### Kansas Standards

**Kansas History Standards (Middle and High School):**
- KH8B3I3 describe the influence of pro- and antislavery ideas on territorial Kansas

**Other Standards:**
- US11B2I11 evaluate the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period

### Objectives

**Knowledge:**
- Understand the sequence of national events that resulted in the Civil War.

**Skills:**
- Using primary sources (federal documents)
- Timeline
- Mapmaking

### Focus Questions

- Why did the Civil War begin in 1861?
- If the Kansas-Nebraska Act had not been passed, what affect would that have had on sectionalism?

### Assessment Tools

- Students will retrace the events that led from sectionalism to secession and briefly describe how the events affected the people of Kansas Territory.

### Activities

1. Distribute lesson packets to groups of students. Students need to read the Background Information pages and the primary source documents before proceeding with this lesson.
2. Working as groups, have students map the regions affected by the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott Decision.
3. Lead a class discussion on how history would have been different if any of these legislative or legal issues had been different. Students will then write their own essays on this topic.
4. Using the Background Information pages, the primary source documents, and the Mapping Activity pages, student groups will create a historical timeline for events from 1820 to 1861.
Lesson Background
This lesson connects with the lesson plan “Sectionalism and the Kansas-Nebraska Act.” This activity retraces the steps of federal policies and a Supreme Court decision that triggered sectionalism, popular sovereignty, secession of the Southern states, and ultimately the Civil War. The goals of this lesson are:

1. Help students better understand the progression of events leading up to the Civil War.
2. Help students understand the interrelationship of sectionalism, popular sovereignty, secession, and these critical events prior to the Civil War.
3. Help students understand the purpose of each federal document.
4. Help students critically analyze how these events may have affected the people of the United States and Kansas Territory.

All primary source documents used in this lesson plan are available through the Territorial Kansas Online website.

This lesson was developed for a 90-minute class period but could easily be used for a shorter class period.

*Note that any documents printed from the [http://www.territorialkansasonline.com](http://www.territorialkansasonline.com) website are most legible when printed from a laser printer.

*Please understand that the time allotted for each piece of the lesson is an approximation and may vary from teacher to teacher.*
Materials Needed

1. Primary source documents for Impact/Connection Activity #1

<table>
<thead>
<tr>
<th>Missouri Compromise Documents</th>
<th>Compromise of 1850/Fugitive Slave Law Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document #</td>
<td>Document Description</td>
</tr>
<tr>
<td>102847</td>
<td>Missouri Compromise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kansas-Nebraska Act Documents</th>
<th>Dred Scott Decision Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document #</td>
<td>Document Description</td>
</tr>
<tr>
<td>102844</td>
<td>Kansas Nebraska Act Sections 1 and 19 primarily</td>
</tr>
</tbody>
</table>

2. Timeline worksheet.

3. Blank political map of the United States, four per group. Also, include the mapping instructions, one per group.

4. Background information sheet, one per group.

5. Political map of the United States for reference, one per group.
Impact/Connection Group Activity #1: *(90 minutes)*
Divide students into groups of five and hand out the group folders. All folders should be identical and should include the following:

1. Copy of four blank political maps of the U.S. with latitude and longitude lines.
2. Copy of one political map to be used as a reference (not included).
3. Copy of the background information sheet.
4. Copy of the mapping instructions
5. Copy of each primary source document listed in the Materials Needed section of the lesson plan.
6. Copy of the timeline worksheet.
7. Copy of the timeline instructions sheet.

Have the group complete the following assignments:

1. Read the background information and the primary source documents contained in their packets. After the students have read the documents have them follow the timeline worksheet instructions and complete the assignment.
2. Begin mapping the information from the Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, and the Dred Scott Decision as follows:
   a. **Missouri Compromise Map:** Draw and shade in the approximate location and boundaries of Missouri and the other states of the U.S. at that time.
   b. **Compromise of 1850:** Draw and shade in the approximate boundaries of California, Utah, and New Mexico Territories.
   c. **Kansas-Nebraska Act Map:** Draw and shade in the approximate location and boundaries of Kansas and Nebraska based on the Kansas-Nebraska Act.
   d. **Dred Scott Decision Map:** Draw and shade in the approximate location and boundary of Minnesota Territory. Using the current boundary is fine.
Discussion: Real World Findings (10-20 minutes)
Lead a short discussion about the activities the students have completed. Have the students pose questions about each of the events, their purpose, and whether they were successful. Next, have the students discuss these events as they led up to the Civil War. Also, ask the students their feelings about the Dred Scott Supreme Court decision. Finally, ask the students how they feel about the people of Kansas and the struggle for statehood.

Activity Assessment (Remainder of the class period)
Have each group take out a piece of paper. Using all that they have learned over the last few days, have the students respond to the following problem.

You are the United States SUPER Senators during the period that covers 1815-1860, and you are in control of every piece of legislation that passes the Senate. What would you have done differently? Would you have allowed Missouri to enter the Union as a slave state so far north, would you have allowed popular sovereignty to become policy in certain territories, would you have restricted emigration to Kansas Territory, or would you have sent a large military force to prevent the fighting in the Kansas Territory? And finally, how would you have dealt with the Supreme Court decision of 1857. Would you have passed a law to counteract the decision of the Supreme Court? Remember, you are the SUPER Senators and this is your chance to stake your claim on history. Be careful and think before you write. Make sure you cover every point, and take your time.
Timeline Worksheet Instructions

Using the packet of primary source documents and the background information sheet, retrace the events that led from sectionalism, to secession, and finally to the Civil War. Along the way you will need to briefly describe how the event affected the people of Kansas Territory.

To begin you will need to read the background information dealing with each event. Once you have read the background information, read each document dealing with each event (i.e., the Missouri Compromise). Take your time and discuss the information. Other people in your group may have a different idea about the same document, so read the documents out loud if necessary. Rushing can cause mistakes. TAKE YOUR TIME!!
### Timeline Worksheet

Names __________________________________________ Date __________________________ Hour/Block _______________________

<table>
<thead>
<tr>
<th>Dates</th>
<th>How did the event affect the people of the US and Kansas Territory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820</td>
<td>Missouri Compromise</td>
</tr>
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</table>

1825

1830

1835

1840

1845
1846 Mexican War Begins
1848 Mexican War Ends

1850 **Compromise of 1850**

1854 **Kansas Nebraska Act**
1855

1857 **Dred Scott Decision**

1860 **Lincoln Elected & South Carolina Secedes**
Mapping Instructions

This assignment will require the use of four blank maps, which are provided. This portion of the group activity will require some basic artistic skills. You will be drawing boundaries based on the information you read in these four major documents: the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott Decision. A current U.S. map can be used as a reference. Be as accurate as possible.

1. **Missouri Compromise Map**: Based on your readings of the Missouri Compromise, draw the line from Missouri to the Pacific.

2. **Compromise of 1850 Map**: Based on your readings of the Compromise of 1850, draw and shade in the approximate boundaries of California, Utah, and New Mexico Territories.

3. **Kansas Nebraska Act Map**: Based on your readings of section 19 of the Kansas-Nebraska Act, draw and shade in the approximate location and boundaries of Kansas and Nebraska.

4. **Dred Scott Decision Map**: Draw shade in the location and boundary of Minnesota Territory. You may use the current state boundary.

   **Put every group member’s name and the date on each map!**
Sectionalism, Popular Sovereignty, and Secession

Background Information

The Missouri Compromise of 1820

The Missouri Compromise was passed because a battle was brewing in Congress over Missouri becoming a new state. Missouri wanted to enter the Union (United States) as a slave state, but Missouri was too far north to be considered a “Southern state.” So Congress came up with a plan. The plan was to allow Missouri to become a state and keep its slaves and Maine would become a state and have no slaves. With both becoming states at nearly the same time and one having slaves and the other none, it maintained the balance in Congress between free and slave states. The other part of the Compromise was that a line would be drawn from Missouri to the Pacific Ocean. Any state wanting to enter the Union south of this line had to be a slave state, and any state entering the Union north of this line would have to be a free state. This compromise worked perfectly until 1849 and was a law until 1857.

The Compromise of 1850

The Compromise of 1850 was passed because California wanted to enter the Union after the Mexican War as a free state, but the line from the Missouri Compromise cut the state in half. The Southern states did not want California (a very large state) to enter the Union as a free state without another state entering the Union as a slave state. The compromise that was worked out started the slide toward sectionalism and secession. The Compromise of 1850 had five different parts:

1. California would enter the Union as a free state.
2. Utah and New Mexico Territories would have the right to decide whether they would enter the Union as slave or free states. This became known as popular sovereignty.
3. Texas would lose land to New Mexico Territory but would get $10 million to pay off a debt with Mexico.
4. The slave trade would end in Washington D.C. This only ended the sale and trading of slaves, not the ownership of slaves.
5. The Fugitive Slave Law was passed. This allowed slave owners to hunt down runaway slaves and return them to the plantations. This essentially ended the North as a haven for runaway slaves, because slave owners could come after them anywhere in the United States.

This Compromise divides or sectionalizes the North and South a little more. California and Texas were minor issues. Sectionalism grows mainly because of the Fugitive Slave Law and somewhat because of the institution of popular sovereignty in Utah and New Mexico Territories.
The Kansas-Nebraska Act of 1854

The Kansas-Nebraska Act was passed because people were starting to move west of Missouri into unorganized territories. Congress decided to pass the Kansas-Nebraska Act to help organize the territory into two different states. The policy of popular sovereignty was extended to the territory even though it was in conflict with the Missouri Compromise, (remember the line the Missouri Compromise drew across the nation that did not allow slavery above the line). Congress thought that under popular sovereignty Nebraska would enter the Union as a free state and Kansas would enter the Union as a slave state. This would maintain the balance in Congress between slave and free states. The problem was that anyone could emigrate to Kansas, and some Northerners organized mass migrations of antislavery people to go to Kansas Territory. Many people from the South and Missouri came to Kansas to vote for Kansas to be a slave slave. The battle for Kansas caught the attention of the entire nation and caused the divide between the North and the South, known as sectionalism, to grow. The two sides fought many battles and many people died, while the nation watched and waited. The conflict that took place became known as “Bleeding Kansas.”

Dred Scott v. Sanford Supreme Court Decision of 1857

The Supreme Court Decision of 1857, about a man named Dred Scott, does not seem to fit with the items already discussed. The fact is the Dred Scott decision was the last straw for many people, and if you look at the date it’s not far from the start of the Civil War. Dred Scott was a slave who traveled with his owner to many places including the Minnesota Territory. They lived there for several years. Dred Scott decided to sue for his freedom under the premise that because he had lived in Minnesota Territory (north of the line set up by the Missouri Compromise) he should be free. A lower court agreed with Scott, but on appeal to the Supreme Court the decision was reversed. The chief justice of the Supreme Court wrote the decision for the court. In that decision Chief Justice Taney wrote that not only could Scott not get his freedom but also he and every other black person were considered property and had no rights anywhere in the United States. Also, Taney declared the Missouri Compromise unconstitutional (meaning it was against the Constitution and the law). Basically the Supreme Court said that slavery could legally exist anywhere in the United States no matter what a state government said because slaves were considered property and property can be taken anywhere. This decision made sectionalism grow even more between the North and South.

The Election of 1860

Another major break between the North and South came in 1860 when Abraham Lincoln was elected president of the United States without winning the votes of a single Southern state. Almost immediately, South Carolina seceded from the Union, thus beginning the final steps toward civil war.