

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California- Berkeley
History-Social Science Project

8th Grade Lesson: Sectionalism and the Missouri Compromise

Brendan Hurd, UCBH-SSP 8th Grade Teacher Leader
Angela La Torre, MDUSD 8th Grade Teacher Leader
Candace Chen, UCB History Graduate Student
Lauren Weaver, MDUSD Grant Coordinator

Teaching American History for All
MDUSD/UCB H-SSP
8th Grade Lesson: Sectionalism and the Missouri Compromise

Developed by: Brendan Hurd, Angela La Torre, Candace Chen, and Lauren Weaver

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

8th Grade Yearlong Focus Question:

How did federalism shape the roles of the national and state governments?

How did the rights of citizens expand and contract during the 18th and 19th centuries?

Unit Focus Question:

How did the United States solve social, political, and economic challenges as the nation grew?

OR

In its early years as a republic, how did the United States tackle the social, economic, and political effects of its growth?

Unit Working Thesis:

The political success of Jefferson and the Democratic-Republicans led the nation through a huge expansion of The Louisiana Purchase, The Oregon Trail, and acquisition of the Southwest from Mexico. The economy became more industrialized, and independent of Great Britain, a trend that was increased with the War of 1812

Lesson Focus Question/Writing Prompt:

How did Americans' movement to the West contribute to tension between the North and the South?

Reading Strategy:

Sentence Deconstruction

Writing Activity:

Structured group summary paragraph with topic sentence, evidence, specific evidence and analysis.

Suggested Amount of Time:

90 minutes, 1 block or 2 class periods

Textbook:

HOLT, Independence to 1914. page 266 CH 8, Section 2 "Nationalism & Sectionalism"

Lesson Plan Procedure:

90 minute Period

- 3 min - Introduce visiting teacher/pass out books and materials

- 5 min lesson Intro: Use U.S. map to review Westward Expansion. Point out Missouri, climate/ position compared to other states/ Mississippi and Missouri River systems. Point out slave states/non-slave states.

- **45 min Reading exercise: Page 266-267**
 - Front load vocabulary by reading the list at the top of the reading handout.
 - Review hard to pronounce words in paragraph.
 - Read the paragraph by popcorn style or close style depending on which paragraph.
 - Read through each paragraph once.
 - Choose more advanced readers to re-read each sentence and then mark up the sentence by subject and verbs.
 - After the whole paragraph has been reread and marked up, the class fills out the structural grammar chart as a class one sentence at a time.

- Debate structure: on two paragraphs point out that there are two sides to this issue- chart out what both sides received.

- 10 minutes: Sectional conflict
 - Hurd reads off statements about westward expansion. Students decide if the statement exemplifies the North or the South:
 - “We are slave states”
 - “We have a warm climate and a long growing season”
 - “We have a cold climate and a short growing season”
 - “We are free states”
 - “We have an economy based on farming”
 - “We have a economy based on industry”
 - “We don’t want Missouri to be a slave state”
 - “We want the west to be open to slavery”
 - After each statement students either write or say which section this phrase would belong to. This could be made into a simple handout or as a cut and paste exercise for groups.

- **15 min Group paragraph writing**
 - Groups use the paragraph outline with sentence starters to write a response to the question: **How did Americans movement to the West contribute to tension between the North and the South?**
 - Each student writes their own sheet. Each student gets a colored marker and has to write one sentence of a group version of the paragraph on an overhead to be presented by one member of the group.

- 10 minutes: groups report out to the class. The teacher reads through the paragraphs giving praise and criticism.

- Time remaining: Homework: Map of U.S. during time of Missouri Comp.

History-Social Science Content Standards:

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

- 8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850,

the Kansas-Nebraska Act (1854), the *Dred Scott v. Sanford* decision (1857), and the Lincoln-Douglas debates (1858).

Historical and Social Sciences Analysis Skills:

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

Reading/Language Arts Content Standards:

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

Missouri Compromise

Even during the Era of Good Feelings, disagreements between the different regions- known as **sectionalism**- threatened the Union. One such disagreement between the industrial North and the agrarian South arose in 1819 when Congress considered Missouri's application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had risen from Missouri's application for statehood. This compromise had three main conditions:

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30' latitude- Missouri's southern border.

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

Vocabulary**agrarian**~ dependent or related to farming or agriculture**amendment**~ a change made to a document**Missouri Compromise****Page 266**

Even during the Era of Good Feelings, disagreements between the different regions- known as **sectionalism**- threatened the Union. One such disagreement between the industrial North and the agrarian South arose in 1819 when Congress considered Missouri's application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
Even during the Era of Good Feelings,	disagreements between the different regions- known as sectionalism -		the Union.	
(In 1819)	One such disagreement between the industrial North and the agrarian South		when Congress considered Missouri's application to enter the Union as a slave state.	~related to factories ~ dependent or related to farming or agriculture
At the time,	the Union		11 free states and 11 slave states.	
	Adding a new state		the balance in the Senate in favor of the South.	

1. Why was it important to keep the Senate balanced between slave and free states?

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
To protect the power of the free states,	the House	passed	a special amendment	
	It	declared	that the United States would accept Missouri as a slave state	
but	importing enslaved Africans into Missouri	would be	Illegal	
also	The amendment	set free	free the children of Missouri slaves	
	Southern politicians	angrily opposed	this plan	

What would each section get from this amendment?

Northern industrial section	Southern agrarian section
_____	_____
_____	_____
_____	_____

2. What is the real issue causing tension between the two regions? _____

3. What does the Congress need to decide each time there is a new state in the West?

Vocabulary:

Compromise~ an agreement where both sides get some level of satisfaction, but not total satisfaction.

Latitude~ lines used to measure the Earth’s surface from North to South

Senate~ the powerful upper house of Congress. Each state gets two Senators.

Continued on Page 267

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had risen from Missouri’s application for statehood. This compromise had three main conditions:

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30’ latitude- Missouri’s southern border.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
	Henry Clay	convinced	to agree to the Missouri Compromise	
which	(the Missouri Compromise)	settled	the conflict that had risen from Missouri’s application for statehood	
	This compromise	had	three main conditions:	
	Missouri	would enter	the Union as a slave state	
	Maine	would join	the Union as a free state, keeping the number of slave and free states equal	
	Slavery	would be prohibited	in any new territories or states formed north of 36°30’ latitude- Missouri’s southern border	

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

2. How did Henry Clay keep the balance in the Senate?

What would each section get from this compromise?

Northern industrial section	Southern agrarian section
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Group Paragraph: How did Americans movement to the West contribute to tension between the North and the South?

TEACHER KEY

Vocabulary

agrarian~ dependent or related to farming or agriculture

amendment~ a change made to a document

Missouri Compromise

Page 266

Even during the Era of Good Feelings, disagreements between the different regions- known as **sectionalism**- threatened the Union. One such disagreement between the industrial North and the agrarian South arose in 1819 when Congress considered Missouri's application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
Even during the Era of Good Feelings,	disagreements between the different regions- known as sectionalism -	<i>threatened</i>	the Union.	<i>Sections= regions Threatened the union= civil war= 2 countries in the U.S.</i>
(In 1819)	One such disagreement between the industrial North and the agrarian South	<i>arose</i>	when Congress considered Missouri's application to enter the Union as a slave state.	<i>2 different economies with difference needs</i>
At the time,	the Union	<i>had</i>	11 free states and 11 slave states.	
	Adding a new state	<i>would have tipped</i>	the balance in the Senate in favor of the South.	<i>How many Senators per state?</i>

1. Why was it important to keep the Senate balanced between slave and free states?

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

What would each section get from this amendment?

Northern industrial section	Southern agrarian section
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

2. What is the real issue causing tension between the two regions? _____

3. What does the Congress need to decide each time there is a new state in the West?

Vocabulary:

Compromise~ an agreement where both sides get some level of satisfaction, but not total satisfaction.

Latitude~ lines used to measure the Earth's surface from North to South

Senate~ the powerful upper house of Congress. Each state gets two Senators.

Continued on Page 267

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had risen from Missouri's application for statehood. This compromise had three main conditions:

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30' latitude- Missouri's southern border.

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
	Henry Clay	convinced	to agree to the Missouri Compromise	
which	(the Missouri Compromise)	settled	the conflict that had risen from Missouri's application for statehood	
	This compromise	had	three main conditions:	
	Missouri	would enter	the Union as a slave state	
	Maine	would join	the Union as a free state, keeping the number of slave and free states equal	
	Slavery	would be prohibited	in any new territories or states formed north of 36°30' latitude- Missouri's southern border	

4. How did Henry Clay keep the balance in the Senate?

What would each section get from this compromise?

Northern industrial section	Southern agrarian section
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Group Paragraph: **How did Americans movement to the West contribute to tension between the North and the South?**

Topic Sentence: Turn the question into a topic sentence.

As Americans moved further West tension grew between the North and the South because..._____

Evidence: Explain an example from today's reading that proves the topic sentence.

Additional evidence: Either give more detail on the example or give another example.

Analysis: Explain how the examples answer the paragraph question.

This example is important because it shows that the tension between the North and South was caused by..._____

TEACHER KEY

Vocabulary

agrarian~ dependent or related to farming or agriculture

amendment~ a change made to a document

Missouri Compromise

Page 266

Even during the Era of Good Feelings, disagreements between the different regions- known as **sectionalism**- threatened the Union. One such disagreement between the industrial North and the agrarian South arose in 1819 when Congress considered Missouri’s application to enter the Union as a slave state. At the time, the Union had 11 free states and 11 slave states. Adding a new slave state would have tipped the balance in the Senate in favor of the South.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
Even during the Era of Good Feelings,	disagreements between the different regions- known as sectionalism -	threatened	the Union.	Sections=regions Threatened the union= civil war =2 countries in the U.S.
(In 1819)	One such disagreement between the industrial North and the agrarian South	arose	when Congress considered Missouri’s application to enter the Union as a slave state.	2 different economies with different needs
At the time,	the Union	had	11 free states and 11 slave states.	
	Adding a new state	would have tipped	the balance in the Senate in favor of the South.	How many Senators per state?

1. Why was it important to keep the Senate balanced between slave and free states?

TEACHER KEY

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
To protect the power of the free states,	the House	passed	a special amendment	House of Representatives-based on population More people in North
	It	declared	that the United States would accept Missouri as a slave state	More power in the house for the North
but	importing enslaved Africans into Missouri	would be	Illegal	
also	The amendment	set free	free the children of Missouri slaves	What would eventually happen to slavery in Missouri?
	Southern politicians	angrily opposed	this plan	

What would each section get from this amendment?

Northern industrial section	Southern agrarian section
<p>_____ Importing slaves to Missouri illegal _____</p> <p>_____ Slave children freed _____</p> <p>_____ Slavery eventually ends in Missouri _____</p>	<p>_____ Missouri enters as a slave state _____</p> <p>_____</p> <p>_____</p>

TEACHER KEY

Vocabulary:

Compromise~ an agreement where both sides get some level of satisfaction, but not total satisfaction.

Latitude~ lines used to measure the Earth's surface from North to South

Senate~ the powerful upper house of Congress. Each state gets two Senators.

Continued on Page 267

Henry Clay convinced Congress to agree to the **Missouri Compromise**, which settled the conflict that had risen from Missouri's application for statehood. This compromise had three main conditions:

1. Missouri would enter the Union as a slave state.
2. Maine would join the Union as a free state, keeping the number of slave and free states equal.
3. Slavery would be prohibited in any new territories or states formed north of 36°30' latitude- Missouri's southern border.

Congress passed the Missouri Compromise in 1820. Despite the success of the compromise, there were still strong disagreements between the North and South over the expansion of slavery.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
	Henry Clay	convinced	Congress to agree to the Missouri Compromise	Senator from Kentucky
which	(the Missouri Compromise)	settled	the conflict that had risen from Missouri's application for statehood	
	This compromise	had	three main conditions:	
	Missouri	would enter	the Union as a slave state	
	Maine	would join	the Union as a free state, keeping the number of slave and free states equal	Important for the Senate
	Slavery	would be prohibited	in any new territories or states formed north of 36°30' latitude- Missouri's southern border	

2. How did Henry Clay keep the balance in the Senate?

TEACHER KEY

What would each section get from this compromise?

Northern industrial section	Southern agrarian section
<p>Maine joins as a free state _____</p> <p>New territories north of 36-30 are free</p> _____ _____ _____	<p>Missouri joins as a free state _____</p> <p>New territories to the south are slave _____</p> _____ _____

Group Paragraph: **How did Americans movement to the West contribute to tension between the North and the South?**

[***EXTRA COPY WITH SENTENCE DECONSTRUCTION FOR THIS SECTION—ONLY USE IF STUDENTS NEED MORE SENTENCE DECONSTRUCTION PRACTICE*****]**

To protect the power of the free states, the House passed a special amendment. It declared that the United States would accept Missouri as a slave state, but importing enslaved Africans into Missouri would be illegal. The amendment also set free the children of Missouri slaves. Southern politicians angrily opposed this plan.

Time marker or connector	Subject	Verb phrase	Message: who, what, where	Questions or conclusions
To protect the power of the free states,	the House	passed	a special amendment	
	It	declared	that the United States would accept Missouri as a slave state	
but	importing enslaved Africans into Missouri	would be	Illegal	
also	The amendment	set free	free the children of Missouri slaves	
	Southern politicians	angrily opposed	this plan	

What would each section get from this amendment?

Northern industrial section	Southern agrarian section
_____	_____
_____	_____
_____	_____

2. What is the real issue causing tension between the two regions? _____

3. What does the Congress need to decide each time there is a new state in the West?
