

# The Uneasy Balance: Stepping Stones to War

## *Interactive Guide*

Link to Story Map: <https://arcg.is/PyKHS>

1) **Start Page - Bell Ringer**: Examine the primary source image on the board and complete the following:

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| What information can you pull from the picture?<br>(Ex. What do you see?)                                    |  |
| What assumptions or inferences can be made from the information in the picture?<br>(Ex. Who is this person?) |  |

2) **Compromised Constitution**: Read and analyze the text in the side-panel, including the primary source excerpts from Ben Franklin and Thomas Jefferson, then complete the following:

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| <b>THINK ON IT!</b><br>With even slave-holding Founding Fathers like Thomas Jefferson questioning the "justice" in the institution of slavery, why was it not abolished during our nation's founding period? |  |
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3) **The Cotton Gin**: Use the information in the side panel and main panel to complete the following:

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| <p><b>History Detective Analysis:</b></p> <p>Read the primary source letter and answer the questions to the right.</p>   | <ol style="list-style-type: none"><li>1) Who created this document?</li><li>2) In what time period was this document created?</li><li>3) Who was the intended audience?</li><li>4) Why was this document created? For what purpose?</li></ol> |
| <p><b>THINK ON IT!</b></p> <p>With slavery still existing in the years to follow, how might the invention of the cotton gin change the make-up of the population of the southern states?</p> |   |

4) **King Cotton and the Spread of Slavery**: Navigate through the information in the side panel and the main stage to complete the following analysis.

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|---|---|
| <p><b>History Detective Analysis:</b></p> <p>Click through the years and observe how the map changes.</p> | <p>What does the map data tell you about slavery in the United States from 1790-1850?</p> |
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| <p><b>History Detective Analysis:</b></p> <p>Click and analyze the data pertaining to cotton production in the United States from 1800-1850.</p>   | <p>1) Do you notice a change in the amount and value of cotton exported over those years? If so, what?</p> <p>2) Was there any possible correlation between the map data on slavery and the statistical data on cotton? If so, what and why?</p> |
| <p><b>THINK ON IT!</b></p> <p>As slavery became illegal in northern states and more and more a part of the southern states' economy, what issues could arise as the United States gains large new territories in the West?</p> |  |

### 5) **The Missouri Question: More Land = More Problems:** Read the information and complete the map and primary source activity.

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| <p><b>History Detective Analysis:</b></p> <p>Use the primary source and the map to answer the questions to the right.</p> | <p>1.) What type of primary source is this?</p> <p>2.) What is the time period?</p> <p>3.) What information is provided about the Missouri Compromise?</p> <p>4.) What is "36 degrees north latitude?" Can you locate it on the map?</p> |
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6) **Kansas Up for Grabs!:** Read the overview in the side panel and then navigate through the activities.

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| <p><b>History Detective Analysis:</b></p> <p>Use the map to answer the questions to the right.</p>   | <p>1) In what time period was this map created?</p> <p>2) Why was this map created? What does this tell you about the time period?</p> |
| <p><b>THINK ON IT!</b></p> <p>According the <b>Kansas-Nebraska Act</b>, white male settlers in the territory could vote as to whether Kansas would permit (allow) or prohibit (not allow) slavery as it entered into statehood (became a new state). What possible outcomes could come from this decision?</p> |  |

7) **John Brown and “The Riot at Harper’s Ferry!” or the “Attempt to Establish Freedom!”** Read the overview in the side panel and then navigate through the activities.

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| <p><b>THINK ON IT!</b></p> <p>In the 1866 poem "The Portent" by Herman Melville, John Brown is referred to as "The meteor of the war." The poem was written a year after the end of the American Civil War. Why would Melville refer to John Brown as "the meteor of the war?"</p> |  |
|--|--|