

What was the role of compromise leading up to the Civil War?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> 7.1.1¹ Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States 7.1.5 Analyze primary and secondary sources to answer questions related to United States history 7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War 7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877
Claims	<p>In this instructional task, students develop and express claims through discussions and writing which compare and contrast how the early compromises over slavery, including their effectiveness and impact on different regions of the United States.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 5:</p> <ul style="list-style-type: none"> In what ways were early compromises over slavery ineffective and what impact did they have on different regions of the United States? Why did the conflict over slavery result in war in 1861? (7.4.1, 7.8.8, 7.10.5)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How was the Missouri Compromise of 1820 ineffective in dealing with the issue of slavery?	What was the impact of the Compromise of 1850 and who benefitted more, the North or the South?	Why did legislative efforts dealing with slavery and expansion fail to avoid a constitutional crisis?	What role did compromise play in the outbreak of the Civil War?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students summarize the causes and effects of the Missouri Compromise.	Students outline the advantages and disadvantages of the Compromise of 1850.	Students summarize the causes and consequences of the Kansas-Nebraska Act.	Students examine the effectiveness of slavery compromises and their influence on the Civil War.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: The Missouri Compromise, UShistory.org	Source B: The Compromise of 1850, UShistory.org	Source C: Kansas-Nebraska Act , Encyclopedia entry by Zach Garrison, University of Cincinnati	Source D: Excerpts from " The Failure of Compromise ," Bruce Levine (Paragraphs 1-5, 16-21)

Summative Performance Task	<p>Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the early compromises over slavery, including their effectiveness and the impact they had on different regions of the United States.</p>
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¹ This GLE contains multiple parts, which should be taught over the course of several units in grade 7. The part of the GLE addressed in this task is "Produce clear and coherent writing for a range of tasks, purposes, and audiences." The parts of this GLE addressed in the task are the second, third, and fourth bullets.

Formative Performance Task 1

Supporting Question	Why was the Missouri Compromise of 1820 ineffective in dealing with the issue of slavery?
Formative Performance Task	Students summarize the causes and effects of the Missouri Compromise.
Featured Source	Source A: The Missouri Compromise, UShistory.org
Content and Claims	This formative performance task requires students to summarize the causes and effects of the Missouri Compromise of 1820, including the advantages and disadvantages it posed for the North and the South. (7.1.3, 7.1.5, 7.4.1, 7.8.8)

Featured Source

Source A: “The Missouri Compromise,”² UShistory.org

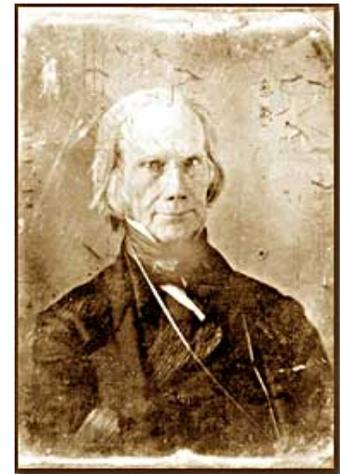
23c. The Missouri Compromise

Most white Americans agreed that western expansion was crucial to the health of the nation. But what should be done about slavery in the West?

The contradictions inherent in the expansion of white male voting rights can also be seen in problems raised by western migration. The new western states were at the forefront of more inclusive voting rights for white men, but their development simultaneously devastated the rights of Native American communities. Native American rights rarely became a controversial public issue. This was not the case for slavery, however, as northern and southern whites differed sharply about its proper role in the west.

The incorporation of new **WESTERN TERRITORIES** into the United States made slavery an explicit concern of national politics. Balancing the interests of slave and free states had played a role from the very start of designing the federal government at the Constitutional Convention in 1787. The crucial compromise there that sacrificed the rights of African Americans in favor of a stronger union among the states exploded once more in 1819 when **MISSOURI** petitioned to join the United States as a slave state.

In 1819, the nation contained eleven free and eleven slave states creating a balance in the U.S. senate. Missouri’s entrance threatened to throw this parity in favor of slave interests. The debate in Congress over the admission of Missouri was extraordinarily bitter after



Henry Clay was first elected to the Senate in 1807, before his 30th birthday. This was against the rules set up in the Constitution that stipulated 30 as the youngest age for a Senator.

² Source: [USHistory.org](https://www.ushistory.org) shared through [Creative Commons license](https://creativecommons.org/licenses/by/4.0/).



The South Carolina State Arsenal, nicknamed the "Old Citadel," was constructed after Denmark Vesey's slave uprising in Charleston, South Carolina.

CONGRESSMAN JAMES TALLMADGE from New York proposed that slavery be prohibited in the new state.

The debate was especially sticky because defenders of slavery relied on a central principle of fairness. How could the Congress deny a new state the right to decide for itself whether or not to allow slavery? If Congress controlled the decision, then the new states would have fewer rights than the original ones.

HENRY CLAY, a leading congressman, played a crucial role in brokering a two-part solution known as the **MISSOURI COMPROMISE**. First, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of **MAINE**, a free state, that had long wanted to be separated from Massachusetts. Second, slavery was to be excluded from all new states in the Louisiana Purchase north of the southern boundary of Missouri. People on both sides of the controversy saw the compromise as deeply flawed. Nevertheless, it lasted for over thirty years until the **KANSAS-NEBRASKA ACT** of 1854

determined that new states north of the boundary deserved to be able to exercise their sovereignty in favor of slavery if they so choose.

Democracy and self-determination could clearly be mobilized to extend an unjust institution that contradicted a fundamental American commitment to equality. The Missouri crisis probed an enormously problematic area of American politics that would explode in a civil war. As Thomas Jefferson observed about the Missouri crisis, "This momentous question, like a fire-bell in the night, awakened and filled me with terror."



In an attempt to keep a legislative balance between the pro- and anti-slavery factions, the Missouri Compromise delineated which states would be free and which would not.

African Americans obviously opposed slavery and news of some congressional opposition to its expansion circulated widely within slave communities. **DENMARK VESEY**, a free black living in Charleston, South Carolina, made the most dramatic use of the white disagreement about the future of slavery in the west. Vesey quoted the Bible as well as congressional debates over the Missouri issue to denounce slavery from the pulpit of the **AFRICAN METHODIST EPISCOPAL CHURCH** where he was a lay minister. Along with a key ally named **GULLAH JACK**, Vesey organized a slave rebellion in 1822 that planned to capture the

Charleston arsenal and seize the city long enough for its black population to escape to the free black republic of Haiti.

The rebellion was betrayed just days before its planned starting date and resulted in the execution of thirty-five organizers as well as the destruction of the black church where Vesey preached. Slaveholders were clearly on the defensive with antislavery sentiment building in the north and undeniable opposition among African Americans in the south. As one white Charlestonian complained, "By the Missouri question, our slaves thought, there was a charter of liberties granted them by Congress."

African Americans knew that they could not rely upon whites to end slavery, but they also recognized that the increasing divide between north and south and their battle over western expansion could open opportunities for blacks to exploit. The most explosive of these future black actions would be **NAT TURNER'S VIRGINIA SLAVE REVOLT** in 1831.

Steps

1. Divide students into small groups or partners using an established classroom routine.
2. Provide groups with a copy of Source A: The Missouri Compromise and a copy of the reading guide on the next page.
3. Ask students to read and examine the text source.
4. While students are reading the document, encourage them to underline, highlight or write down some of the main ideas from the documents in the margins.
5. After reading The Missouri Compromise and taking notes, have students complete the reading guide.
6. Make sure students write information from the document that supports their response.
7. Conduct a class discussion to check for student understanding of the source. Possible guiding questions:
 - Why was it important for the South to maintain an equal balance in the Senate?
 - What did the Missouri Compromise do?
 - Who were the key figures involved in the Missouri Compromise?
 - What were the causes and effects of the Missouri Compromise?
 - Who benefitted more from the compromise, the North or the South?
 - How was the Missouri Compromise of 1820 ineffective in dealing with the issue of slavery and what impact did the compromise have on different regions of the United States?

Reading Guide

Directions: After reading The Missouri Compromise, determine whether the statement is TRUE or FALSE. Write information from the document that supports your response.

	TRUE	FALSE
Under the terms of the Missouri Compromise, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts.		
Supporting Information:		
	TRUE	FALSE
In addition to Missouri becoming a slave states, slavery would also be extended into all new states in the Louisiana Purchase north of the southern boundary of Missouri.		
Supporting Information:		
	TRUE	FALSE
The incorporation of new western territories into the United States made slavery an explicit concern of national politics.		
Supporting Information:		
	TRUE	FALSE
Both Northerners and southerners saw the Missouri compromise as a milestone in the development of democracy in the United States and applauded the country's wiliness to work together.		
Supporting Information:		
	TRUE	FALSE
The significance of the Missouri Compromise was that it preserved the balance between free and slave states, which had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.		
Supporting Information:		

Student Look-Fors

1. Students should identify the Missouri Compromise was ineffective in dealing with the issue of slavery:
 - It attempted to preserve the balance between free and slave states instead of making a decision to abolish slavery, thus laying the foundation for sectionalism in the United States.
 - It preserved the United States through compromise.
2. Key ideas expressed in the text include:
 - preserving the balance between free and slave states;
 - the role of compromise in government; and
 - future slavery in the Louisiana territory and other western territories of the United States.
3. Finally, students should focus on how the Missouri Compromise affected the balance of power between northern and southern states.

	TRUE	FALSE
Under the terms of the Missouri Compromise, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts.	X	
Supporting Information: Paragraph 6 – sentences 2 & 3 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
	TRUE	FALSE
In addition to Missouri becoming a slave states, slavery would also be extended into all new states in the Louisiana Purchase north of the southern boundary of Missouri.		X
Supporting Information: Paragraph 6 – sentences 3 & 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
	TRUE	FALSE
The incorporation of new western territories into the United States made slavery an explicit concern of national politics.	X	
Supporting Information: Paragraph 3 – sentences 1-3 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
	TRUE	FALSE
Both Northerners and southerners saw the Missouri compromise as a milestone in the development of democracy in the United States and applauded the country's wiliness to work together.		X
Supporting Information: Paragraph 5 & 7 - (students can provide where in the text they found the supporting information or explain how the information is true/false)		
	TRUE	FALSE
The significance of the Missouri Compromise was that it preserved the balance between free and slave states, which had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.	X	
Supporting Information: Paragraph 3 – sentences 3-4 (students can provide where in the text they found the supporting information or explain how the information is true/false)		

Formative Performance Task 2

Supporting Question	What impact did the Compromise of 1850 have on western expansion? Who benefitted more, the North or the South?
Formative Performance Task	Students outline the advantages and disadvantages of the Compromise of 1850.
Featured Source	Source B: The Compromise of 1850, UShistory.org
Content and Claims	In this formative performance task, students outline the advantages and disadvantages of the Compromise of 1850, summarize the impact did the Compromise of 1850 have on western expansion, and make a determination on who benefitted the most from the compromise. (7.1.3, 7.1.5, 7.4.1, 7.8.8)

Featured Source

Source B: “The Compromise of 1850,”³ UShistory.org



30d. The Compromise of 1850

The plan was set forth. The giants—Calhoun, Webster, and Clay—had spoken. Still the Congress debated the contentious issues well into the summer. Each time Clay's Compromise was set forth for a vote, it did not receive a majority. Henry Clay himself had to leave in sickness, before the dispute could be resolved. In his place, Stephen Douglas worked tirelessly to end the fight. On July 9, President Zachary Taylor died of food poisoning. His successor, **MILLARD FILLMORE**, was much more interested in compromise. The environment for a deal was set. By September, Clay's Compromise became law.

³ Source: [USHistory.org](https://www.ushistory.org) shared through [Creative Commons license](https://creativecommons.org/licenses/by/4.0/).

California was admitted to the Union as the 16th free state. In exchange, the south was guaranteed that no federal restrictions on slavery would be placed on Utah or New Mexico. Texas lost its boundary claims in New Mexico, but the Congress compensated Texas with \$10 million. Slavery was maintained in the nation's capital, but the slave trade was prohibited. Finally, and most controversially, a **FUGITIVE SLAVE LAW** was passed, requiring northerners to return runaway slaves to their owners under penalty of law.

Compromise of 1850

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 Law

Who won and who lost in the deal? Although each side received benefits, the north seemed to gain the most. The balance of the Senate was now with the free states, although California often voted with the south on many issues in the 1850s. The major victory for the south was the Fugitive Slave Law. In the end, the north refused to enforce it. Massachusetts even called for its nullification, stealing an argument from John C. Calhoun. Northerners claimed the law was unfair. The flagrant violation of the Fugitive Slave Law set the scene for the tempest that emerged later in the decade. But for now, Americans hoped against hope that the fragile peace would prevail.



The Compromise of 1850 overturned the Missouri Compromise and left the overall issue of slavery unsettled.

Steps

1. Provide students with a copy of Source B: “The Compromise of 1850.”
2. Ask students to read the text independently.
3. Then pair students with a partner to complete the graphic organizer on the next page.
4. Provide students with a least 10 minutes to complete the chart. Once students have completed the chart, have them write a short summary describing the impact of the Compromise of 1850.
5. Once students have completed the chart, conduct a class discussion to check for student understanding. Direct students to fill in, edit, or add more information to the graphic organizer during the discussion.

Possible guiding questions:

- Why was it important for the South to pass a fugitive slave law?
- What did the Compromise of 1850 do?
- Who were the key figures involved in the Compromise of 1850?
- How was the Compromise of 1850 different from the Missouri Compromise?
- How did the new compromise affect the Missouri Compromise?
- Why was the Compromise of 1850 ineffective in dealing with the issue of slavery?
- What impact did the compromise have on different regions of the United States?

The Compromise of 1850	
Advantages	Disadvantages
<u>Final Summary</u>	

Student Look-Fors

1. While reading the text, students should focus on the advantages and disadvantages of the Compromise of 1850.
2. The northern advantages include:
 - The balance of the Senate was now with the Free states;
 - California was admitted as a Free State;
 - Slave trade prohibited in Washington D.C.
3. The southern advantages include:
 - No slavery restrictions in Utah or New Mexico territories;
 - the south got the Fugitive Slave Law;
 - The Compromise of 1850 overturned the Missouri Compromise and left the overall issue of slavery unsettled.
4. In addition to the overall advantages and disadvantages, students should concentrate on the overall impact the Compromise of 1850 had on the expansion of slavery, most notably:
 - The Compromise of 1850 overturned the Missouri Compromise and left the overall issue of slavery unsettled;
 - There were no slavery restrictions in Utah or New Mexico territories

The Compromise of 1850	
Advantages	Disadvantages
<ul style="list-style-type: none"> • The balance of the Senate was now with the Free states. • California was admitted as a free state. • Slave trade was prohibited in Washington D.C. 	<ul style="list-style-type: none"> • Slavery could be allowed in new Western Territories. • Fugitive Slave Law allowed southerners to go into Northerner states and retrieve former slaves. • The Compromise overturned the Missouri Compromise and left the overall issue of slavery unsettled.

Final Summary - The Compromise of 1850 ended the balance between free and slave states. Although the south would lose some of its political power in the Senate, they would be able to recouperate some of their lost slaves with the Fugitive Slave. The North gained political power after the compromise, however, they were not willing to completely alientate the south by abolishing slavery completely. While the Compromise of 1850 was ineffective and did not solve the issue of slavery, it postponed the Southern intentions to secede from the Union.

Formative Performance Task 3

Supporting Question	Why did legislative efforts dealing with slavery and expansion fail to avoid a constitutional crisis?
Formative Performance Task	Students summarize the causes and consequences of the Kansas-Nebraska Act.
Featured Source	Source C: Kansas-Nebraska Act , Encyclopedia entry by Zach Garrison, University of Cincinnati
Content and Claims	This formative performance task requires students to summarize the causes and consequences of the Kansas-Nebraska Act and describe its impact on the new western territories. (7.1.3, 7.1.5, 7.4.1, 7.8.8)

Featured Source

Source C: [Kansas-Nebraska Act](#), Encyclopedia entry by Zach Garrison, University of Cincinnati

Steps

1. Divide students into small groups with 2-3 students in each group.
2. Provide each group with access to Source C: [Kansas-Nebraska Act](#). Since this is a digital text, determine how students will access the text—either project the text and read it aloud as students follow along, or ensure each group has access to a computer with the source.
3. Have groups read the source and summarize the main ideas from each paragraph on notebook paper.
4. After students have examined the text, engage students in a whole-class discussion to gain an understanding of the causes and effects of the Kansas-Nebraska Act. Possible guiding questions include:
 - Who proposed the Kansas-Nebraska Act?
 - What was the purpose of the Kansas-Nebraska Act?
 - Define “popular sovereignty” and explain how the concept was different from previous compromises.
 - How was the Kansas-Nebraska Act different from both the Missouri Compromise and the Compromise of 1850?
 - How did the Kansas-Nebraska Act affect early compromises on the expansion of slavery into the west?
 - How did the Kansas-Nebraska Act lead to the formation of the Republican Party?
 - What were the consequences of the Kansas-Nebraska Act?
 - How did the Kansas-Nebraska Act affect the Louisiana Territory?
5. Direct students to read the source again to find supporting evidence about the impact of the Kansas-Nebraska Act.
6. Have students complete split-page notes. A sample split page notes page is included below.
 - In the lefthand column, ask students to record important ideas and details from the text.
 - In the righthand column, ask students to write their comments, questions, concerns, confusions, and personal reactions to the important ideas and details, as well as unknown words and phrases.
 - After reading the document, direct students to review their notes and write a summary of the information at the bottom of the split-page notes page.

Spilt-Page Notes

Main Ideas/Important Information:

-
-
-
-

Comments and Questions:

Unknown Words or Phrases:

Summary:

Student Look-Fors

1. Students should focus on important ideas and details from the text, such as sectional tension over the future of slavery in the Western territories led to the act, an outburst of violence and intimidation followed the act, popular sovereignty, and the formation of the Republican Party.
2. Key figures in the text that students should address include Stephen Douglas, free-soilers, border-ruffians, jayhawkers, Whigs, and Northern opponents of slavery.
3. In addition, students should focus on the consequences of the Kansas-Nebraska Act such as the principles of Popular Sovereignty, “Bleeding Kansas,” and the formation of the Republican Party.
4. Finally, students should also be able to compare and contrast the different elements of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

Main Ideas/Important Information:

- Sectional tension between the North and the South over slavery once again led to Compromise - the Kansas Nebraska Act.
- the main issue from the Kansas Nebraska act was whether to allow slavery in the new territories
- the principles of Popular Sovereign - allowing the people living in an area to decide on slavery - came about during the debate
- consequence of the Kansas-Nebraska Act was formation of new political parties
- The Kansas-Nebraska Act ultimately divided the nation and led it further down the path to civil war.

Comments and Questions:

Who proposed the Kansas-Nebraska Act? What was the purpose of the Kansas-Nebraska Act?

How did slavery affect democracy in the western states?

Unknown Words or Phrases:

Popular Sovereignty

border ruffians

jayhawkers

sectional loyalties

usurpation

Summary: The Kansas Nebraska Act increased the sectional tension between the North and the South. Once again, Northerners and Southerners were forced to debate the expansion of slavery into new territories. However, the debate over slavery in the new territories caused many political forces to revisit the Missouri Compromise because Kansas was above the established ‘slavery line’. With the emergence of the transcontinental railroad, westerners were brought into the debate as well. In addition, the Kansas Nebraska Act ushered in the idea of popular sovereignty (allowing citizens to decide what is legal in the area in which they live).

Formative Performance Task 4

Supporting Question	What role did compromise play in the outbreak of the Civil War? Why did the conflict over slavery result in war in 1861?
Formative Performance Task	Students examine the effectiveness of slavery compromises and their influence on the Civil War.
Featured Sources	Source D: Excerpts from " The Failure of Compromise ," Bruce Levine (Paragraphs 1-5, 16-21)
Content and Claims	This formative performance task requires students to summarize how the early compromises over slavery were ineffective and what role they played in the outbreak of the Civil War. (7.1.3, 7.1.5, 7.4.1, 7.8.8)

Featured Sources

Source D: Excerpts from "[The Failure of Compromise](#)," Bruce Levine (Paragraphs 1-5, 16-21)

Steps

1. Provide students with access to Source D: Excerpts from "The Failure of Compromise" by Bruce Levine. Direct students to focus only on paragraphs 1-5 and 16-21. Since this is a digital text, determine how students will access the text—either project the text and read it aloud as students follow along, or ensure each student has access to a computer with the source.
2. After students have read the text, assign students a partner to examine the document and summarize how the early compromises over slavery were ineffective and what role they played in the outbreak of the Civil War.
3. Allow students an opportunity to read and discuss the text together so they may gain an understanding of how the expansion of slavery affected new western territories and how northerners and southerners felt about the institution of slavery.
4. Have students analyze the document and complete the graphic organizer on the next page using the steps below.
 - After reading each set of paragraphs, ask students write down the important ideas from each set of paragraphs.
 - Once students have created a list of the main ideas from each set, have them write 1-2 sentences that summarizes each section.
 - Finally, have students condense all the information into a combined summary that describes the causes and effects of the "The Failure of Compromise."
5. Once students have completed the chart, conduct a class discussion to check for student understanding. Direct students to fill in, edit, or add more information to the graphic organizer during the discussion. Possible guiding questions:
 - What was Abraham Lincoln's view of slavery and its expansion?
 - What was Jefferson Davis's view of slavery?
 - Compare and contrast the Northerners' and Southerners' views of slavery.
 - What role did the Dred Scot decision play in the expansion of slavery?
 - What were the economic and political repercussions of slavery in the north and south?

Important Ideas from Paragraphs 1-5	Important Ideas from Paragraphs 16-18	Important Ideas from Paragraphs 19-21
Summary of Paragraphs 1-5	Summary of Paragraphs 16-18	Summary of Paragraphs 19-21
<u>Final Summary</u>		

Student Look-Fors

1. While reading “The Failure of Compromise,” students should focus on the political and economic challenges the north and the south faced with the expansion of slavery including:
 - What were the economic consequences of slavery for southern states - For Example: the southern farming economy would be devastated without slaves to work fields; many southern plantations would lose large sums of money since slaves were considered property
How did the expansion of slavery and the Dred Scot decision lead to the formation of the Republican Party. For Example: after the Missouri Compromise was repealed as a result of the Kansas Nebraska Act, many Northerners lost confidence in the Democratic Party and left to form the Republican Party; and the Dred Scott decision that stated all slaves were considered property forced many antislavery citizens to take matters into their own hands.
2. Students should also address why the expansion of slavery was beneficial for the south - more slave states would equal greater political power; why northerners were against the expansion of slavery into western territories - most northerners felt slavery was morally wrong and they didn’t want to lose political power to southern states; how slavery led to the Civil; and how the Dred Scot decision affected the expansion of slavery.
3. Finally, students should focus on point of view while reading the text. For example, (1) how did southerners view slavery - Jefferson Davis’ quotes on slavery and the economic importance of the institution; (2) how did northerners view slavery; (3) how did westerners view the expansion of slavery into new territories - the expansion of the railroad and the Kansas Nebraska Act.
4. A sample completed graphic organizer is below.

Main Ideas from Paragraphs 1-5	Main Ideas from Paragraphs 16-18	Main Ideas from Paragraphs 19-21
<ul style="list-style-type: none"> • North and South were divided over slavery • Southerners felt like Northerners were interfering with the South's constitutional right to own slaves by taking away their property • the Southern economy relied on slavery • abolishing slavery were have severe consequences for the southern economy such as crippling farming and forcing plantations into bankruptcy 	<ul style="list-style-type: none"> • Kansas Nebraska Act overturned the Missouri Compromise • Repeal of the Missouri Compromise led to the formation of the Republican Party • Representatives were forced to vote on slavery compromises separately 	<ul style="list-style-type: none"> • Dred Scott decision further enraged both Northerners and Southerners • Many antislavery opponents took matters into their own hands • Court declares that slaves are property • Citizens no longer trusted their representatives
Summary of Paragraphs 1-5	Summary of Paragraphs 16-18	Summary of Paragraphs 19-21
<p>The division between North and South over slavery had existed for more than 50 years. The failure of compromise to solve the slavery issue had finally led many southerners to express their feeling of secession. Most southerners felt that abolishing slavery would destroy the southern way of life and dismantle the southern economy.</p>	<p>From 1820-1850 most southerners and northerners accepted the slavery compromise in order to preserve the union. However, with the Kansas Nebraska Act, members of congress sought to undue the Missouri Compromise in favor of economic growth in the west. In addition, with the repeal of the Missouri Compromise, many Northerners were outraged so they left the Democratic party to start the republican party.</p>	<p>With the Dred Scott decision basically overturning all existing slavery compromises, antislavery northerners and abolitionists felt that war was inevitable. In addition, many southerners would lose confidence in Congress and antislavery abolitionists decided to take matters into their own hands.</p>
<p>Final Summary - Prior to the outbreak of the Civil War the U.S. Congress passed numerous compromises over the issue of slavery. In the end, they all proved to be ineffective. Southerners valued slavery as a part of southern life and necessary to their economic stability. Northerners saw slavery as a moral wrong, but realized the economic and social impact that slavery had on the United States. The failure of compromise to solve the slavery issue finally led many southerners to express their feeling of secession and forced northerners representatives, antislavery opponents and abolitionists to push for complete abolition. Finally, neither side could agree on how to solve the issue.</p>		

Summative Performance Task

Compelling Question	What was the role of compromise leading up to the Civil War?
Summative Performance Task	Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the early compromises over slavery, including their effectiveness and the impact they had on different regions of the United States.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored the causes, effects, and consequences of compromise over the issue of slavery and the expansion of slavery in the United States prior to the outbreak of the Civil War; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

Student Prompt

Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the early compromises over slavery, including their effectiveness and the impact they had on different regions of the United States.

Student Look-Fors

1. Scoring Notes:
 - An exemplar response may include but is not limited to:
 - An explanation of how the various compromises were ineffective in dealing with the issue of slavery and the impact the compromises had on different regions of the United States.
 - Most Americans had a strong allegiance to the region in which they lived, and this loyalty spilled over when Congress began debating how to handle slavery in new territories. The Missouri Compromise was ineffective in dealing with the issue of slavery because it increased sectionalism between Northern and Southern states. Instead of solving this issue of slavery in new territories Congress only increased the tension between North and South. Many Southerners resented Northern intrusion into Southern affairs. Many politicians hope to prevent regional conflicts between the native by keeping the number of free and slave states balanced in the case of the Missouri Compromise. However, this actually backfired and only made the division stronger.

- Without an equal balance between slave states and free states, Southern states believed they would lose political power in Congress, especially the Senate. Since the House of Representatives was dominated by the more populous north, southern congressmen set out to protect the southern way of life by maintaining an equal balance of representatives in the U.S. Senate.
 - The Compromise of 1850 arose from the spoils of the Mexican American War. Since before the end of the war, Congress had debated how to handle the expansion of slavery into new western territories. The Compromise of 1850 clearly benefited the Northern states more than the south. The most significant effect of the compromise was that it officially ended the balance between free and slave states in the Union with the admission of California. In addition, the North was able to outlaw slavery in the nation's capital.
 - While the Missouri Compromise and the Compromise of 1850 came about due to the debate over the expansion of slavery into new territories, the Kansas-Nebraska Act focused on the economic future of western states. With the expansion of the transcontinental railroad and more settlers moving west, Congress sought to allow citizens to decide the issue of slavery for themselves. When Stephen Douglas proposed the Kansas Nebraska Act in 1854, he wanted to abandon the Missouri Compromise in order to allow settlers in Kansas to own slaves. The idea of popular sovereignty was a direct effect of the Kansas Nebraska Act. Many Northerners protested the Kansas Nebraska Act because it would have allowed slavery in areas where it had been non-existent for more than 30 years.
2. A strong response:
- References documents appropriately.
 - The incorporation of new western territories into the United States made slavery an explicit concern of national politics. Balancing the interests of slave and Free states had played a role from the very start of designing the federal government at the Constitutional Convention in 1787. (Source A – The Missouri Compromise)
 - “In 1819, the nation contained eleven free and eleven slave states creating a balance in the U.S. senate. Missouri's entrance threatened to throw this parity in favor of slave interests.”
 - “First, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts. Second, slavery was to be excluded from all new states in the Louisiana Purchase north of the southern boundary of Missouri. People on both sides of the controversy saw the compromise as deeply flawed.”
 - The Compromise of 1850 overturned the Missouri Compromise and left the overall issue of slavery unsettled. (Source B – The Compromise of 1850)
 - The northern advantages in the Compromise of 1850 include: (1) The balance of the Senate was now with the Free states; (2) California was admitted as a Free State; (3) Slave trade prohibited in Washington D.C.
 - The southern advantages in the Compromise of 1850 include: (1) No slavery restrictions in Utah or New Mexico territories; the south got the Fugitive Slave Law; (3) The Compromise of 1850 overturned the Missouri Compromise and left the overall issue of slavery unsettled.
 - Amid sectional tension over the future of slavery in the Western territories, Senator Stephen A. Douglas proposed the Kansas-Nebraska Act, which he believed would serve

as a final compromise measure. (Source C - Kansas-Nebraska Act, Encyclopedia entry by Zach Garrison)

- Another consequence of the Kansas-Nebraska Act was the usurpation of longstanding party affiliations according to sectional loyalties. The cause of free soil over the interest of slavery led many Northern, antislavery Whigs, Free-Soilers, and Democrats to abandon their traditional party affiliations and join the new Republican Party in 1854.
- During the 1840s, the push to organize the Kansas and Nebraska Territories was inspired by the prospects of a Transcontinental Railroad and Western settlement. The problem of determining the railway's route—whether it would pass through northern (free) or southern (slave) territory—was hotly debated and prevented any construction.
- Combined with the admittance of Kansas into the Union as a free state in January 1861, the election of Republican Abraham Lincoln in 1860 represented a major defeat for Stephen Douglas and the hope that popular sovereignty would prevent a complete breakdown of national politics along sectional lines.
- In the spring of 1861, the United States of America split into two hostile countries—the United States and the new Confederate States of America. The two opposing heads of state agreed about what was causing the rupture—the long-running dispute concerning slavery and especially its status in the federal territories. (Source D: Excerpts from “The Failure of Compromise”)
- Applies the provided evidence as well as additional information about the various slavery compromises.
 - Students should have some understanding of the causes and effects of the Three-Fifths compromise and how it affected representation in government.
 - Students should have some understanding of the process by which representatives' compromise in government.
 - Students will need some understanding about how power in government is used and the importance of the U.S. Senate.