

## Lesson Plan

### A Deep Divide

**Book:** *Slavery and the Missouri Compromise*

**Series:** Expansion of Our Nation

**Level:** Navigator

### Objective

To help students identify differences between the North and the South in the early 1800s and analyze how these differences contributed to conflict between the two regions.

### Supplies

- *Slavery and the Missouri Compromise* book
- A large, open area
- Masking tape
- North or South Statements (attached)

### Before the Activity

Read *Slavery and the Missouri Compromise*, or assign it to students to read on their own. Use the masking tape to create a line down the middle of the large, open area. On one side of the line, use the tape to make the letter *N*. On the other side of the line, create the letter *S*.

### Activity

The United States grew rapidly in the early 1800s. Several new territories, including Missouri, applied to become states. But adding new territories and states kicked off an angry debate. The North and the South argued about whether new territories and states should allow slavery. The Missouri Compromise attempted to make peace between these two regions, but they remained deeply divided. Play the following game to review the differences between these two regions and some of the reasons they clashed.

Explain that you will read a sentence from the North or South Statements out loud. If the sentence describes the South, students should go stand on the side of the line where the letter *S* is. If the statement describes the North, students should move to the side of the line where the letter *N* is. Give students 30 seconds to make their decision. Then reveal the correct answer. Any students who stood on the wrong side of the line must go sit down. Students who stood on the correct side of the line can keep standing as you read the next statement.

### Evaluation

Continue until only one student is left standing. This student wins.

## Standards

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 4 (RI 4.10) and the National Council for Social Studies Standards' content standard 2.

## North or South Statements

1. Slavery was legal in all states. **(South)**
2. Free states were located here. **(North)**
3. Large farms produced sugar and cotton. **(South)**
4. Some states had laws against slavery. **(North)**
5. Farmers paid local workers to pick crops. **(North)**
6. Farms depended on enslaved people to harvest crops. **(South)**
7. Farms grew large and powerful as a result of the work of enslaved people. **(South)**
8. Farms here could not compete with farms that used enslaved workers. **(North)**
9. Slave states were located here. **(South)**
10. Farmers made enslaved people work without pay. **(South)**
11. Congressmen opposed the Tallmadge Amendment. **(South)**
12. Congressmen wanted new territories to become free states. **(North)**
13. Congressmen argued that Congress should not make rules about slavery. **(South)**
14. Congressmen worried that slave states would control Congress. **(North)**
15. Congressmen did not want Missouri to become a slave state. **(North)**
16. Henry Clay was from this area. **(South)**
17. People opposed slavery for economic reasons. **(North)**
18. Congressmen wanted new territories to become slave states. **(South)**
19. Many people did not want slavery to spread. **(North)**
20. Congressmen wanted Missouri to become a slave state. **(South)**
21. People thought the 36°30' line was a bad choice. **(North)**
22. James Tallmadge was from this area. **(North)**
23. People wanted each state to vote about slavery. **(South)**
24. Congressmen did not want more slave states than free states. **(North)**