

Teacher Companion for Student Organizer
The Uneasy Balance: Stepping Stones to War

Story Map Directions Story Map Link: https://arcgis.com/PyKHS	Guiding Questions
<p>Compromised Constitution Main stage: painting of Constitutional Convention found in LOC.</p> <p>Side stage: Quick summary of how legal slavery was basically “tabled” during the convention.</p> <p>Side Stage Primary Sources: Ben Franklin’s petition to the public advocating the emancipation of enslaved individuals.</p> <p>Thomas Jefferson’s letter to John Holmes in which he speaks on the injustice of slavery but the issues that would arise with emancipation.</p>	<p>THINK ON IT! 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?</p> <p>Answer: This is an open-ended question that has numerous answers in order to get students to see the complexity of this divisive issue.</p>
<p>The Cotton Gin Main Stage: Eli Whitney’s diagram of his cotton gin.</p> <p>Side Stage: Quick summary on how cotton was cleaned before this technological invention.</p> <p>Side Stage Primary Source: Letter from Jefferson to Whitney – along with explanation that the cotton gin allowed for cotton to be “cleaned” a much quicker rate, making it an attractive crop to grow.</p> <p>Side Stage supplemental Clicks: LOC images of Eli Whitney and Thomas Jefferson.</p> <p>Main Stage Click: A map that shows prime growing areas for cotton and other cash crops.</p>	<p>History Detective Analysis:</p> <ol style="list-style-type: none"> 1) Who created this document? 2) What is the time period? 3) Who was the intended audience? 4) Why was the document created? For what purpose? <p>This document analysis of Jefferson’s letter to Whitney gives students a first-hand look at an actual planter’s frustration over current cotton production and his anticipation for the possibilities of Whitney’s new invention.</p> <p>THINK ON IT! 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> <p>By analyzing the potential impact of the cotton gin, existence of legal slavery, and the map of growing area, students will predict how the population of these areas might change – (<i>Who will be living here? What will be the demographics? Etc.</i>)</p>

“King Cotton” and the Spread of Slavery

Main Stage: Map showing slavery percentage by county in 1790 (3 years before the invention of the cotton gin).

Side Stage Primary Source: Picture of a cotton plantation with field hands working in the cotton field.

Side Stage Essential Clicks: Students will click through the years 1790, 1800, 1810, 1820, 1830, and 1850. The map on the main stage will show an exponential spread of slavery throughout the southern states.

Side Stage Essential Clicks: Students click and observe the data on cotton production and cotton exports displayed on the main stage.

History Detective Analysis:

- 1) Using your legend, what observations can you make about the spread of slavery from 1790 to 1850?
(Students will observe and discuss the growth and spread of slavery and slave labor.)
- 2) Can you find any possible correlation between the map data on slavery and the statistical data on cotton production/exports? If so, what and why?
(Students will analyze both statistical charts regarding cotton production, cotton exports, and the percentage of cotton exports compared to all exports. There are multiple observations students can make in this analysis – In particular: a) following the invention of the cotton gin, cotton production increased dramatically. b) cotton production and the use of slave labor or linked. c) Cotton had become so integral to the economy that it made up over 53% of all U.S. exports by the year 1850)

THINK ON IT!

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?
(Open-ended but hopefully students start to see that the general use of slave labor is limited to southern states, and that as new states are added conflict could arise as to whether those states are “free” or “slave.”)

<p>The Missouri Question</p> <p>Main Stage: This is an interactive map displaying “free” and “slave” states and highlighting the 36 North latitude line.</p> <p>Side Stage Clickable: This is a primary source newspaper that gives the details of the Missouri Compromise.</p>	<p>History Detective Analysis:</p> <ol style="list-style-type: none"> 1) What type of primary source is this? (<i>This is a newspaper.</i>) 2) What is the time period? (<i>The date is March 11, 1820</i>) 3) What information is provided about the Missouri Compromise? (<i>It describes how Maine enters as a free state and Missouri as a slave state and that no new slave states are to be added above 36 latitude.</i>) <p>1. Why is "36 degrees north latitude?" important? Can you locate it on the map</p>
<p>Kansas Up for Grabs!</p> <p>Main Stage: Reynolds Political Map of the United States – it shows slave and free states, as well as, areas that are undetermined but could be either under the Kansas-Nebraska Act.</p> <p>Side Stage Essential Clicks: Students click to show location of Kansas, which also includes an excerpt from the Kansas-Nebraska Act dealing with “popular sovereignty” in determining slavery in the territories.</p>	<p>History Detective AnalysisO</p> <ol style="list-style-type: none"> 1) In what time period was this map created? 2) Why was this map created? What does that tell us? <p>THINK ON IT!</p> <p>According the Kansas-Nebraska Act, 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>
<p>"The Riot at Harper's Ferry!" or "The Attempt to Establish Freedom"</p> <p>Main Stage: Image of John Brown overlaid with parts of an interview he gave while in Charles Town prison following the events at Harper’s Ferry, Va.</p> <p>Side Stage Essential Clicks:</p> <p>Bleeding Kansas: students get an idea of the violence of following the Kansas-Nebraska decision.</p>	<p>THINK ON IT!</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>

John Brown: image of John Brown without the overlay

Harper's Ferry: students can see the location of the event in comparison to regional states and D.C.

Executed: John Brown on his way to the gallows for treason.

White northerners: the men that secretly financially backed John Brown in his quest to start a revolution.

1860 Election: campaign flyer for Abraham Lincoln.

"The Portent:" Herman Melville's poem "The Portent"