



Imagine that you have an older brother with whom you must share a television set. Your brother loves to watch professional wrestling, but you hate it. Furthermore, wrestling is on at the same time as your favorite show. Which of the following options do you believe is the best solution to your problem? Explain your choice.

- a. Give in to your brother and let him watch the wrestling because he is older and should have more privileges.
- b. Challenge him to a fight, and whoever wins has the right to watch what he or she wants.
- c. Ask your brother to meet with you and discuss ways you can share the television equally.

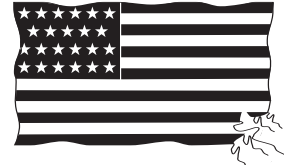


READING NOTES 21

Read Sections 21.2 through 21.9 in *History Alive! The United States Through Industrialism*. As you read each even-numbered section, complete the information in Part 1. Discuss the issue with your group. After your group reaches a compromise, complete Part 2. Then read the next section of your book to find out what actually happened and record notes in Part 3.

21.2 Confronting the Issue of Slavery

When Missouri applied for statehood, Congress had to confront the problem of the spread of slavery into the territories.



Part 1

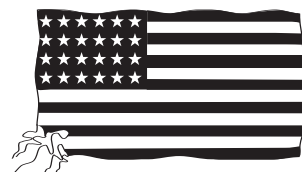
Issue 1: Missouri applied for statehood as a slave state.	
Northerners favored/opposed (circle one) this because	Southerners favored/opposed (circle one) this because
Issue 2: The Tallmadge Amendment proposed that Missouri be admitted as a free state.	
Northerners favored/opposed (circle one) this because	Southerners favored/opposed (circle one) this because

Part 2

Given these two issues, create a compromise that satisfies northerners and southerners.

Part 3

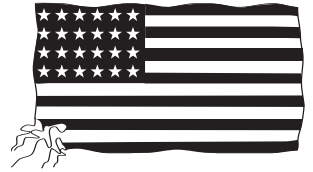
Read Section 21.3. What actually happened?
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21.4 The Missouri Compromise Unravels

The issue of slavery continued to divide the nation.



Part 1

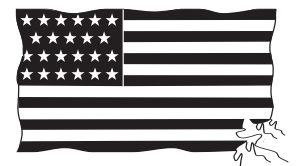
Issue 1: Abolitionists wanted to stop slavery in Washington, D.C., but Congress refused to consider anti-slavery petitions.	
Northern abolitionists were pleased/angered (circle one) because	Southerners were pleased/angered (circle one) because
Issue 2: Some northerners assisted fugitive slaves.	
Northerners tolerated/condemned (circle one) this practice because	Southerners tolerated/condemned (circle one) this practice because
Issue 3: The Wilmot Proviso stated slavery would not be allowed in the Mexican Cession.	
Northerners favored/opposed (circle one) this amendment because	Southerners favored/opposed (circle one) this amendment because
Issue 4: California applied for admission as a free state.	
Northerners favored/opposed (circle one) admitting California as a free state because	Southerners favored/opposed (circle one) admitting California as a free state because

Part 2

Given these four issues, create a compromise that satisfies northerners and southerners.

Part 3

Read Section 21.5. What actually happened?

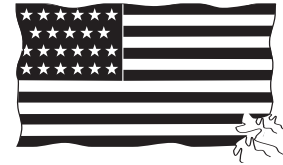




READING NOTES 21

21.6 The Compromise Satisfies No One

In spite of the Compromise of 1850, the dispute over slavery became increasingly bitter.



Part 1

Issue 1: The Fugitive Slave Law caused bitterness between the North and the South.

Northerners were satisfied/dissatisfied (circle one) with the way the Fugitive Slave Law was enforced because

Southerners were satisfied/dissatisfied (circle one) with the way the Fugitive Slave Law was enforced because

Issue 2: The book *Uncle Tom's Cabin* told the story of a slave and his master.

The book was popular/unpopular (circle one) in the North because

The books was popular/unpopular (circle one) in the South because

Issue 3: The Kansas-Nebraska Act stated that the issue of slavery in those territories would be decided by popular sovereignty. Both pro-slavery and anti-slavery forces rushed to the territories to vote.

Northerners were pleased/unhappy (circle one) about the act because

Southerners were pleased/unhappy (circle one) about the act because

Issue 4: The *Dred Scott* case. Scott was a slave who believed his trip to Wisconsin made him a free man.

Northerners probably believed he was free/still a slave (circle one) because

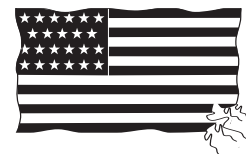
Southerners probably believed he was free/still a slave (circle one) because

Part 2

Recommend a ruling to the Supreme Court on the *Dred Scott* case that satisfies northerners and southerners. Your ruling must address these issues: Was Scott a citizen with the right to sue in federal court? Did Scott's visit to Wisconsin make him a free man? Can Congress ban slavery in the territories?

Part 3

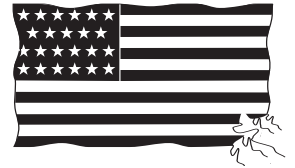
Read Section 21.7. What actually happened?





21.8 From Compromise to Crisis

In the late 1850s, compromise between pro-slavery and anti-slavery forces became almost impossible.



Part 1

Issue 1: During the Lincoln-Douglas debates, positions regarding slavery were made clear.	
Lincoln, representing the opinion of the North, felt slavery was a legal/moral (circle one) issue because	Douglas, representing the opinion of the South, felt slavery was a legal/moral (circle one) issue because
Issue 2: John Brown attacked the arsenal at Harpers Ferry to get weapons for a slave rebellion.	
Some northerners upset/reassured (circle one) southerners after Brown's raid because	Southerners were unconcerned/fearful (circle one) about Brown's raid because
Issue 3: In 1860 Abraham Lincoln was elected president.	
Northerners were happy/unhappy (circle one) about the election because	Southerners were happy/unhappy (circle one) about the election because

Part 2

Given these three issues, create a compromise that satisfies northerners and southerners and can save the Union.

Part 3

Read Section 21.9. What actually happened?





PROCESSING 21

Who is responsible for the Civil War? Write a letter from the perspective that you took in the activity (either northern or southern) in which you accuse the other side of causing the Civil War. Your letter should

- include a description of your position on slavery.
- include an explanation of why you feel the other side caused compromises to fail.
- be five to six sentences long.

From the desk of



After you have finished your letter, exchange notebooks with a student who has written from the opposing perspective. For example, if you wrote a northerner's letter, exchange your letter with a southerner. On the page following your opponent's letter, write a rebuttal to what he or she has written. Then re-exchange notebooks.

From the desk of
