

## 8<sup>th</sup> Grade History: US History

May 4<sup>th</sup> – May 8<sup>th</sup>

*Time Allotment: 30 minutes per day*

### **Mr. Maiorano's Guided Instruction via Zoom:**

Period 1: Monday and Wednesday from 10:00am – 10:50am

Period 2: Monday and Wednesday from 11:00am – 11:50am

Period 6: Tuesday and Thursday from 1:00pm – 1:50pm

### **Mr. Growdon's Guided Instruction via Zoom:**

Period 3: Monday and Wednesday from 1:00pm – 1:50pm

Period 4: Tuesday and Thursday from 10:00am – 10:50am

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Packet Overview**

Date	Objective(s)	Page Number
Monday, May 4 <sup>th</sup>	1. Explain the causes and effects of the Compromise of 1850	3
Tuesday, May 5 <sup>th</sup>	1. Explain why Abolitionists reacted strongly to the Fugitive Slave Act	7
Wednesday, May 6 <sup>th</sup>	1. Explain what July 4 <sup>th</sup> means to the slave in the United States through the eyes of Frederick Douglass	10
Thursday, May 7 <sup>th</sup>	1. Explain how the Kansas-Nebraska Act was a kind of civil war in small.	14
Friday, May 8 <sup>th</sup>	1. Minor Assessment: Quiz!	19

**Additional Notes:** Our new unit points us toward the civil war. It has been foreshadowed for long enough, and now we will be looking at the major events that led to the separation of our union. The Civil War is looming!

**Academic Honesty**

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

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I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

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**Monday, May 4<sup>th</sup>**

History Unit: “Lead Up to the Civil War”

Lesson 1: The Compromise of 1850 and the Kansas-Nebraska Act

**Unit Overview:**

**Objective:** Be able to do this by the end of this lesson.

1. Explain the causes and effects of the Compromise of 1850 and the Kansas-Nebraska Act

**Introduction to Lesson 1:**

The Compromise of 1850 and the Kansas-Nebraska Act were two acts passed by Congress that did little to calm tensions between pro-slavery persons and abolitionists. Jefferson’s letter to John Holmes continues to ring in our ears. Although describing the Missouri Compromise of 1820, one can see how it continues to apply in the Compromise of 1850 and the Kansas-Nebraska Act of 1854. He writes, I considered it at once as the [death] knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve [or a temporary pardon] only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper ...”

**Plan of Attack:**

- A. Read p. 478 – 482 (IMB, GQs, RPCs, FCs)
- B. Challenge 17.1
- C. Map Work: Compromise of 1850 / Kansas-Nebraska Act of 1854

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A. Read p. 478 – 482 (IMB, GQs, RPCs, FCs)

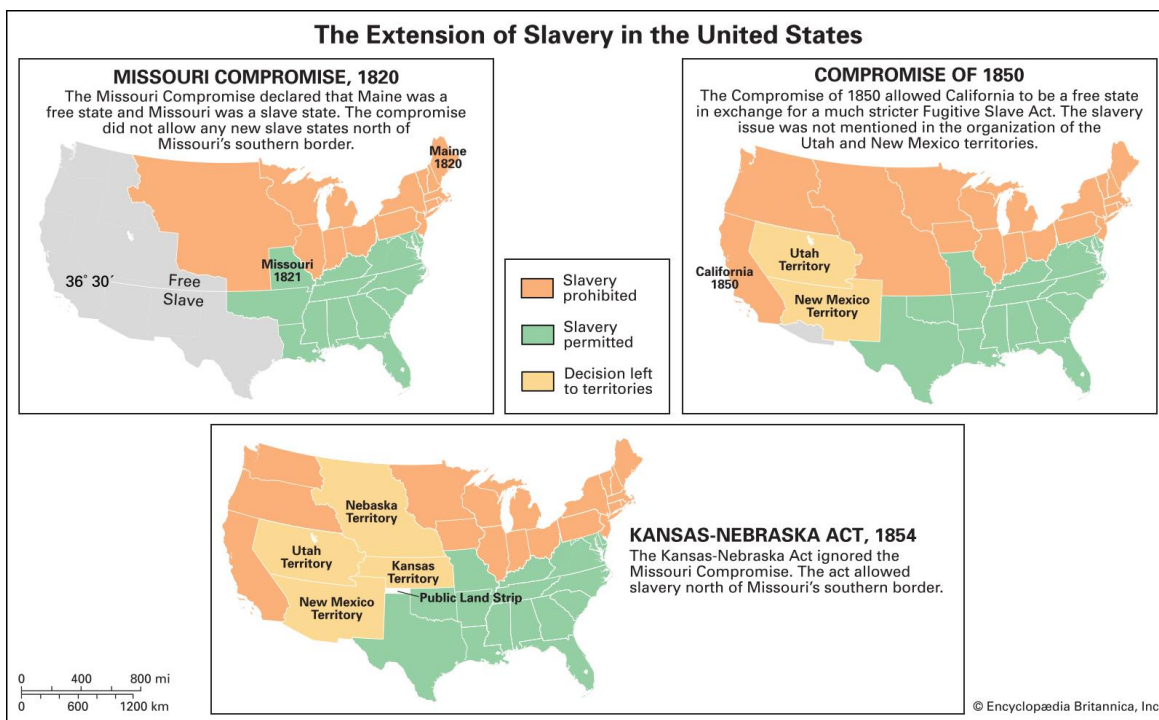
**B. Challenge 17.1**

1. What compromise set the 36, 30 latitude line as the dividing line for free and slave states?	
2. Which document, introduced by a representative from Pennsylvania stated, banned slavery in lands that United States acquire from Mexico?	
3. Which Senator from South Carolina argued that neither congress nor any territorial government could ban or regulate slavery?	
4. Which party had as their slogan, “Free Soil, Free Speech, Free Labor, and Free Men.”?	
5. Who won the election of 1848? Which party?	
6. True or False: “The Abolition movement sought to abolish or remove slavery and the slave trade from the United States.”	
7. What is a vocabulary word for “a person who is running away from legal authority”?	
8. “To officially leave an organization” is known as what?	
9. What did Stephen Douglas do to the Compromise of 1850 to solve the problem?	
10. What was a consequence for helping a fugitive slave under the Fugitive Slave Act?	
11. What did Henry David Thoreau write about law in his 1849 essay, “Civil Disobedience”?	
12. What is the name of the interconnected network or system of Free African Americans and whites that works to help runaway slaves make their way north to freedom? *Harriet Tubman was a key figure in this interconnected system.	
13. Stephen Douglas proposed the idea of “popular sovereignty” and repealing the Missouri Compromise. What does “popular sovereignty” mean in the Kansas-Nebraska Act?	
14. An “Armed pro-slavery supporter who crossed the border from Missouri to vote in Kansas” was known as a what?	
15. What is the name of the fervent abolitionist who vowed to strike terror against pro-slavery supporters?	

16. What is the vocabulary word for “a conflict between citizens of the same country”?	
17. What two headlines did newspapers give to the bloody events in Kansas?	
18. In 1856, which troops arrived to stop the bloodshed?	

**MAKE CORRECTIONS WITH RED PEN AND USE ANSWER KEY ON GOOGLE**

**CLASSROOM**



C. Map Work: Answer the following questions using the map provided.

1. In the Missouri Compromise of 1820, what line divided free states and slave states in the new western territories? \_\_\_\_\_
2. In the Compromise of 1850, California was admitted into the Union as a free state, but what laws were made more strict? \_\_\_\_\_
3. How does the Kansas and Nebraska Act repeal or ignore the Missouri Compromise of 1820?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MAKE CORRECTIONS WITH RED PEN AND USE ANSWER KEY ON GOOGLE**

**CLASSROOM**

**Tuesday, May 5<sup>th</sup>**

History Unit: “Lead Up to the Civil War”

Lesson 1: The Fugitive Slave Act and Douglass’ Response

**Unit Overview: Manifest Destiny**

**Objective:** Be able to do this by the end of this lesson.

1. Explain why Abolitionists reacted strongly to the Fugitive Slave Act.

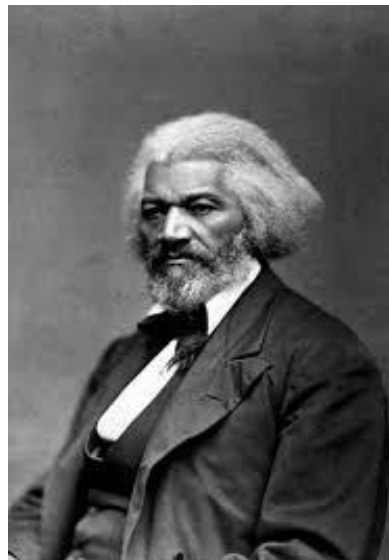
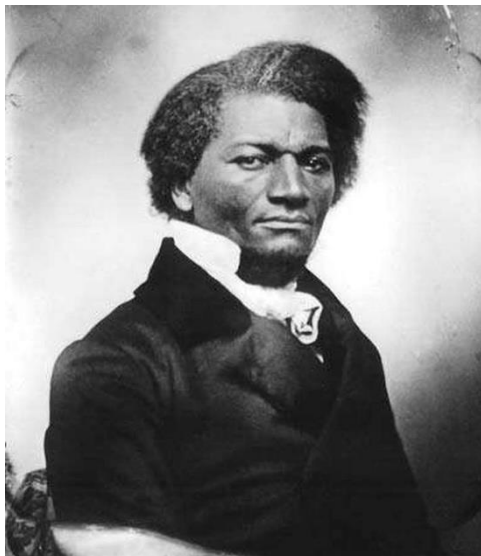
**Introduction to Lesson 2:**

When Congress passed the Compromise of 1850 in chunks, a stricter fugitive slave act emerged. From the beginning of the United States, the Constitution contained a provision that required the return of property to its’ owner. In Article IV, Section 2, Clause 3, it states: “No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.” Take note that the Constitution places responsibility on the slave-master to make the claim to the State that his slave should return for him. The State was responsible for finding, returning, and trying the fugitive slave in court. Notice how there is no involvement from the Federal Government in the returning of the slave to his master. However, the stricter Fugitive Slave Act required that Slaved be returned to their masters, even if they were in a free state, and made the federal government responsible for finding, returning, and trying escaped slaves in court.

With the Federal Government now responsible for finding, returning, and trying escaped slaves in court, Abolitionists saw this as clearly an immoral act that their federal government is now forced to commit. Frederick Douglass, a former slave, became one of the leading speakers of the Abolition movement after his escape from slavery and spoke against the Fugitive Slave Act and Slavery in general as the South’s “peculiar institution” Today, you will read through a short biography, and begin reading one of his greatest speeches, “What to the Slave is the 4<sup>th</sup> of July?”. You will read sections 1-8 today, and then finish the speech during tomorrow’s packet day.

**Plan of Attack:**

- A. USH PS: “What to the Slave is the 4<sup>th</sup> of July?” (Sections 1 – 8)
  - B. USH RS: “What to the Slave is the 4<sup>th</sup> of July?” (Sections 1 – 8)
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*In this painting, Douglass is presenting an argument to President Lincoln to enlist African Americans to fight for the Union. President Lincoln is seated, and Frederick Douglass is the gentleman standing furthest to the right.*

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A. USH PS: Frederick Douglas' "What to the Slave is the Fourth of July?" (July 5<sup>th</sup>, 1852)

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*Mr. Douglass delivered this speech to the Rochester Ladies' Anti-Slavery Society in Corinthian Hall in Rochester, New York. Although President Millard Fillmore did not attend the speech, the speech was still directed to the President, who about a year before signed into law the Fugitive Slave Act. The Fugitive Slave Act punished persons who helped a runaway slave escape, and punishment was done through fines and imprisonment. **Guiding Annotation Question:** What is Frederick Douglas' attitude toward the founding fathers and their efforts? Why is Douglass' attitude toward the founding fathers important?*

"Mr. President, Friends and Fellow Citizens:

1. ...This, for the purpose of this celebration, is the 4th of July. It is the birthday of your National Independence, and of your political freedom. This, to you, is what the Passover was to the emancipated people of God. It carries your minds back to the day, and to the act of your great deliverance; and to the signs, and to the wonders, associated with that act, and that day. This celebration also marks the beginning of another year of your national life; and reminds you that

the Republic of America is now 76 years old. I am glad, fellow-citizens, that your nation is so young. Seventy-six years, though a good old age for a man, is but a mere speck in the life of a nation. Three score years and ten is the allotted time for individual men; but nations number their years by thousands. According to this fact, you are, even now, only in the beginning of your national career, still lingering in the period of childhood. I repeat, I am glad this is so. There is hope in the thought, and hope is much needed, under the dark clouds which lower above the horizon. ...

2. On the 2d of July, 1776, the old Continental Congress... “Resolved, That these united colonies are, and of right, ought to be free and Independent States; that they are absolved from all allegiance to the British Crown; and that all political connection between them and the State of Great Britain is, and ought to be, dissolved.”

3. Citizens, your fathers made good that resolution. They succeeded; and to-day you reap the fruits of their success. The freedom gained is yours; and you, therefore, may properly celebrate this anniversary. The 4th of July is the first great fact in your nation’s history — the very ring-bolt in the chain of your yet undeveloped destiny. Pride and patriotism, not less than gratitude, prompt you to celebrate and to hold it in perpetual remembrance. I have said that the Declaration of Independence is the ring-bolt to the chain of your nation’s destiny; so, indeed, I regard it. The principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes, and at whatever cost.

4. From the round top of your ship of state, dark and threatening clouds may be seen. Heavy billows, like mountains in the distance, disclose to the leeward huge forms of flinty rocks! That bolt drawn, that chain broken, and all is lost. Cling to this day — cling to it, and to its principles, with the grasp of a storm-tossed mariner to a spar at midnight.

5. ...Fellow Citizens, I am not wanting [or lacking] in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. They were great men too — great enough to give fame to a great age. It does not often happen to a nation to raise, at one time, such a number of truly great men. The point from which I am compelled to view them is not, certainly, the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory.



6. They loved their country better than their own private interests; and, though this is not the highest form of human excellence, all will concede that it is a rare virtue, and that when it is exhibited, it ought to command respect. He who will, intelligently, lay down his life for his country, is a man whom it is not in human nature to despise. Your fathers staked their lives, their fortunes, and their sacred honor, on the cause of their country. In their admiration of liberty, they lost sight of all other interests.

7. They were peace men; but they preferred revolution to peaceful submission to bondage. They were quiet men; but they did not shrink from agitating against oppression. They showed forbearance; but that they knew its limits. They believed in order; but not in the order of tyranny. With them, nothing was “settled” that was not right. With them, justice, liberty and humanity were “final;” not slavery and oppression. You may well cherish the memory of such men. They were great in their day and generation. Their solid manhood stands out the more as we contrast it with these degenerate times.

8. How circumspect, exact and proportionate were all their movements! How unlike the politicians of an hour! Their statesmanship looked beyond the passing moment, and stretched away in strength into the distant future. They seized upon eternal principles, and set a glorious example in their defense. Mark them!”

USH RS: Douglas’ “What to the Slave is the Fourth of July?” (Sections 1-8)

*Directions: Use the PS to answer the following questions.*

1. What is Frederick Douglas’ attitude toward the founding fathers and their efforts? Why is Douglass’ attitude toward the founding fathers important?

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**CLASSROOM**

**Wednesday, April 29<sup>th</sup>**

History Unit: “Lead Up to the Civil War”

Lesson 2: “What to the Slave is the 4<sup>th</sup> of July?” Continued

**Unit Overview: Manifest Destiny**

**Objective:** Be able to do this by the end of this lesson:

1. Explain what July 4<sup>th</sup> means to the slave in the United States through the eyes of Frederick Douglass

**Introduction to Lesson 3:**

As you continue reading through Frederick Douglass’ “What to the Slave is the 4<sup>th</sup> of July?”

**Plan of Attack**

A. USH PS: What to the Slave is the 4<sup>th</sup> of July? Sections 9 - 16

B. USH RS: “What to the Slave is the 4<sup>th</sup> of July?” Sections 9 – 16

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A. USH PS: Douglass’ “What to the Slave is the Fourth of July?” (Sections 9 – 16)

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9. ...Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day?

What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

10....But, such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. — The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is *yours*, not *mine*. *You* may rejoice, *I* must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, lowering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrecoverable ruin! I can to-day take up the plaintive lament of a peeled and woe-smitten people!

11. Fellow-citizens; above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, “may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!” To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then fellow-citizens, is AMERICAN SLAVERY. I shall see, this day, and its popular characteristics, from the slave’s point of view. Standing, there, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery — the great sin and shame of America! “I will not equivocate; I will not excuse;” I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

12. ... But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia, which, if committed by a black man, (no matter how ignorant he be), subject him to the punishment of death; while only two of the same crimes will subject a white man to the like punishment. What is this but the acknowledgement that the slave is a moral, intellectual and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with

enactments forbidding, under severe fines and penalties, the teaching of the slave to read or to write. When you can point to any such laws, in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, *then* will I argue with you that the slave is a man!

13. ...For the present, it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are ploughing, planting and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver and gold; that, while we are reading, writing and cyphering, acting as clerks, merchants and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators and teachers; that, while we are engaged in all manner of enterprises common to other men, digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hill-side, living, moving, acting, thinking, planning, living in families as husbands, wives and children, and, above all, confessing and worshipping the Christian's God, and looking hopefully for life and immortality beyond the grave, we are called upon to prove that we are men!

14. ...Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? ...There is not a man beneath the canopy of heaven, that does not know that slavery is wrong *for him*.

15. ...What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood, and stained with pollution, is *wrong*? No! I will not. I have better employments for my time and strength than such arguments would imply.

16. ...What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your

prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy — a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour.”

**C. USH RS: Douglas’ “What to the Slave is the Fourth of July?” (Sections 9 - 16)**

*Directions: Use the PS to answer the following questions.*

1. What does the 4 <sup>th</sup> of July mean to the slave?	
2. How does law show the slave’s humanity?	
3. In Section 13, why does Douglass list the series of actions done by slaves?	
4. Restate in your own words the following quote from section 14: “There is not a man beneath the canopy of heaven, that does not know that slavery is wrong for him.”.	
5. In Section 15, what vivid details does Douglass say? Why does he go into such detail?	
6. Overall, does Douglas have hope that the abolition of slavery will occur in the United States? How do you know?	

**MAKE CORRECTIONS WITH RED PEN AND USE ANSWER KEY ON GOOGLE**

**CLASSROOM**

**Thursday, May 7<sup>th</sup>**

History Unit: “Lead Up to the Civil War”

Lesson 3: The Kansas-Nebraska Act

**Unit Overview:**

**Objective:** Be able to do this by the end of this lesson.

1. Explain how the Kansas-Nebraska Act was a kind of civil war in small

**Introduction to Lesson 4:**

In this lesson, we will look back at the Kansas-Nebraska Act to understand how violence erupted between pro-slavery and anti-slavery supporters. Some historians that the Kansas-Nebraska Act is a precursor of the American Civil War. In other words, what happened in Kansas is a warning to the entire Union. Especially, after reading through a Secondary Source that reflects on how voters voted publicly and with a loud and clear voice what they were voting for, and how this may have led to increased violence in Kansas.

**Plan of Attack:**

- A. USH SS: Voting in “Viva Voce” - National Endowment for the Humanities
- B. Recap of Kansas-Nebraska Act:
- C. PS: Axalla John Hoole
- D. RS: Axalla John Hoole

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USH SS: “Voting in Viva Voce” – National Endowment for the Humanities

- A. “Today the secret ballot is assumed to be a fundamental part of democracy. But for most of America’s history voting was a highly public act. Spectacularly public even, accompanied by boisterous crowds, partisan hecklers, torchlight parades, free-flowing whiskey, and brawling.
- B. From colonial times through the 1880s, votes were cast orally. This method of voting, called *viva voce*—literally, “with the living voice”—was how George Washington, Thomas Jefferson, and Abraham Lincoln would have voted, and were themselves voted into office.
- C. Citizens assembled at a public polling place and, one by one, ascended a platform where they could be seen and heard by all. After attesting to his eligibility before the election officials, who were safely separated from jostling hordes by an elevated enclosure, each man was required to call out his preferred candidates. A clerk recorded every voter’s name, address, and electoral choices in a poll book, which became a matter of public record.
- D. Even as states moved, in the mid nineteenth century, to a paper-based system, voting remained a public act. Voters deposited paper tickets in a public ballot box, often a glass



globe or jar. Printed and distributed by the political parties, the tickets listed the party's candidates by office and were easily distinguished by color and markings for the benefit of the political operatives who kept tabs on who voted and how.

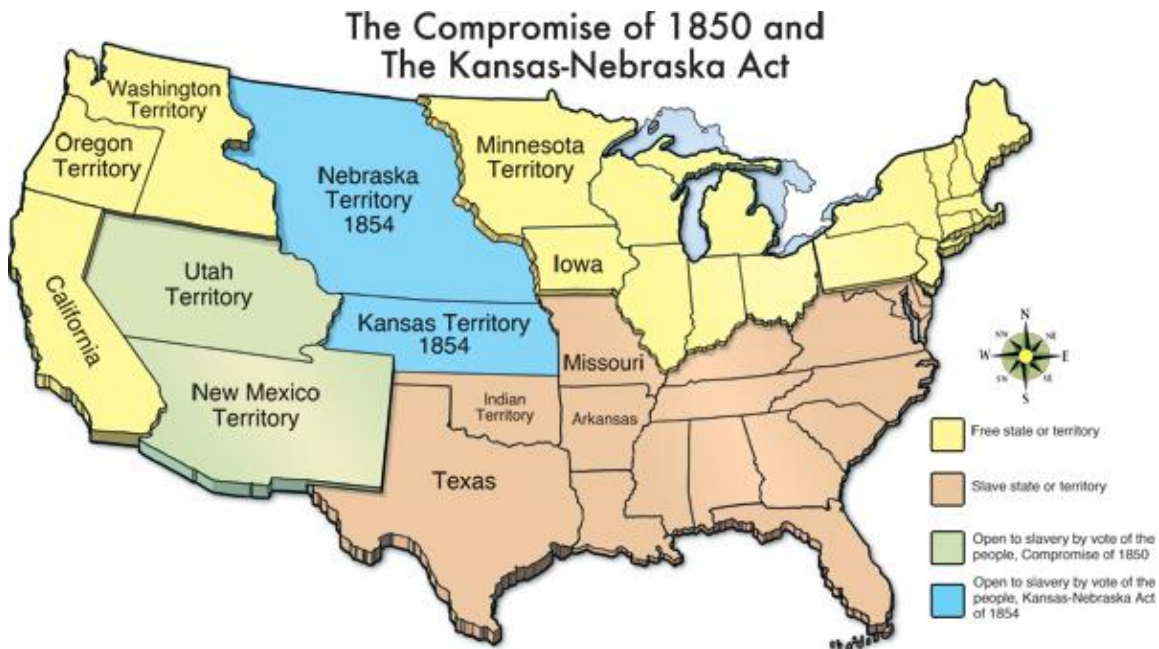
- E. Not only was there no expectation of privacy for voters, but voting in secret, in the early days of the republic, was considered antithetical to the principles of democracy. The underlying reasons began with the idea that voting, rightly understood, should not be an expression of private interests or beliefs.
- F. "The voter is under an absolute moral obligation to consider the interest of the public, not his private advantage," wrote John Stuart Mill. The voter should give his support, "to the best of his judgment, exactly as he would be bound to if he were the sole voter, and the election depended upon him alone." Secret voting, by contrast, suggested a very different meaning, thought Mill and others. It would be like telling the voter he may vote without regard to the public good and "simply as he feels inclined."
- G. Just as open voting was useful to nineteenth-century party agents, the records it produced are a boon for modern historians and political scientists. Contemporary pollsters rely on voters to truthfully report on anonymous actions behind a curtain. But *viva voce* poll books tell us exactly which individuals voted, when, and how...

USH RS: "Voting in Viva Voce" – National Endowment for the Humanities

1. What is the major difference to how voting happened in the early colonial times versus now in the modern times? What arguments support for voting in "viva voce"?

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**ON GOOGLE CLASSROOM**



The Kansas – Nebraska Act	
1. In what year was the Kansas-Nebraska Act made?	
2. Using map above, list out the Free territories.	
3. Using map above, list out the slave territories	
4. Using map above, List out the territories open to slavery by the people's vote by the Compromise of 1850.	
5. Using map above, list out the territories open to slavery by the people's vote.	
6. What is popular sovereignty? Who is credited with this idea?	
7. After Congress passes the Kansas-Nebraska Act, newspapers call Kansas, "Bleeding Kansas", or the "Civil War in Kansas". What was an (unintended) consequence of the Kansas-Nebraska act?	

**MAKE CORRECTIONS WITH RED PEN AND USE ANSWER KEY**  
**ON GOOGLE CLASSROOM**

A. USH PS: Axalla John Hoole, a Southerner, Depicts ‘Bleeding Kansas,’ 1856

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Source: Major Problems in American History Volume 1: To 1877

**[Letter #1]**

Sept. 12, 1856

Lecompton, [Kansas],

My dear Mother...

You perceive from the heading of this that I am now in Lecompton, almost all of the Proslavery party between this place and Lawrence are here. We brought our families here, as we thought we would be better able to defend ourselves when altogether than if we scattered over the country.

Lane [an abolitionist leader] came against us last Friday (a week ago to-day). As it happened we had almost 400 men with two canons – we marched out to meet him, though we were under the impression at the time that we had 1,100 men. We came in gunshot of each other, but the regular soldiers came and interfered, but not before our part has shot some dozen guns, by which it was reported that five of the Abolitionists were killed or wounded. We had strict orders from our commanding officer (Gen’l Marshall) not to fire until they made the attack, but some of our boys would not be restrained. I was a rifleman and one of the skirmishers, but did all I could to restrain our men though I itched all over to shoot...

...I am more uneasy about making money than I am being killed by the Yankees...

Your affectionate Son.

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**[Letter #2]**

Dear Sister

Douglas, [Kansas], July the 5<sup>th</sup>, 1857

I fear, Sister, that coming here will do no good at last, as I begin to think that this will be made a free state at last. Tis’ true we have elected Proslavery men to draft a state constitution, but I feel pretty certain, if it is put to the vote of the people, it will be rejected, as I feel pretty confident they have a majority here at this time. The South has ceased all efforts, while the North is redoubling her exertions...

One of our most staunch Proslavery men was killed in Leavensworth a few days ago. It is hard to ascertain the facts in relation to the murder correctly, but as far as I can learn, there was an election for something. The man who was killed (Jas. Lyle) went up to the polls and asked for a ticket. An Abolitionist handed him one which he, Lyle, tore in two. The other asked him why he did that; [Lyle] replied he did all such [paper voting] tickets that way. The Abolitionist told he had better not do so again, when Lyle told him if he would give him another he would. [The paper voting ticket] was given him, and he tore it also, at which the Abolitionist drew a bowie knife and stabbed Lyle to the heart, then ran a few paces, drew a revolver, and commenced firing

at the dying man. The fellow was taken prisoner and eighty men were sent from Lawrence that night, by Jim Lane, to keep Lyle's friends from hanging him. Gov. Walker put out for Leavensworth on Friday to have the prisoner carried to the fort, in order to keep the Abolitionists from rescuing him, or prevent Lyle's friends from hanging by mob law...

You must give my love to all... Tell all the Negroes a hundred Howdies for us...

Your Affectionate Brother, Axalla

**B. USH RS: Axalla John Hoole's Letter on Kansas**

*Directions: Using PS: Axalla John Hoole's Letter on Kansas, answer the following questions.*

1. Using Mr. Hoole's first letter, what are the men preparing for? How do you know?	
2. In his first letter, Axalla says that he and his men "strict orders from our commanding officer (Gen'l Marshall) not to fire until they made the attack..." Did the soldiers meet this expectation? Why or why not?	
3. Using Mr. Hoole's second letter, does Mr. Hoole think Kansas will be a free state or a slave state?	
4. Using Mr. Hoole's Second Letter, what happened to Jason Lyle? Why did this happen?	
5. How might voting "Viva Voce" potentially cause more violence between anti-slavery and pro-slavery voters?	

**MAKE CORRECTIONS WITH RED PEN AND USE ANSWER KEY ON GOOGLE**

**CLASSROOM**

**Friday, May 1<sup>st</sup>**

History Unit: Lead up to the Civil

Lesson 5: Quiz on

**Unit Overview: Manifest Destiny**

**Objective:** Be able to do this by the end of this lesson.

1. Complete a quiz

**Introduction to Lesson 5:**

Plan of Attack:

- A. Review (8min)
  - a. Review the Answer Key! This is a great place to prepare for your quiz.
- B. Quiz: (22min. max)

**\*\*\*Do not turn to page 29 until you are ready to begin the quiz. Please do not use your study packet to complete the quiz. By signing the academic integrity statement on page 2 of this packet, you are saying that you completed the quiz on your own and without use of your notes.\*\*\***

**USH Quiz: Compromise of 1850, Kansas-Nebraska Act and Frederick Douglass**

**Map Work: Kansas-Nebraska Act of 1854**



**Map Work:** Using the map above, underline the correct description for each state or territory that best completes the sentence.

1. Under the Compromise of 1850, the Utah Territory is ... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
2. Virginia at this time is... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
3. Massachusetts at this time is... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
4. Under the Kansas-Nebraska Act, Kansas is...:  
 Free                      Slave                      Open to Slavery by popular sovereignty
5. South Carolina at this time is ... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
6. Under the Compromise of 1850, California is... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
7. Texas at this time is ... :  
 Free                      Slave                      Open to Slavery by popular sovereignty
8. Which Senator from Illinois is credited with the idea of making territories open to slavery by “popular sovereignty”? What does Popular Sovereignty mean in this context?



**Textual Analysis:** Answer the following questions using the text provided. Good luck!

- A. “An Abolitionist handed him one which he, Lyle, tore in two. The other asked him why he did that; [Lyle] replied he did all such [paper voting] tickets that way. The Abolitionist told he had better not do so again, when Lyle told him if he would give him another he would. [The paper voting ticket] was given him, and he tore it also, at which the Abolitionist drew a bowie knife and stabbed Lyle to the heart, then ran a few paces, drew a revolver, and commenced firing at the dying man. The fellow was taken prisoner and eighty men were sent from Lawrence that night, by Jim Lane, to keep Lyle’s friends from hanging him. Gov. Walker put out for Leavensworth on Friday to have the prisoner carried to the fort, in order to keep the Abolitionists from rescuing him, or prevent Lyle’s friends from hanging by mob law...” – excerpt from Hoole’s Letter

**Complete Sentence Response:** Why did Newspapers call Kansas, “Bleeding Kansas” after the Kansas-Nebraska Act? You may use all of Hoole’s Letter to support your claim, but you must use the excerpt cited above.

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What was “Viva voce” voting? What effect did this have on bleeding Kansas?

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- B. “No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.”

- Article IV, Section 2, Clause 3 of U.S. Constitution

1. Underline your answer: Under the Constitution, who is responsible for finding, returning, and trying escaped slaves?

A. State Government

B. Federal Government

2. Under the stricter Fugitive Slave laws of the Compromise of 1850, who is now responsible for the finding, returning and trying of escaped slaves?

A. State Government

B. Federal Government

3. Complete Sentence Response: From memory, what was the Underground Railroad?

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C. "...I have said that the Declaration of Independence is the ring-bolt to the chain of your nation's destiny; so, indeed, I regard it. The principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes, and at whatever cost ... From the round top of your ship of state, dark and threatening clouds may be seen. Heavy billows, like mountains in the distance, disclose to the leeward huge forms of flinty rocks! That bolt drawn, that chain broken, and all is lost. Cling to this day — cling to it, and to its principles, with the grasp of a storm-tossed mariner to a spar at midnight."

- Excerpt from Douglass' "What to the slave is the 4<sup>th</sup> of July?"

D. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

-Excerpt from the Declaration of Independence

**Complete Sentence Response:** Using C. and D, answer the following question in **at least three sentences**:

1. Douglass describes the principles of the Declaration of Independence "saving principles," calling on listeners to "cling" to the Declaration of Independence and its' principles. How can the principles of the Declaration of Independence save the United States during the 1850s and 1860s?

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