

Name: _____

Class: _____

Date: _____

Sectionalism and Slavery (Distance Learning Week 1)

Instructional Guide: In order to complete this instructional activity on sectionalism and slavery read the articles listed at the bottom of these directions. There is a short multiple-choice quiz to complete at the end of each article.

Student Instructions:

1. Read the content summary.
2. Read the provided articles and complete the story quiz for each article.
3. Answer the questions below on a separate piece of paper using complete sentences. If you're completing this digitally, you may use Microsoft Word and then submit either on Edmodo or email (depending on your teacher).
4. Everything is to be completed and **turned in by Friday, May 8th by 3:30pm.** (Either electronically or by dropping off the packets at school.)

Content Summary: (Important people, events, and vocabulary are in **bold**.)

The question of **slavery** was a pressing issue in the United States since the birth of the nation. For decades, lawmakers tried to make various **compromises** to keep the peace. But by the mid 1800s, the nation was largely divided. **Sectionalism** meant being loyal to a region or particular part of the nation, and not to the United States as a whole. The Northern **economy** was built on industry, manufacturing, shipping, and other business. In the South, the economy relied on planting and picking crops, which was done with **slave labor**. This meant that the North supported the interests of the North, while the South was interested in the interests of the South. Meanwhile, the nation continued to expand, with each new state forcing the question of if it would be a **free** or a **slave state**. **The Compromise of 1850** admitted California as a free state, created the New Mexico and Utah territories, expanded Texas to the Rio Grande River, and enforced **the Fugitive Slave Act** anywhere in the United States. The **federal** enforcement of the Fugitive Slave Act angered many people, who viewed it as a federal **endorsement** of slavery. California's entrance to the Union created an imbalance of free and slave states and heightened tensions between the interests of the North and South.

Questions: (Heading= Sectionalism and Slavery Questions)

1. In 3-5 sentences, describe the conditions of slavery, and how slaves resisted bondage.
2. In 3-5 sentences, what was the impact of Uncle Tom's Cabin on how slavery was perceived?
3. In a paragraph, why do you think compromise wasn't successful in addressing the sectional issues in the United States?

The articles included in this lesson are:

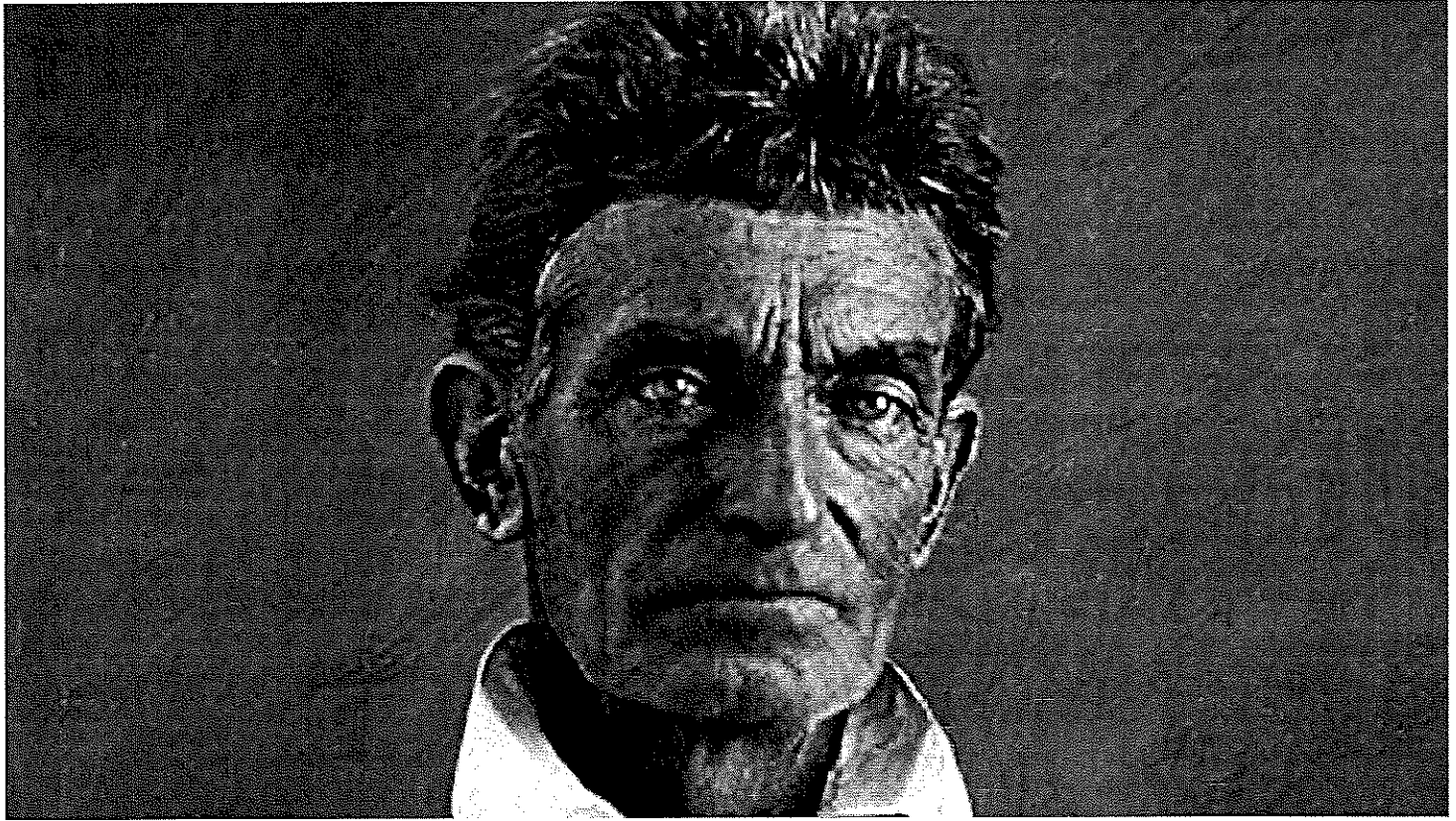
- Kansas-Nebraska Act: The Law that Ripped America in Two
- "Uncle Tom's Cabin" and the matter of its influence
- The Abolitionists: John Brown
- Before sanctuary cities, how black Americans protected fugitive slaves
- Primary Sources: "Memories of Childhood's Slavery Days"

The Abolitionists: John Brown

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 08.22.16

Word Count 644

Level 870L



An 1856 daguerreotype of John Brown. BELOW: Harper's Weekly illustration of U.S. Marines attacking John Brown's "Fort." Boston Athenaeum

Synopsis: John Brown was born on May 9, 1800, in Torrington, Connecticut. His family practiced Calvinism, a type of Christianity that says God decides everything that happens. He had many children. Brown did not have much money during his life. He was a fierce abolitionist, or someone who works to end slavery, which is the practice of owning another person. He worked with the Underground Railroad and the League of Gileadites, among other efforts to free slaves. He believed in using physical means to end slavery. Brown wanted to start a slave revolt and eventually led an unsuccessful attack on the Harpers Ferry federal armory, where the government stored weapons. Brown went to trial and was executed on December 2, 1859.

Early Life

John Brown was born on May 9, 1800, in Torrington, Connecticut, to Ruth Mills and Owen Brown. Owen Brown was a tanner, or someone who makes leather. He was a Calvinist and strongly believed that slavery was wrong. As a 12-year-old boy traveling through Michigan, John Brown witnessed an enslaved African-American boy being beaten. It haunted him for years and made him want to free slaves.

Brown first studied to work in the church, but he instead decided to work as a tanner, like his father. Brown married Dianthe Lusk in 1820. The couple had several children before her death in the early 1830s. He remarried in 1833, and he and wife Mary Ann Day had many more children.

Strong Abolitionist

Brown worked many different jobs and moved around a lot from the 1820s to 1850s. During this time he did not have much money. Brown took part in the Underground Railroad. This was a secret network of routes that abolitionists used to help slaves escape to the North, where they could be free. He also gave land to free African-Americans. He eventually established the League of Gileadites, a group that protected black citizens from slave hunters.

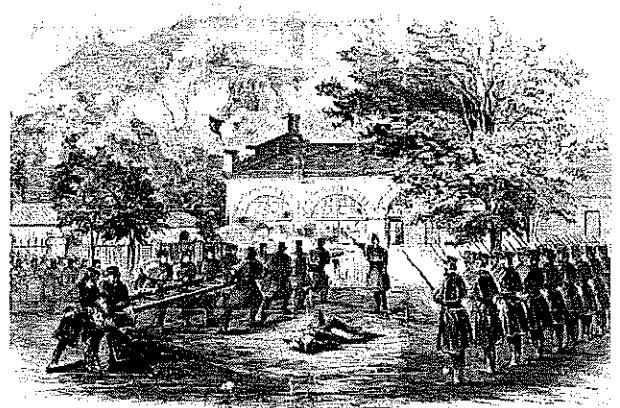
Brown met with famous speaker and abolitionist Frederick Douglass in 1847 in Springfield, Massachusetts. In 1849, Brown moved to the black community of North Elba, New York. This community was created on land that was donated by a generous man named Gerrit Smith.

In 1855, Brown moved to Kansas, where five of his sons also lived. When the Kansas-Nebraska Act of 1854 was passed, people fought over whether the territory would be a free or slave state. Brown believed in using physical means to end slavery and became involved in the fight. In 1856, he and several of his men killed five pro-slavery settlers in an attack at Pottawatomie Creek.

Harpers Ferry Attack

In 1858, Brown freed a group of enslaved people from Missouri. He guided them to freedom in Canada. Brown had plans to form a free black community in the mountains of Maryland and Virginia.

On the evening of October 16, 1859, Brown led a group of 21 men on an attack of the federal armory of Harpers Ferry, where the government stored guns and weapons. It was located in what is now West Virginia. The plan was to start a slave uprising. They held dozens of men hostage. Brown's forces held out for two days. They were eventually defeated by military forces led by Robert E. Lee. Many of Brown's men were killed, including two of his sons. Brown was captured. His case went to trial quickly, and on November 2 he was sentenced to death.



Brown gave a speech to the court before his sentencing. He said his actions were right and approved by God. People debated over how Brown should be viewed. This deepened the divide between North and South and greatly affected the direction of the country before the Civil War. Several of his friends told the courts that Brown had mental problems that caused his actions. Brown was executed on December 2, 1859.

Quiz

- 1 According to the article, how did John Brown hope his attack on Harpers Ferry would help his cause?
 - (A) It would put him in charge of the military.
 - (B) It would inspire a slave uprising.
 - (C) It would help slaves escape Harpers Ferry.
 - (D) It would lead to the defeat of Robert E. Lee.

- 2 What effect did witnessing an enslaved boy being beaten have on John Brown?
 - (A) It motivated him to actively fight against slavery using any means.
 - (B) It scared him so much at first that he decided to work in a church to avoid the fight against slavery.
 - (C) It inspired him to write a book about slavery to share what he saw with others.
 - (D) It angered him but left him feeling powerless to help.

- 3 What is the connection between the article's first paragraph in the section "Early Life" and the final paragraph in the section "Harper's Ferry Attack"?
 - (A) The first paragraph describes John Brown's birth and childhood, and the last paragraph describes the events leading up to his death.
 - (B) The first paragraph describes John Brown's parents and their views, and the last paragraph describes his own sons and their actions.
 - (C) The first paragraph explains how John Smith's anti-slavery beliefs began, and the last paragraph explains how these strong beliefs affected others.
 - (D) The first paragraph explains how John Brown came to be an abolitionist, and the last paragraph details how his views changed before his execution.

- 4 Fill in the blank in the sentence below.

Overall, the article is organized around. . . .

 - (A) stories about John Brown's mistakes.
 - (B) the significant events in John Brown's life.
 - (C) details about John Brown's family members and their impact on him.
 - (D) historical data about slavery in Kansas.

"Uncle Tom's Cabin" has been a novel of great influence

By Hollis Robbins, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 12.13.17

Word Count 675

Level 840L



Portrait of Harriet Beecher Stowe, the author of "Uncle Tom's Cabin." Portrait by Francis Holl in 1853.

Uncle Tom's Cabin was an anti-slavery book that had a huge effect. African-American poet Langston Hughes said no other book of its time had caused so many arguments.

Hughes did not think Uncle Tom's Cabin was written well. Another writer named George Orwell called it "the best bad book of the age." So why has the book been called an earthquake that shook up the country? How and why has it been so famous?

"Uncle Tom's Cabin, or Life among the Lowly" was written by Harriet Beecher Stowe in 1852. It is a dramatic 1800s story of cruelty, suffering, religion and miraculous reunions. The slave Uncle Tom is sold away from his cabin and family in Kentucky. He ends up at the Legree plantation in Louisiana. He is whipped to death rather than betray two runaway slaves. Meanwhile, some slaves escape and find long-lost relatives, while others are killed. There are many tears.

People Loved The Book And Hated It

On May 8, 1851, the first part of the novel appeared in an anti-slavery newspaper in Washington, D.C. The story immediately drew extreme criticism, as well as praise. Southern novelist William Gilmore Simms called it a mishmash of bad research and lies. British author Charles Dickens thought Stowe had based a character on one of his own. In the 1900s, African-American author James Baldwin complained that Uncle Tom had no power. On the other hand, many loved the book.

Most people agree that the time was right for an anti-slavery story. "Uncle Tom's Cabin" came out a year after the Fugitive Slave Act of 1850. This law said that runaway slaves had to be returned to their owners, even in the North. The American people may have been ready for the right story to come along. But why was this book the "right" story?

Sales Soared, But Not In The South

Newspaper and book sales showed how popular "Uncle Tom's Cabin" was. In 1852, the book sold 5,000 copies in two days. More than 100,000 copies were sold by the end of the summer, and 300,000 by March 1853. Millions of copies have been sold around the world. It can be read in nearly every language.

Many important people talked about the book or took action because of it. President Abraham Lincoln met Stowe in 1862 after the U.S. Civil War began. The war was fought between the Northern and Southern states over slavery. He supposedly said to her: "So you're the little woman who wrote the book that started this Great War."

Many others saw "Uncle Tom's Cabin" as revolutionary, and in the South, it was outlawed. Frederick Douglass, the African-American abolitionist, wrote that "Uncle Tom's Cabin" was the perfect book for its time. "Its effect was amazing, instantaneous, and universal," he said. Yet in the 1900s, black leader Malcolm X suggested that the book was not strong enough.

Book's Characters Remain Powerful

"Uncle Tom's Cabin" is a novel that matters. People still argue about it. Stowe intended Uncle Tom to be seen as someone like Jesus Christ, who dies for other people. But he has actually become known as an example of an obedient servant. Many readers today wish that Uncle Tom would stop praying and serving and take action against slavery.

Even though it might not be fair, "Uncle Tom" is now an insult to a black man who is seen as serving whites in some way. Martin Luther King Jr., President Barack Obama and Supreme Court Justice Clarence Thomas have all been called "Uncle Toms." Some people thought they were not forceful enough or were not doing things that helped black people.

Many people have not actually read "Uncle Tom's Cabin." Those who have, know how powerful its characters are. "Uncle Tom's Cabin" still matters. It is important because of its history and because it is a passionate work of fiction.

Hollis Robbins is the co-editor with Henry Louis Gates Jr. of "The Annotated Uncle Tom's Cabin." She is a professor at Johns Hopkins University in Baltimore, Maryland.

Quiz

1 Which of the following are two MAIN ideas of the article?

1. *"Uncle Tom's Cabin" takes place on a plantation in Louisiana.*
2. *"Uncle Tom's Cabin" caused people to talk about slavery.*
3. *"Uncle Tom's Cabin" has affected readers in different ways over time.*
4. *"Uncle Tom's Cabin" has been translated into many languages.*

- (A) 1 and 2
(B) 1 and 4
(C) 2 and 3
(D) 3 and 4

2 Read the sentences summarizing the MAIN ideas of the article.

Harriet Beecher Stowe's anti-slavery novel, "Uncle Tom's Cabin," became instantly popular in the years before the Civil War. Many people discussed the book and its characters.

Which answer choice would BEST complete the summary?

- (A) The events of the book were sad and caused everyone to cry.
(B) The book was criticized and praised by different people who read it.
(C) The characters of the book have been admired ever since it was published.
(D) The book became famous because it was published in a newspaper.

3 Read the sentence from the introduction [paragraphs 1-3].

So why has the book been called an earthquake that shook up the country?

HOW would the author MOST LIKELY answer this question?

- (A) by stating that the book powerfully argued against slavery at the right time
(B) by stating that the book solved arguments people had been having
(C) by stating that the book made President Lincoln decide to declare war
(D) by stating that the book included religious ideas and values

4 Read the section "Book's Characters Remain Powerful."

Based on this section, which of the following BEST summarizes the author's view of the book?

- (A) The book matters because the character of Uncle Tom has become a hero to so many people.
(B) The book matters not only because of political history, but because it has beautifully written characters.
(C) The book matters for political reasons, but now it is clear that the characters, like Uncle Tom, are all poorly written.
(D) The book matters because even though Uncle Tom is a weak character, the rest of the characters are strong.

... ..

Before sanctuary cities, how black Americans protected fugitive slaves

By Barbara Krauthamer, *The Conversation*, adapted by Newsela staff on 02.15.18

Word Count 728

Level 860L

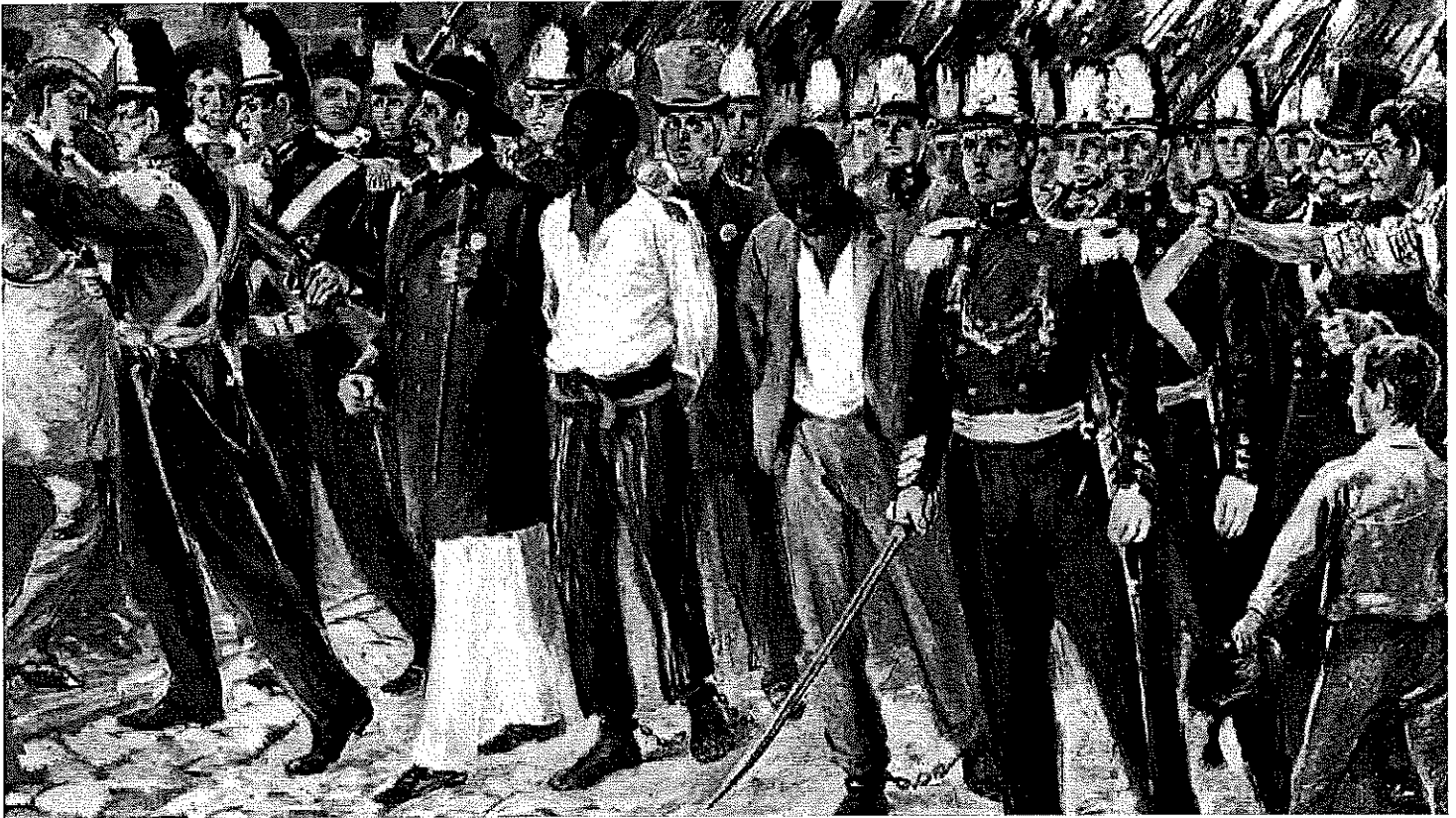


Image 1. Thomas Sims and Anthony Burns, shown here, were two men who had escaped slavery and moved to Boston, Massachusetts. Under the Fugitive Slave Law of 1850, they were captured and brought back into slavery in the South. Many people in Boston tried to resist the law. Some were eventually able to buy Burns' freedom. Image from the New York Public Library

A sanctuary city protects immigrants who come to the United States without permission. Immigrants are people who move from one country to another. President Donald Trump wants to send these people back to their home countries. He also wants to punish mayors of cities and towns who protect them. But towns and cities are working to protect these immigrants who illegally crossed the U.S. border.

This is not the first time that local communities have acted against the U.S. government. I have studied the history of African-American communities. I am especially interested in how they offered sanctuary, or protection, to escaped slaves.

The Fugitive Slave Law

I have studied the history of the Fugitive Slave Law of 1850. At the time, some U.S. states allowed slavery while others did not. Any runaway slaves had to be taken back to their masters, even if they

A black and white illustration depicting a scene of conflict or punishment in a rural setting. Three men are present. One man, dressed in a light-colored tunic and trousers, is kneeling on the ground, his head bowed. He appears to be the subject of the action. Two other men stand over him. The man on the left, wearing a dark tunic and trousers, is in a dynamic pose, possibly having just thrown or about to throw something. The man on the right, wearing a light-colored tunic and trousers, stands with his right arm raised in a gesture of triumph or command, and his left hand resting on the shoulder of the kneeling man. He holds a long, thin staff or stick in his right hand. The background shows a field with some vegetation and a fence line in the distance. The overall style is that of a woodcut or engraving.

ads in newspapers for the return of their
rack and capture the runaways.

[illegible]

running away. Harriet Tubman, Frederick Douglass. After they freed themselves, they fought for every.

to reach Canada. They thought they could
ways from Maryland to Canada, where
a. Douglass had escaped from slavery in
ed to the U.S. in 1847 after his English

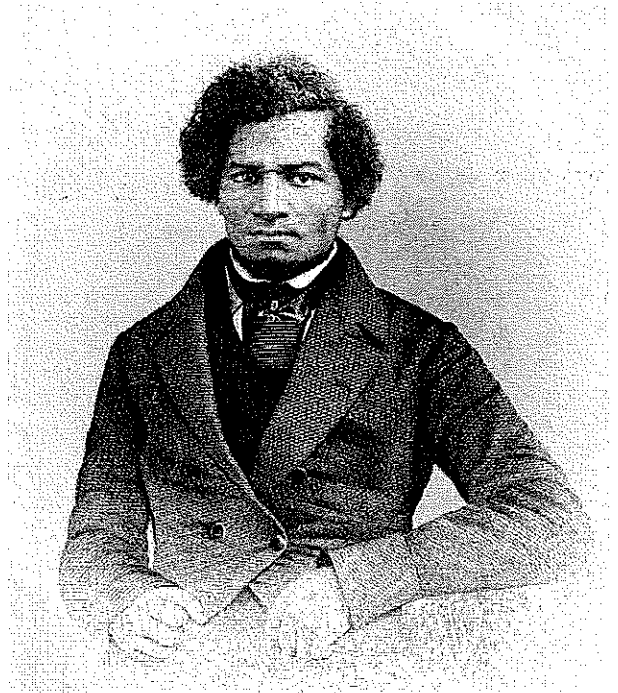
y even more determined to end slavery.

police. When the Fugitive Slave Law was passed in September 1850, hundreds of black and white abolitionists and other enemies of slavery spoke out against the law. Douglass.

Douglass said that enslaved people should free themselves. They should escape from their owners whenever they could. He called on free people and slaves to stand against any law that protected slavery.

African-American history is American history. The lives, words and actions of black people, and their fight to end slavery, all tell the story of freedom and citizenship in the U.S.

Barbara Krauthamer is a professor of history at the University of Massachusetts Amherst.



Quiz

- 1 Read the article's introduction [paragraphs 1-2] and the final section, "Fighting For Freedom."

What is the connection between these two sections?

- (A) Both sections highlight the problems communities face when they protest against the U.S. government.
- (B) Both sections highlight the reasons why the government wants to find people and send them back to another place.
- (C) The introduction describes how local communities are currently acting against the government to protect people, and the final section explains how feelings about immigrants have changed over time.
- (D) The introduction outlines how local communities are currently acting against the government to protect people, and the final section summarizes an example of this in the past.

- 2 Read the section "Escaping Bondage."

What is the BEST way to describe the structure of this section?

- (A) chronology (events in order from first to last)
- (B) compare and contrast (comparing two things)
- (C) a summary followed by a specific example
- (D) an event followed by opinions about the event

- 3 Read the partial summary of the article below.

Local communities are acting as sanctuaries to protect some immigrants, and they may face punishment from the government. The author believes that there is a connection between this situation and the way individuals and communities resisted the government's Fugitive Slave Law by helping runaway slaves. The law allowed slave owners to capture runaway slaves in free states without allowing the people captured to defend themselves in court, and it punished anyone who helped slaves. After the Fugitive Slave Law was passed, many important black activists, including several who had run away from slavery, protested the law and encouraged others, black and white, to resist slavery and the laws, like the Fugitive Slave Law, that protected it.

Which answer choice would BEST complete the summary?

- (A) Some slaveholders tried very hard to get their slaves back. They even took out ads in newspapers and hired men to track and capture the slaves.
- (B) Some anti-slavery activists used newspapers to try to warn people about slave catchers from the South. Once, they warned William and Ellen Craft that slave catchers were looking for them.
- (C) The resistance to the Fugitive Slave Law is an important part of American history that can help us understand how people think about freedom, citizenship and resistance today.
- (D) The resistance to the Fugitive Slave Law should be studied by all people who want to know more about Harriet Tubman, Frederick Douglass and Harriet Jacobs.

The Liberator was an anti-slavery newspaper in Boston. In 1850, it announced that two slave catchers had come from Georgia. Their goal was to capture two runaway slaves named William and Ellen Craft and take them back to their owners. Boston's black community got together to protect the Crafts and stand up to the Fugitive Slave Law.

HOW does this paragraph MOST support a MAIN idea of the article?

- (A) by showing how the community fought to protect runaway slaves
- (B) by showing that newspapers were helpful in announcing slave catchers
- (C) by explaining why William and Ellen Craft had run away to Boston
- (D) by explaining that many slave catchers came from the state of Georgia

Level 790L



Editor's Note: This text is from Annie L. Burton's autobiography, "Memories of Childhood's Slavery Days. Burton was born into slavery on a plantation in Alabama in 1858. She was freed by the Union army during the Civil War. In the book, she talks about her childhood as a slave and her journey to freedom.

My mistress told me that my father owned a plantation about two miles from ours. He was a white man, born in England. He died in Lewisville, Alabama, in 1875. I only saw him a few times.

My mother and my mistress were children together and grew up together. My mother was the cook in my mistress's household. One morning, my mother and my mistress got into an argument. She had my mother whipped for the first time in her life. After that, my mother refused to do any more work and ran away from the plantation. For three years, we did not see her again.

"Slaves Grew Cotton ... Sugar Cane"

The plantation had several thousand acres with large fields and forests. Slaves grew cotton, corn, sweet potatoes, sugar cane, wheat and rye. It was near Clayton, Alabama.

One day my master heard that the Yankees were coming and tried to hide his goods and valuables. One of the slave children saw the Yankees and warned us. The master fled to the woods and remained hidden there for five days. The slaves had run away whenever they got a chance, but now it was master's and the other white folks' turn to run.

"An Order To Free All Slaves"

One morning in April 1865, my master got big news. He heard that the Emancipation Proclamation, an order to free all slaves, had been signed by President Abraham Lincoln. Mistress did not want to tell the slaves about their freedom. But master said he would tell them, because they would soon find it out anyway. Mistress said she would keep my mother's three children because my mother had now been gone so long.

All the slaves left the plantation upon the news of their freedom, except the old and sick. They had to work gathering the crops from the field. There were no slaves to cook and wash clothes, so my mistress and her daughters had to do it. My brother, Henry, and I collected firewood. My sister, Caroline, was 12 years old and helped in the kitchen.

One day, mistress sent me outside to churn butter. I fell asleep under a tree and the churn fell on top of me, and I got a whipping for it.

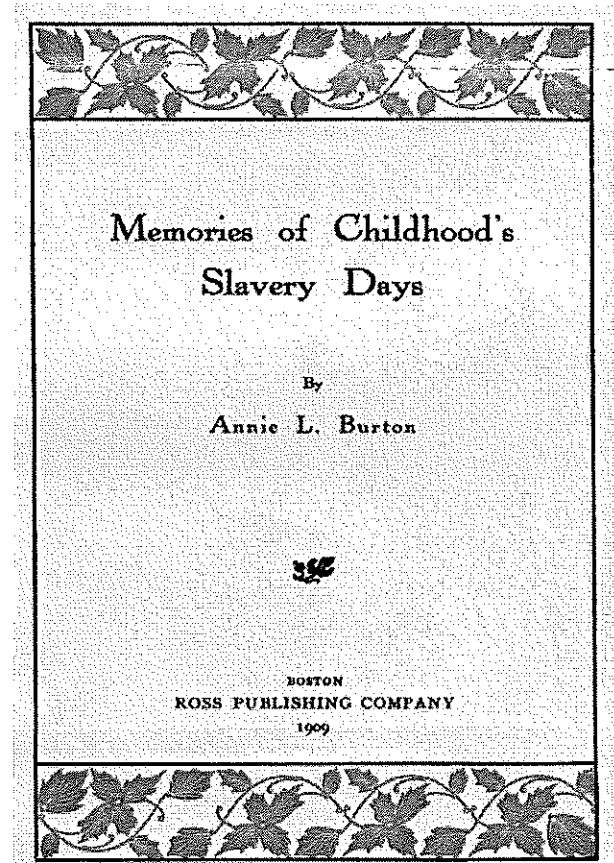
"My Mother Came For Us"

My mother came for us at the end of 1865 and demanded her children back. The mistress refused and threatened to set the dogs on my mother if she did not go away. My mother left, but came back around supper time. She had us squeeze through a gap in the fence to make our escape. Then, my mother took Henry in her arms, and my sister carried me on her back. We climbed fences and crossed fields, and after several hours came to a little hut. We had just made a little fire when master's two sons rode up and demanded that the children be returned. My mother refused and threatened to go to the Yankees. The young men left, and troubled us no more.

The cabin was now our home. It was made of logs and had one door, and the only window was an opening in the wall. The door was fastened with a latch, and our beds were made of straw.

"My Mother Did Washing By The Day"

A man hired my mother as a cook. We children used to sell blueberries and plums that we picked. Later, my mother did washing by the day, for whatever she could get. Brother Henry and I were



sent to pick cotton and had to go to the cotton field very early every morning. For this work, we received 40 cents for every 100 pounds of cotton we picked.

In 1866, we moved into Clayton, Alabama. A rich lady came to our house one day and hired me to take care of her little daughter. I was about 8 years old. The lady was a music teacher, and I called her Mis' Mary.

"Mis' Mary ... Taught Me To Write"

Some rich people in Clayton who had owned slaves began teaching black people. I went to Sunday school, and soon was able to read nicely. Mis' Mary helped me along with my studies, and taught me to write. As I grew older, she taught me to cook and how to do housework. During this time Mis' Mary had given my mother \$1 a month for me to work. Now as I grew up, Mis' Mary began to pay me \$4 a month, and gave me a place to sleep, and my food and clothes.

Mis' Mary told me that not all white folks would treat me so well, but I must not feel bad about it. I should do what I was hired to do. If I wasn't satisfied, I was free to go somewhere else.

Quiz

1 What was the purpose of the Emancipation Proclamation?

- (A) to end the Civil War
- (B) to declare the end of slavery
- (C) to warn of a Yankee invasion
- (D) to reunite families after the war

2 Read the following paragraph from the section "Slaves Grew Cotton ... Sugar Cane."

One day my master heard that the Yankees were coming and tried to hide his goods and valuables. One of the slave children saw the Yankees and warned us. The master fled to the woods and remained hidden there for five days. The slaves had run away whenever they got a chance, but now it was master's and the other white folks' turn to run.

Which answer choice is an accurate explanation of what this paragraph means?

- (A) The master was very rich and did not want to lose all of his goods and valuables to the Yankees.
- (B) The slave children liked to tell the master that the Yankees were near because they knew he would hide.
- (C) The master was afraid of the Yankees and hid in the woods when he heard they were coming.
- (D) The slave children often looked for Yankees because they hoped the Yankees would help the slaves.

3 Why didn't the mistress want to tell her slaves that they were now free?

- (A) She was worried that they would rise up against her and her husband.
- (B) She grew up with them and didn't want them to leave.
- (C) She did not know how to do any of the work on the plantation.
- (D) She knew the plantation would suffer without their labor.

4 Read the following paragraph from the section "An Order To Free All Slaves."

All the slaves left the plantation upon the news of their freedom, except the old and sick. They had to work gathering the crops from the field. There were no slaves to cook and wash clothes, so my mistress and her daughters had to do it. My brother, Henry, and I collected firewood. My sister, Caroline, was 12 years old and helped in the kitchen.

What conclusion can the reader make based on this paragraph?

- (A) The mistress and her daughters treated Annie and her brother and sister very well after all the other slaves left the plantation.
- (B) The slaves who had children stayed on the plantation even though slaves knew they had gained their freedom.
- (C) Annie and her brother and sister were happy to stay on the plantation after President Lincoln said they were free.
- (D) Some slaves were unable to leave the plantation even though President Lincoln had ordered all of them to be freed.

5 What does this passage show about how slaves felt about receiving their freedom?

- (A) They were nervous to leave the plantations and go find new jobs.
- (B) They were worried about what would happen to their owners after they left.
- (C) They wanted freedom more than money or comfort.
- (D) They hoped their masters would be punished by the Yankees.

6 Read the first section, "My Father Owned A Plantation," and final section, "Mis' Mary ... Taught Me To Write."

What is one connection between these two sections?

- (A) The first section explains what caused Annie's mother to run away. The final section describes how Annie was affected by her mother running away.
- (B) The first section explains that Annie and her family lived on a plantation. The final section describes how living on a plantation affected her family.
- (C) The first section explains how Annie's mother was treated poorly by a white person. The final section describes how Annie was treated well by a white person.
- (D) The first section explains why Annie lived without her mother for several years. The final section describes how Mis' Mary took care of Annie when her mother was gone.

7 What does the fact that the mistress kept Annie and her siblings for so long after the war ended demonstrate?

- (A) The new laws were not always followed.
- (B) Former slaveowners began paying their slaves.
- (C) Annie and her siblings cared about the mistress.
- (D) Some slaves wanted to stay with their masters.

8 Read the following paragraphs from the book selection.

One day, mistress sent me outside to churn butter. I fell asleep under a tree and the churn fell on top of me, and I got a whipping for it.

The cabin was now our home. It was made of logs and had one door, and the only window was an opening in the wall. The door was fastened with a latch, and our beds were made of straw.

Which answer choice describes the structure of the two paragraphs?

- (A) Cause and effect is the structure of the first paragraph. Description is the structure of the second paragraph.
- (B) Problem and solution is the structure of the first paragraph. Cause and effect is the structure of the second paragraph.
- (C) Cause and effect is the structure of the first paragraph. Comparison is the structure of the second paragraph.
- (D) Description is the structure of the first paragraph. Comparison is the structure of the second paragraph.

Sectionalism and Slavery

Name: _____

Class: _____ Date: _____

Instructional Guide: In order to complete this instructional activity on **sectionalism and slavery** you may utilize the articles listed below and/or use available external resources.

Student Instructions:

1. Read the content summary.
2. Read the provided articles highlighting key information.
3. Answer the questions below on a separate piece of paper using complete sentences.
4. If prompted by the teacher, complete the extension activity.

Time: 2-4 days

Intended Grades: 6-12

Content Summary:

The question of slavery was a pressing issue in the United States since the birth of the nation. For decades, lawmakers tried to make various compromises to keep the peace. But by the mid 1800s, the nation was largely divided. Sectionalism meant being loyal to a region or particular part of the nation, and not to the United States as a whole. The Northern economy was built on industry, manufacturing, shipping, and other business. In the South, the economy relied on planting and picking crops, which was done with slave labor. This meant that the North supported the interests of the North, while the South was interested in the interests of the South. Meanwhile, the nation continued to expand, with each new state forcing the question of if it would be a free or a slave state. The Compromise of 1850 admitted California as a free state, created the New Mexico and Utah territories, expanded Texas to the Rio Grande River, and enforced the Fugitive Slave Act anywhere in the United States. The federal enforcement of the Fugitive Slave Act angered many people, who viewed it as a federal endorsement of slavery. California's entrance to the Union created an imbalance of free and slave states and heightened tensions between the interests of the North and South.

Questions:

1. In 3-5 sentences, describe the conditions of slavery and how slaves resisted bondage.
2. In 3-5 sentences, explain the factors that contributed to the growing abolitionist movement during the antebellum period.
3. In 3-5 sentences, what was the impact of Uncle Tom's Cabin on how slavery was perceived?
4. In a paragraph, why do you think compromise wasn't successful in addressing the sectional issues in the United States?

Extension Activity (Optional):

Cause and Effect: Create a cause and effect chart analyzing the causes that led to increased sectionalism and the effects of these changes on the nation.

The articles included in this lesson are:

- Kansas-Nebraska Act: The Law that Ripped America in Two
- "Uncle Tom's Cabin" and the matter of its influence
- The Abolitionists: John Brown
- Before sanctuary cities, how black Americans protected fugitive slaves
- Primary Sources: "Memories of Childhood's Slavery Days"

Kansas-Nebraska Act: The Law that Ripped America in Two

By Smithsonian.com, adapted by Newsela staff on 05.12.17

Word Count 837

Level 830L



A painting of John Brown and the anti-slavery movement in Kansas. Attacks on pro-slavery residents were led by Brown in Lawrence, Kansas. Photo from Wikimedia

On May 24, 1856, John Brown rode into the Pottawatomie Valley in the new Western territory of Kansas. Brown hated slavery, and did not want to see it spread.

In many parts of the United States, African Americans were kept as slaves for their entire lives. They were owned like cattle and forced to work for free. The people of Kansas were preparing to vote on whether slavery would be allowed in their state or not.

Brown wanted to send a message to his pro-slavery neighbors, to convince them that they should not support slavery. An hour before midnight, Brown and seven followers came to the cabin of James Doyle. They quickly killed Doyle and two of his sons. Then, they moved on and killed two more slavery supporters.

Slavery argument gets worse

REYNOLDS'S
POLITICAL MAP OF THE UNITED STATES.

THE COMPENSATIVE AREA OF THE FREE AND SLAVE STATES,
 AND THE FARMING AND MINING INTERESTS OF THE SOUTH OF THE APPROPRIATE STATES,
 AND THE INTERESTS OF THE FREE AND SLAVE STATES.

NEW YORK: PUBLISHED BY J. H. REYNOLDS, 15 N. 3RD ST. N.Y. 1860.

Copyright, 1860, by J. H. Reynolds.

ssouri Compromise, since slavery was still
and the Kansas-Nebraska Act. As a senator,
For him, fights over whether slavery
way of that goal.

Early in 1854, Douglas asked Congress
Many Southern congressmen were strongly
Since Kansas was north of the Missouri
Southern congressmen were willing to

order to get the Kansas-Nebraska Act
of the Missouri Compromise. The repeal
of the Missouri Compromise was the
Kansas Act passed. It was now up to the
The question had to be put to a vote.
The Kansas. They were sent to make sure the
territories to be free of slavery were called Free-

[illegible]

Pro-slavery Missourians quickly fought back. Thousands of Missourians crossed the border into Kansas in March 1855. Once there, they set up their own pro-slavery government, and the anti-slavery Free-Soilers did the same.

Kansas chooses new laws

When it finally came time to vote, Kansans were given a choice between two constitutions, or sets of laws. One constitution allowed slavery, while the other did not.

However, the constitution that outlawed slavery had some exceptions. It allowed slaveholders who were already in the territory to keep their slaves, and also the children and grandchildren of those slaves.

Free-Soilers were furious. They said the vote was not really to decide whether there would be slavery or no slavery. Instead, it was a choice between some slavery or more of it.

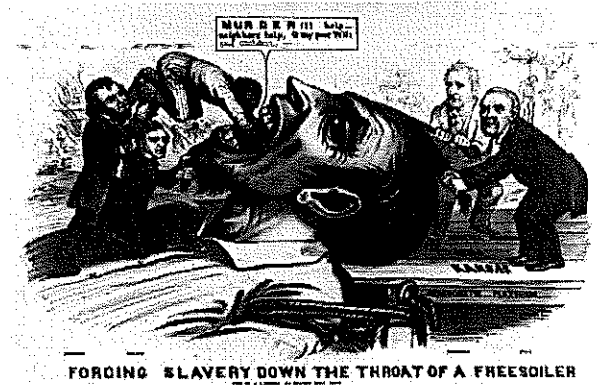
Congress rejects Kansas vote

The Free-Soilers refused to take part in the vote. Without them, Kansas voted to allow slavery.

The vote had not been fair, and was not accepted by Congress. Eventually, the settlers who were against slavery outnumbered those for it. On January 29, 1861, Kansas was admitted to the Union as a free state.

The Kansas-Nebraska Act was supposed to help end the fight over slavery. Instead, it only made that fight worse.

Just a few months after Kansas became a state, the North and South declared war on each other over the question of slavery. The Civil War began and the nation was torn in two.



Quiz

- 1 What is the perspective of Senator Stephen A. Douglas in the article?
- (A) The Kansas-Nebraska Act was not as helpful to the West as the Missouri Compromise had been.
 - (B) The Kansas-Nebraska Act was exactly the same law as the Missouri Compromise had been.
 - (C) The Kansas-Nebraska Act would allow westward expansion without arguing over slavery.
 - (D) The Kansas-Nebraska Act would stop slavery from spreading with westward expansion.
- 2 What was the MAIN difference between the points of view of the Free-Soilers and the Missourians who settled in Kansas?
- (A) Free-Soilers felt that the Kansas-Nebraska Act had been created unfairly; Missourians believed that Congress had been right to pass the law.
 - (B) Free-Soilers wanted to settle in Kansas in order to vote against slavery; Missourians moved to Kansas in order to vote for a pro-slavery government.
 - (C) Free-Soilers felt that it was important to vote on the issue of slavery in Kansas; Missourians were not concerned about what the vote would decide.
 - (D) Free-Soilers wanted to vote about whether to have slavery in Kansas; Missourians thought that the laws being voted on were unfair to Southerners.
- 3 Which two of the following are MAIN ideas of the article?
- 1. *The Kansas-Nebraska Act led John Brown to kill slavery supporters in Kansas.*
 - 2. *The Kansas-Nebraska Act allowed new states to decide whether to allow slavery.*
 - 3. *The Kansas-Nebraska Act changed the law put in place by the Missouri Compromise.*
 - 4. *The Kansas-Nebraska Act caused greater conflict between pro- and anti-slavery supporters.*
- (A) 1 and 3
 - (B) 1 and 4
 - (C) 2 and 3
 - (D) 2 and 4
- 4 Which sentence from the article would be MOST important to include in a summary?
- (A) However, the Kansas-Nebraska Act also eliminated a law from 1820.
 - (B) Those who wanted new territories to be free of slavery were called Free-Soilers.
 - (C) However, the constitution that outlawed slavery had some exceptions.
 - (D) The Kansas-Nebraska Act was supposed to help end the fight over slavery.