

TEACHING AMERICAN HISTORY PROJECT
Why a Compromise in 1850?
From Christine Brooks

Grade –8-10

Length of class period –50 minutes each (This lesson will take a minimum of 2-3 days.)

Inquiry – Why do people make compromises? What factors influence their decision making?

Objectives - Students will be analyzing documents for influences and biases presented that will influence decisions that are to be made.

-Students will be critiquing the legitimacy of those perspectives.

-Students will examine the influences that will ultimately lead to the Compromise of 1850.

Materials - See attached documents: 7 Primary sources

Warm-up sheet

Venn Diagram: North vs. South (Create your own.)

Analysis Sheet

Activities - Students will be divided into groups by a state. Three will be southern and three will be northern. (Massachusetts, Connecticut, New Hampshire, South Carolina, Georgia and Kentucky)

1. In their groups they will warm-up by making a list of the attributes of their group's state. Use the Warm-up sheet. (This part of the lesson could be enhanced by internet research. Day 1)
2. Each group will fill in a large chart on the wall with attributes of their region (north or south.) The students will use the groups' responses to fill in a North vs. South Venn diagram. It should show the sectionalist differences with some commonalities. Teacher will review with the students. (Day 2)
3. The primary sources will be distributed for the groups to analyze, using the Analysis worksheet as a guide to fill out. Each student should fill out one to be used for their individual assignment. Upon completion of the analysis, each student will create their own diagram to illustrate how compromises are reached and then write an explanation of what influences impact their decisions.

Assessments - Venn diagrams will be collected from each student and assessed.

(#3 above) An individual assignment on compromise is assigned and collected.

Connecticut Framework Performance Standards

1.4 Demonstrate an understanding of geographical space and place. Examine how geography influenced the economic and political development of the United States.

2.2 Interpret information from a variety of primary sources. Evaluate the credibility of the speaker.

3.2 Analyze and evaluate human action in historical contexts from alternative points of view. Analyze the options available to an individual in a historical situation. Justify why people might have different points of view on a historical issue.

<http://www.vlib.us/amdocs/index.html#1850>

Digital Tradition Mirror

The Abolitionist Hymn

Praise God from whom all bles-sings flow. Praise Him, all crea-tures here be-low; Praise

Him a-bove ye Heav'n-ly host. Praise Fa-ther Son and Ho-ly Ghost!

(This score available as [ABC](#), [SongWright](#), [PostScript](#), [PNG](#), or [PMW](#), or [a MIDI file](#))
[Pennywhistle notation](#) and [Dulcimer tab](#) for this song is also available

The Abolitionist Hymn

We ask not that the slave should lie,
As lies his master, at his ease,
Beneath a silken canopy,
Or in the shade of blooming trees.

We ask not "eye for eye," that all
Who forge the chain and ply the whip
Should feel their torture, while the thrall
Should wield the scourge of mastership.

We mourn not that the man should toil.
'Tis nature's need. 'Tis God's decree.
But let the hand that tills the soil
Be, like the wind that fans it, free.

Tune, "Old Hundred."
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Thanks to [Mudcat](#) for the Digital Tradition!

<http://sniff.numachi.com/~rickheit/dtrad/pages/tiABOLTHYM;ttDOXLGY.html>

<http://www.bartleby.com/268/9/4.html>

Daniel Webster 1850 speech to Congress excerpt March 7, 1850

And now, Mr. President, instead of speaking of the possibility or utility of secession, instead of dwelling in these caverns of darkness, instead of groping with those ideas so full of all that is horrid and horrible, let us come out into the light of day; let us enjoy the fresh air of liberty and union; let us cherish those hopes which belong to us; let us devote ourselves to those great objects that are fit for our consideration and our action; let us raise our conceptions to the magnitude and the importance of the duties that devolve upon us; let our comprehension be as broad as the country for which we act, our aspirations as high as its certain destiny; let us not be pigmies in a case that calls for men. Never did there devolve on any generation of men higher trusts than now devolve upon us, for the preservation of this Constitution, and the harmony and peace of all who are destined to live under it. Let us make our generation one of the strongest and brightest links in that golden chain, which is destined, I fondly believe, to grapple the people of all the States to this Constitution for ages to come.

16

We have a great, popular, constitutional government, guarded by law and by judicature, and defended by the whole affections of the people. No monarchical throne presses these States together; no iron chain of military power encircles them; they live and stand upon a government popular in its form, representative in its character, founded upon principles of equality, and so constructed, we hope, as to last for ever. In all its history it has been beneficent; it has trodden down no man's liberty; it has crushed no State. Its daily respiration is liberty and patriotism; its yet youthful veins are full of enterprise, courage, and honorable love of glory and renown. Large before, the country has now, by recent events, become vastly larger. This Republic now extends, with a vast breadth, across the whole continent. The two great seas of the world wash the one and the other shore. We realize, on a mighty scale, the beautiful description of the ornamental edging of the buckler of Achilles,—

“Now the broad shield complete, the artist crowned
With his last hand, and poured the ocean round:
In living silver seemed the waves to roll,
And beat the buckler's verge, and bound the whole.”

<http://www.bartleby.com/268/9/11.html>

Alexander Hamilton Stevens in a speech to Congress Excerpt August 6, 1850

A PUBLIC ¹ domain has been acquired by the common blood and common treasure of all, and the South, which is charged with endeavoring to control the government for its purposes, asks nothing but that the common territory which is the public property may be opened to the entry and settlement and equal enjoyment of all the citizens of every part of the Republic, with their property of every description; while it is the North which comes here and demands that the whole of this common domain shall be set apart exclusively for itself, or for itself and such persons from the South as will strip themselves of a certain species of their property, and conform their views to the policy of the North. I submit it to every candid man in this House, and to every intelligent and candid man in the world, outside of the House, if this is not a fair statement of the question. The South asks no discrimination in her favor. It is the North that is seeking to obtain discriminations against her and her people. And who leads in this endeavor to control the action of the government for sectional objects? It is the gentleman himself who brings this charge against the South. Sir, I deny the charge, and repel it. And I tell that gentleman and the House if these agitations are not to cease until the South shall quietly and silently yield to these demands of the North, it is useless to talk of any amicable settlement of the matters in controversy. If that is the basis you propose, we need say nothing further about agreement or adjustment—upon those terms we can never settle. The people of the South have as much right to occupy, enjoy, and colonize these Territories with their property as the people of the North have with theirs. This is the basis upon which I stand, and the principles upon which it rests are as immutable as right and justice. They are the principles of natural law, founded in natural justice, as recognized by the ablest publicists who have written upon the laws of nations and the rights pertaining to conquests. These acquisitions belong to the whole people of the United States, as conquerors. They hold them under the Constitution and the general government as common property in a corporate capacity.

<http://www.bartleby.com/268/9/9.html>

John Caldwell Calhoun 1850 "On the Clay Compromise Measures" Excerpt

But can this be done? Yes, easily; not by the weaker party, for it can of itself do nothing—not even protect itself—but by the stronger. The North has only to will it to accomplish it—to do justice by conceding to the South an equal right in the acquired territory, and to do her duty by causing the stipulations relative to fugitive slaves to be faithfully fulfilled—to cease the agitation of the slave question, and to provide for the insertion of a provision in the Constitution, by an amendment, which will restore to the South, in substance, the power she possessed of protecting herself before the equilibrium between the sections was destroyed by the action of this government. There will be no difficulty in devising such a provision—one that will protect the South, and which at the same time will improve and strengthen the government instead of impairing and weakening it. 23

But will the North agree to this? It is for her to answer the question. But, I will say, she can not refuse if she has half the love of the Union which she professes to have, or without justly exposing herself to the charge that her love of power and aggrandizement is far greater than her love of the Union. At all events, the responsibility of saving the Union rests on the North, and not on the South. The South can not save it by any act of hers, and the North may save it without any sacrifice whatever, unless to do justice and to perform her duties under the Constitution should be regarded by her as a sacrifice.

<http://www.bartleby.com/268/9/7.html>

Henry Clay Excerpt of Speech to Senate February 6, 7, 1850

We are told now, and it is rung throughout this entire country, that the Union is threatened with subversion and destruction. Well, the first question which naturally arises is, supposing the Union to be dissolved—having all the causes of grievance which are complained of—how far will dissolution furnish a remedy for those grievances? If the Union is to be dissolved for any existing causes, it will be dissolved

because slavery is interdicted or not allowed to be introduced into the ceded territories; because slavery is threatened to be abolished in the District of Columbia; and because fugitive slaves are not returned, as in my opinion they ought to be, and restored to their masters. These, I believe, will be the causes, if there be any causes, which can lead to the direful event to which I have referred.

Bibliographic Information

America

- Digital ID: (digital file from color film copy transparency) cph 3g05950
<http://hdl.loc.gov/loc.pnp/cph.3g05950>
- Reproduction Number: LC-USZC4-5950 (color film copy transparency) LC-USZ62-89745 (b&w film copy neg.)
- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>
- Title: America / E.W.C.
- Creator(s): [Clay, Edward Williams, 1799-1857](#), artist
- Related Names:
[Donnelly, Arthur](#), publisher
- Date Created/Published: [New York] : Publ. by A. Donnelly, no. 19 1/2 Courtland St., N.Y. c1841.
- Medium: 1 print on wove paper : lithograph, hand-colored ; 31 x 25.2 cm (image)
- Summary: Print shows an idealized portrayal of American slavery and the conditions of blacks under this system in 1841. The Library's impression of the print is a fragment--the left panel only--of a larger print entitled "Black and White Slavery," which contrasts the plight of Britain's abused "white slaves" (actually factory workers, portrayed in the right panel) and America's "contented" black slaves. Weitenkampf rightly suggests that prints like these were published by Northern apologists for slavery. The work of one such apologist, E. W. Clay, displays a consistent lack of sympathy for blacks. Here he shows an attractive and wealthy, slave-owning white family, including a husband, his wife, and their two children. The young daughter plays with a lean greyhound which stands before them. The son gestures toward an elderly black couple with a small child sitting at their feet. A group of happy slaves dance in the background. The old slave says, "God Bless you massa! you feed and clothe us. When we are sick you nurse us, and when too old to work, you provide for us!" The master vows piously, "These poor creatures are a sacred legacy from my ancestors and while a dollar is left me, nothing shall be spared to increase their comfort and happiness."
- Reproduction Number: LC-USZC4-5950 (color film copy transparency) LC-USZ62-89745 (b&w film copy neg.)
- Rights Advisory: No known restrictions on publication.
- Call Number: PGA - Clay (E.W.)--America (A size) [P&P]

- Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

God bless you ma'am! you feed
and clothe us. When we are sick
you nurse us, and when too old
to work, you provide for us!

AMERICA

These poor creatures are a sacred legacy
from my ancestors and while a dollar is
left me, nothing shall be spared to increase
their comfort and happiness.



EVG

Ten Dollars Reward!

RAN away from the
Subscriber, on the night of the 15th
instant, a Negro Boy, named *Cesar*, 18 years
old, nearly 6 feet high, stout and well made,
walks pretty erect, speaks fluently: He wore
away a light colored sailor jacket, a mixed
green and black swansdown vest, a pair of
blue overalls, a Holland shirt, a pair of gray
socks, a pair of thick shoes, a brown home-
made great coat, and a large old Hat; has a
small scar on his left cheek. He has lately
been guilty of theft, and made his escape
through fear of punishment. Whoever will
return said Negro, or secure him so that his
master may get him again, shall receive the
above reward, and all reasonable charges.---
All persons are forbid harboring, trusting or
employing said Negro, on penalty of the
Law.

SAMUEL M'CLELLAN.

Woodstock, Connecticut, May 16, 1803.

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Item number: 401. 400. 01. 1803v120030

The Connecticut Historical Society.

<http://images.lib.uconn.edu/cdm/singleitem/collection/cho/id/1405/rec/62>

Image of runaway slave advertisement 1803

CAUTION!!

COLORED PEOPLE

OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the
**Watchmen and Police Officers
of Boston,**

For since the recent **ORDER OF THE MAYOR & ALDERMEN**, they are empowered to act as

KIDNAPPERS

AND

Slave Catchers,

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES**. Therefore, if you value your **LIBERTY**, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.**

APRIL 24, 1851.

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WARM-UP SHEET

Group State: _____

Group Members: _____

Record information about your state on the following:

Economy:

Politics:

Social/Religious Aspects of Society:

Geography of Region:

ANALYSIS WORKSHEET

NAME: _____

Answer the following questions for each document:

1. What is this document? What does it say? Who is its intended audience?
2. What perspective does this document take, Southern or Northern? Why do you think so?
3. Would my state agree with this perspective? Why or why not?

DOCUMENT #1

1. _____

2. _____

3. _____

DOCUMENT #2

1. _____

2. _____

3. _____

DOCUMENT #3

1. _____

2. _____

3. _____

DOCUMENT #4

1. _____

2. _____

3. _____

DOCUMENT #5

1. _____

2. _____

3. _____

DOCUMENT #6

1. _____

2. _____

3. _____

DOCUMENT #7

1. _____

2. _____

3. _____

