

Name _____

Directions: Travel around to each station and record your answers to the questions.

North & South Graphic Organizer Station:

There were several differences between the North and the South. For example, they disagreed on how to spend money (North favored factories; South favored agriculture) and the issue of slavery (North disapproved; South favored it). Complete the activities below to imagine what life was like in the 1850s.

1. Pretend you are a plantation owner in the South. You invested a lot of your money into buying slaves and land so you would have a profitable business.
 - a. If slavery was outlawed, what may happen to your business?

 - b. If slavery was outlawed, what would happen to the thousands of dollars you invested in buying slaves?

 - c. If slavery was outlawed, how could you try to keep a profitable plantation?

 - d. As a plantation owner, how would you feel about a policy that would take away your slaves?

 - e. *Reflect and Relate to Today.* Think of something important to you. How would you feel if a law was passed that deprived you of it?

Map Station:

View the information in the Map Station and fill in the following statements. You may also use your textbook.

2. a) _____ wanted to become a free state, but this would tip the balance of free and slave states. After much bickering (petty quarreling) Northern and Southern states agreed on the
b). _____, backed by Stephen A. Douglas.

North gets:	South gets:
California admitted as a free state	New Mexico and Utah decide issue of slavery by popular sovereignty
Slave trade abolished in Washington, D.C.	Passed Fugitive Slave Law to help recapture runaway slaves

3. _____ established the territories of Nebraska and Kansas. It overturned the previous Missouri Compromise (from 1820) by allowing popular sovereignty to decide whether it wanted to allow slavery.

#7 on back

4. Popular sovereignty-

Many Northerners were against slavery, yet they compromised with the Southerners over this issue in order to preserve the Union.

Fugitive Slave Act: Primary & Secondary Documents Station:

The Compromise of 1850 was meant to calm the tension between the North and the South. The Compromise of 1850 contained the Fugitive Slave Act.

Fugitive Slave Act- an 1850 law to help slaveholders recapture runaway slaves.

- Required Northerners to help recapture runaways (or they would be punished)
- Accused fugitives could be held without warrant
- Allowed Southern slavecatchers to roam the North to look for runaways (Sometimes slavecatchers took free blacks and claimed they were fugitive slaves! This happened to Solomon Northrup. He wrote about the experience in his book *12 Years a Slave*, which was recently made into a movie. (To learn more, check out Mrs. Pagotto's blog on her website.)
- Fugitive slaves (or captured free blacks) did not get a jury trial
- A federal commissioner heard the case and decided if the person was a runaway that should be returned to the South or set free. (These federal commissioners were paid by the Southerners. The federal commissioners received \$10 if the African-American was sent South to be a slave and only \$5 if let free!)

The Fugitive Slave Act outraged Northerners and increased support for abolition. It also inspired Harriet Beecher Stowe to write her novel, *Uncle Tom's Cabin*, to reveal the injustice and brutality of slavery. The novel *Uncle Tom's Cabin* was a best seller and sold around the world. (Check out Mrs. Pagotto's blog for her reaction after reading *Uncle Tom's Cabin*).

5. Pretend you are a free black living in the North. How would you feel knowing someone could kidnap you, claim you were a runaway slave, and send you to the South to be a slave?

6. If you were a free black living in the North during the mid-1800s, would you move to Canada where you were safe from the United States Fugitive Slave Act or would you stay in the U.S.? Explain.

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Fish Pond Station: Violence Erupts

Read the following:

When Americans found gold in California, they wanted to put in a railroad stretching across the continent from east to west. In question was where to build this transcontinental railroad, to the north through Chicago, Illinois or through the south in St. Louis, Missouri. Illinois Senator Stephen A. Douglas wanted to make sure it went through his state of Illinois, but in order to run across the continent, the territory of Nebraska would have to be organized. He needed two things: the removal of Native Americans living there and the approval of the South to organize this territory.

Senator Douglas created a bill that would split the land into two territories: Kansas and Nebraska. He gained Southern support by calling for the use of popular sovereignty to decide if the land would be free or slave territories. Popular sovereignty is a system in which issues are decided by the citizenry or voters. His bill was passed, and is known as the Kansas-Nebraska Act.

The area of Nebraska was a free territory, but Kansas became a battleground over the issue of slavery. Southerners fought for it to be a slave territory and Northerners fought for it to be free. The Southerners and Northerners killed each other over this issue, and the land is given the name "Bloody Kansas."

The violence did not stop there. In 1856, Senator Charles Sumner of Massachusetts spoke out against the proslavery forces in Kansas and insulted Senator Butler from South Carolina. Senator Butler's nephew, Congressman Brooks, sought revenge and attacked Senator Sumner until he was unconscious. The injuries were so severe, it took Senator Sumner three years until he could return to Congress.

7. Reflect on the Fish Pond activity where you learned facts about "Bleeding Kansas" and "Bleeding Sumner". What story or fact in this activity did you find the most interesting? Explain.

Guess Who Station:

Individuals make a difference in history. You can make a difference in our world too!

8. If you could meet one person we learned about in this section, who would it be?

9. If you could interview this person, what questions would you ask him/her?

10. If you could tell him/her one thing that would happen in the future, what would you tell him/her?

Disunion Timeline Station

Name _____

Directions: Read the Pre 1860- Disunion Timeline Cards and put these events in the correct blank.

1. These events established Lincoln as a prominent national figure and solidified his Republican Party's antislavery platform: _____
2. This case went to the U.S. Supreme Court, where the Court decided that the Missouri Compromise and other legislation limiting slavery were unconstitutional: _____
3. This event led to the deaths of more than 50 Virginians and struck fear into the hearts of slave owners: _____
4. This event began as a disagreement over whether or not slavery should be allowed in Kansas: _____
5. This compromise admitted Missouri to the Union as a slave state, admitted Maine as a free state to maintain the balance in the Senate, and prohibited slavery north of latitude 36 30 in the Louisiana Purchase territory, with the exception of Missouri: _____
6. This document repealed the Missouri Compromise and helped to create the Republican Party: _____
7. This compromise includes land acquired from Mexico after the Mexican-American war, the admission of California to the Union and the Fugitive Slave Act, and it ended the slave trade in Washington, DC: _____
8. Man who raided the town of Harpers Ferry, Virginia in 1859 in an attempt to arm slaves: _____
9. This was passed by Congress to protect American industry by applying high tariffs on imported items: _____
10. This caused the resignation of John C. Calhoun from the vice presidency and an Ordinance of Nullification, and caused President Andrew Jackson to promise to use military force if South Carolina did not repeal the Ordinance of Nullification: _____

Directions: Read the Culture and Economies Chart to answer the following questions.

11. Which side had large plantations and few factories? _____
12. Which side produced large amounts of textiles and had an economy based on manufacturing? _____
13. Which side was in favor of slavery? _____
14. Which side had a short winter that allowed farmers to have a longer growing season? _____
15. Which side had a larger population? _____
16. What advantages do you think the North had in winning a war?
17. What advantages do you think the South had in winning a war?