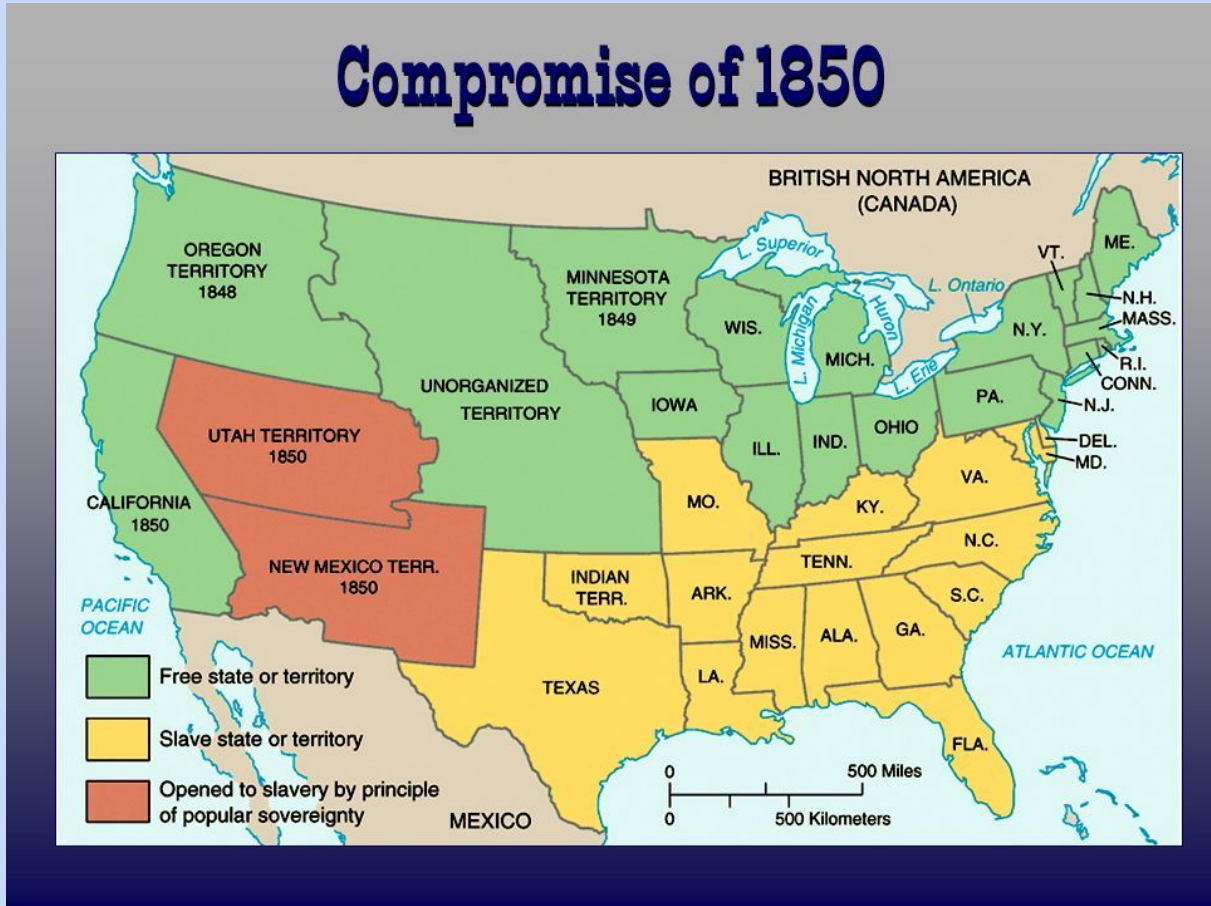
Create two “I notice statements...” about the map.

- 1.
- 2.

Example: *I notice that in the red territories people get to vote on slavery (popular sovereignty).*

Does this table deal more with the idea of *expansion* or the idea of *slavery*?

Explain your thinking please.



Lesson Activity

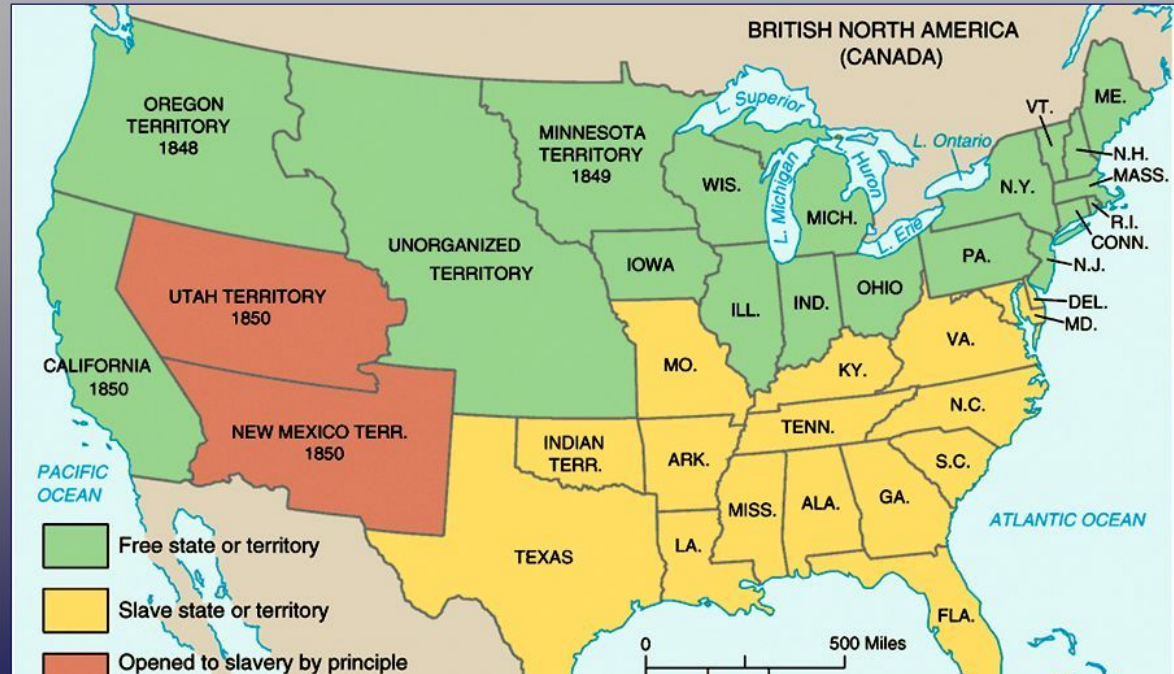
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Create two “I notice statements...” about the map.

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- 2.

Example: *I notice that in the red territories people get to vote on slavery (popular sovereignty)*

Compromise of 1850



What the teacher was teacher thinking...

I think this map deals more with the idea of expansion because it shows what happened in all the expanded territories, like which ones allowed slavery and which ones did not.

Lesson Activity

Compromise of 1850 summary:

Definition - A set of laws that defused a political confrontation between slave and free states on the status of territories. It attempted to give something to both sides.

- North gets California as a free state.
- South gets the **Fugitive Slave Act** - which required officials and ordinary citizens in all states and territories to assist with the return of enslaved people who had escaped to freedom.

*The table on the right explains more about each issue and how each side would view the issues.

The Compromise of 1850	
Legislative Item	Victory for?
• California admitted to the Union as free state	Clear victory for the North
• Popular sovereignty to determine slavery issue in Utah and New Mexico territories	Moderate victory for both sides
• Texas border dispute with New Mexico resolved • Texas receives \$10 million	Moderate Southern victories
• Slave trade, but not slavery itself, abolished in the District of Columbia	Moderate Northern victory
• Strong federal enforcement of new Fugitive Slave Act	Clear victory for the South

Practice

A major part of the Compromise of 1850 was the **Fugitive Slave Act**.

The act required people to return runaway slaves to their home state under the threat of fines or imprisonment.

Review question...

Why would the North consider the act a loss and the South consider the act victory?



Practice

Taking it a **little deeper...**

More Background information -

A new, stricter Fugitive Slave Law. Congress passed a strict fugitive slave law, which required officials in all states and territories to assist with the return of enslaved people who had escaped to freedom or pay a substantial fine. Ordinary citizens were also required to assist in recapturing escapees or face fines or imprisonment. There were no safeguards to prevent opportunists from claiming that any person of African descent, including free black citizens of the North, was an escapee.

Now imagine you are running for president in 1856...

You are part of a debate between presidential candidates - you are debating whether the the Fugitive Slave Act is a good law or a bad law.

Write a short speech and take one of the following points-of-view...

- The Fugitive Slave Act is good.
- The Fugitive Slave Act is bad.

Defend your point-of-view with two pieces of information that support what your position.

If you need more information to write your speech here are some extra resources.

[Sound Smart: The Fugitive Slave Act of 1850 | History](#)

[Fugitive Slave Acts | Definition & History](#)

Reflection

Thinking about what you now know about the Fugitive Slave Act read the story below and answer the question.

Imagine you lived in the state of Massachusetts and it is the fall of the year 1858. You are working on a small family farm trying to get your crop harvested for the coming winter. While working a young African-American man approaches you and ask if you have any work he could do for some food or a little money. He says he is new to the area and is trying to establish himself. You say yes and he helps you the rest of the day. Later that day as you and the man finish the daily work you discover he is a runaway slave from Virginia.

What do you do? Do you pay him and let him move on or do you report him to the authorities? Explain your decision.

Things to consider...

- According to the Fugitive Slave Act you are required to notify the local authorities and have him returned to Virginia. You could be fined or arrested if you don't.
- There is no right or wrong answer. When studying history you have to consider the time period and what it would have been to live back then and try not to base answers on modern ideas or feelings.