



The Republic of Texas

Texas won its independence from in 1836 and became an independent republic.

- Mexico to recognize the independence of the Republic of Texas.
- Mexico and Texas could not agree on a .

US Annexation of Texas

In , the US voted to Texas, or make it part of the US. Texas became the twenty-eighth state.

- Mexico annexation.
- The Texas-Mexico remained.
- US claimed land to the .
- Mexico claimed land to the .

Warm-Up | The Mexican-American War



Manifest Destiny

Many Americans believed in , the idea that America was fulfilling its destiny by expanding into the West.

- President supported expansion.
- He and others saw Texas as the first step to taking from Mexico.



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the reasons for the .
- Identify the significant of the Mexican-American War and the effects of the conflict.
- Explain the importance of the acquired by the US from Mexico as a result of the Mexican-American War.



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

<input type="text"/>	to gain territory by treaty or conquest
----------------------	---

?

Lesson
Question

Slide

2

James K. Polk (1795–1849)

- Served as the of the House and of Tennessee
- Was elected president of the US in
- Promised to Texas
- Was a proponent of westward
- Wanted to annex and

Slidell's Mission

In , President Polk sent diplomat on a secret mission to Mexico to:

- the border dispute.
- offer to New Mexico and California for up to \$30 million.

Mexican officials to meet with Slidell.

Instruction | The Mexican-American War

Slide

2

Opening Shots

Polk sent US into the disputed border area in 1846.

- General set up camp near the Rio Grande on land by both the US and Mexico.
- Mexican forces the US troops on April 25, 1846.

Polk began to call for with Mexico.

4

The Mexican-American War

Congress declared war on Mexico on , and the Mexican-American War began.

War supporters	War opponents
<ul style="list-style-type: none"> • <input type="text"/> from the president's own party • Supporters of <input type="text"/> who thought war was just • <input type="text"/> who wanted to add more slave states 	<ul style="list-style-type: none"> • Members of the <input type="text"/> • People who thought the war was <input type="text"/> • <input type="text"/>, or people opposed to the spread of slavery

Instruction | The Mexican-American War

Slide

4

A Call to Arms

The US military prepared for the war. The US army that took the field was:

- made up mostly of .
- .
- than Mexico's army – but better equipped.

7

Bear Flag Revolt

In June 1846, Americans living in rebelled against the Mexican government.

- Captured , the capital
- Declared as the Republic of California

arrived in July of 1846.

- California for the US
- the region by January of 1847

Slide

9

Antonio López de Santa Anna (1794–1876)

- Commanded 's forces in the failed Texas Revolution
- Became Mexico's in 1841 but was forced into exile in 1845
- Returned to command Mexico's forces during the

Zachary Taylor (1784–1850)

- Commanded troops in the Mexican-American War
- Was a veteran of the
- Became a war hero nicknamed “ ”
- Was elected in 1848

Winfield Scott (1786–1866)

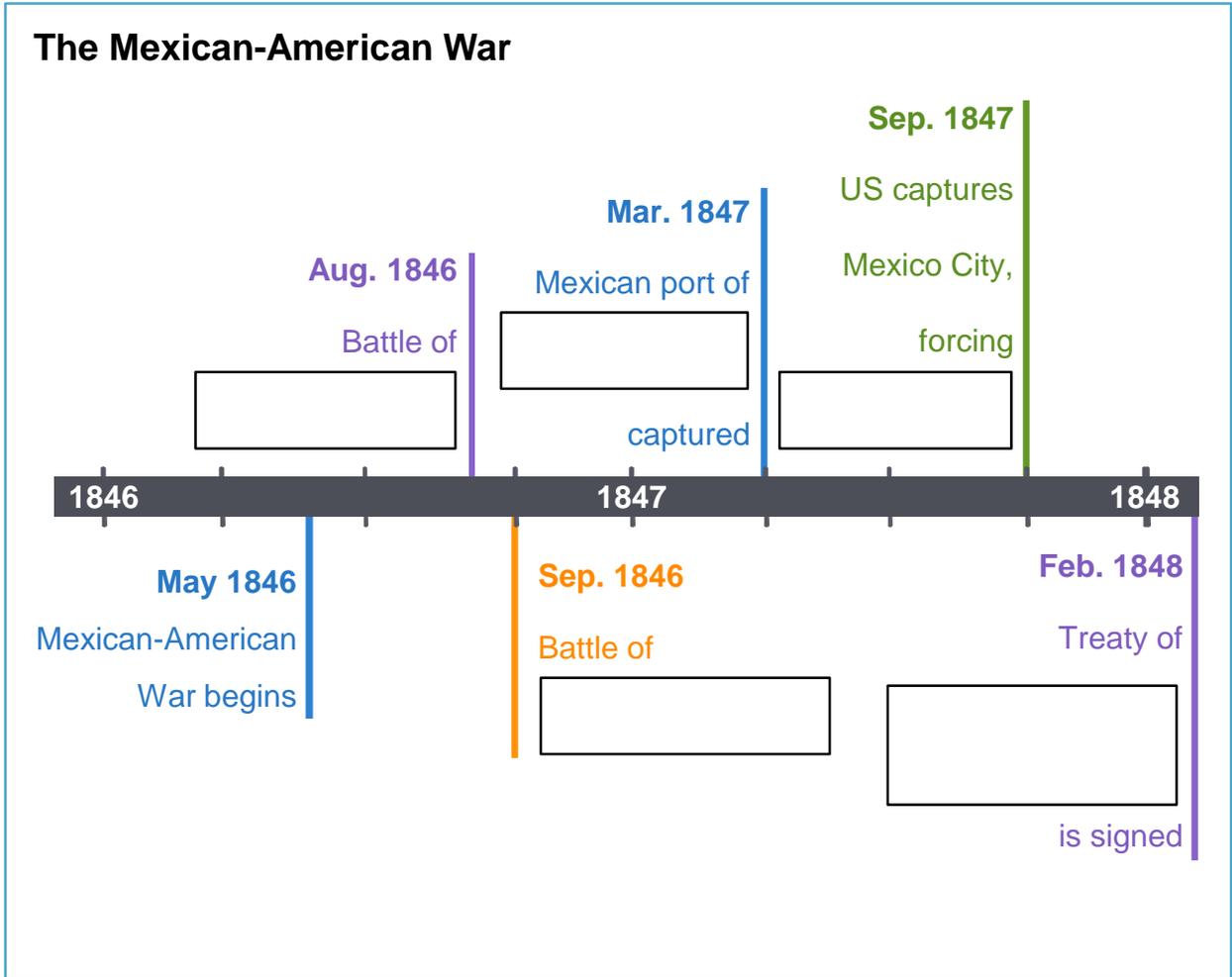
- Won in Mexican-American War
- of War of 1812
- Nicknamed “ ”
- Commanding general of the US Army from to
- Ran for president in 1852

Instruction

The Mexican-American War

Slide

11



14

Effects of the War

Even the war ended, Congress was already what to do when Mexico was defeated.

New territory What Mexican should the US take?

Slavery Should be allowed in the newly acquired territory?

Instruction | The Mexican-American War

Slide

14

Debate over Slavery

The issue of the expansion of slavery divided the and .



- Slavery was in Louisiana Territory north of 36°30'N; slavery was south of that line.
- Would slavery be in Mexican territory sought by the US?
- Southern states supported of slavery.
- Northern states opposed it.

The Wilmot Proviso

During the Mexican War, Democratic Congressman David Wilmot wrote the .

- Sought to slavery in any new territory acquired from Mexico
- Passed in House, in Senate
- Was never adopted
- Pointed to trouble ahead in the over slavery's spread

Instruction | The Mexican-American War

Slide

16

Treaty of Guadalupe Hidalgo

In February 1848, the US and Mexico signed the Treaty of

- Ended the war and US claim to Texas
- Forced Mexico to land for \$15 million
- Gave US control of most of present-day

The Mexican Cession (1848)

The land the US received was called the Mexican .

- Included states of , , and
- and parts of four other states
- Was more than 500,000 square miles of territory
- Led to relations with Mexico

Gadsden Purchase (1853)

Land by United States from Mexico for \$10 million

- Included part of and
- Was used for
- the expansion of the “continental” US

Instruction | The Mexican-American War

Slide

18

Uncertain Status

Thousands of Mexicans living in territory ceded by Mexico found their

unclear.

- Families were between the US and Mexico.
- Many Mexicans in the territory became US .
- Many lost property or faced .

The Southwest Today

REAL-WORLD CONNECTION

Today the Southwest is a key part of America's and .

- In 2010, California had a population of million; percent was Hispanic.
- California has the largest state .
- The Southwest has a strong influence on rest of America.

Instruction | The Mexican-American War

Slide

20

The Civil War

LOOK AHEAD

The debate over whether slavery should be allowed in the western territories continued to the nation.

It would not be resolved until the North and South fought in the .

Summary

The Mexican-American War

**Lesson
Question**

What were the causes and effects of the Mexican-American War?

**Answer**

Slide

2**Review: Causes of the War**

Relations between the US and Mexico grew increasingly .

- US of Texas
- dispute with Mexico
- Mexican to sell California

The Mexican-American war began when forces clashed near the .

Summary

The Mexican-American War

Slide

2

Review: Fighting the War

The US attacked California and Mexico in .

- was quickly captured.
- and led the US to many victories against Santa Anna.
- US forces captured in late 1847.

Review: Effects of the War

The US gained a great deal of as a result of the war.

- Treaty of and the Mexican
- Purchase

There was an debate over the expansion of slavery.

- Proviso

Summary

The Mexican-American War

Use this space to write any questions or thoughts about this lesson.



A Problem That Won't Go Away

As new territory was acquired in the 1800s, faced a continuing challenge.

- Should be allowed to spread?

After the War, this disagreement had to be resolved again.

- The United States acquired new territories, including .

The Missouri Compromise (1820)

Congress debated slavery in the territories in 1820.

This established a balance between and states.

- Missouri entered as a state.
- Maine entered as a state.
- 36°30'N became the between free states and slave states.

Warm-Up

Temporary Compromise



The Missouri Compromise



Warm-Up

Temporary Compromise



Lesson Objectives

By the end of this lesson, you should be able to:

- Analyze the debate over as it pertained to the acquisition of new territories west of the Mississippi.
- Explain the events surrounding the California , and analyze its effect on westward expansion.
- Describe the significance of the and the .



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

<input type="text"/>	a policy of letting voters decide, such as on the issue of whether or not to allow slavery
----------------------	--

?

Lesson
Question

Slide

2

Slavery in the Territories

The added a large territory to the United States.

- Americans disagreed on whether should be allowed in this region.
- states supported the spread of slavery.
- states opposed it.

Conflicting Positions

American political leaders supported different positions.

Ban slavery in the territories.

Legalize slavery in the territories.

Extend the compromise line across the new territory.

Let settlers vote to decide.

Slide

4

Slavery and Politics: The Election of 1848

and tried to keep slavery from dividing their parties.

Whigs

- The Whigs nominated .
- Taylor was a hero of the War.
- He took on the expansion of slavery.

Democrats

- The Democrats nominated .
- Cass was a senator from Michigan.
- He supported .

Neither party wanted to become a major campaign issue.

Free-Soil Party is Born

The Party formed in 1848.

This new party:

- included Whigs and Democrats in the .
- the spread of slavery into the territories.
- nominated ex-president .

Slide

4

Support for Free-Soilers

The Free-Soil Party gained support from different groups in the North, including:

- .
- small and merchants.
- workers and domestic .
- Northern who did not want competition from workers in the West.

6

Results to the Election of 1848

Whig candidate won the presidency in a close election.

Each side won support in the and the .

8

Gold in California

In January 1848, was discovered in California.

- News spread across the country.
- moved to California.
- Though struck it rich, people kept coming.

Slide

10

Applying for Statehood

California's population soared after the discovery of gold.

- The population rose from to .
- and became large cities.
- At the end of 1849, California had enough people to apply for .

A Controversial Issue

California's application for statehood sharpened the debate over in the territories.

- California wanted to be a state.
- This would the balance of free states and slave states.

Upsetting the Balance

feared the loss of influence in national politics.

- Would lose in the Senate
- Could no longer antislavery laws
- Could lose opportunity to slavery

Slide

12

Taylor Angers the South

President Taylor California's admission as a free state.

- creation of new slave states
- Wanted to resolve California issue quickly

Southerners felt by one of their own.

15

Champions of Compromise

The debate over California intensified in 1850.

The "Great Compromiser," , tried to forge a compromise.

- Proposed a package deal that would give something to
- Could not get it passed through

Sectional Crisis

Senator William
[] and
Northern radicals
opposed compromise
with the South.

Southern Senator
John C.
[]
opposed compromise
with the North.

President Taylor
threatened to
[] any
compromise passed
by Congress.

Northern states demanded [] of slavery in the territories.
Southern states considered [] the Union.

Champions of Compromise

The path to compromise was cleared when President Taylor passed away.

- Was succeeded by []

Clay's ideas were championed by Senator [] of Illinois.

- Passed each measure []
- Allowed members of Congress to [] the measures they disagreed with

The [] passed.

Slide

15

The Compromise of 1850

What the North received	What the South received
California entered the Union as a <input type="text"/> state.	A new, more effective <input type="text"/> law was enacted.
The <input type="text"/> (but not slavery) was banned in the District of Columbia.	<input type="text"/> would decide slavery in the Utah and New Mexico territories.
Land in the Mexican Cession claimed by Texas was added to <input type="text"/> .	<input type="text"/> received \$10 million for giving up its land claim to New Mexico.

17

Celebrating the Compromise

Americans in the North and the South celebrated the Compromise of 1850.

- The Union was , and was avoided.

The good feelings would not last.

Slide

17

Fugitive Slave Act

The new Fugitive Slave Act included harsh measures.

- Denied suspects trial by
- Enslaved through the testimony of one witness
- Required citizens to help runaways

Northern Outrage

opposed the Fugitive Slave Act.

- gained support.
- Officials refused to the law.
- States passed laws.

resented this opposition, and remained between the sections.



Summary

Temporary Compromise



**Lesson
Question**

Why did the nation agree to compromise over the expansion of slavery in 1850?



Answer

Summary

Temporary Compromise

Slide

2

Review: A Growing Debate

New territory acquired from Mexico increased the debate over the future of .

- The Party was created to the spread of slavery.
- and tried to keep slavery from dividing their parties.
- Whig was elected president.

Review: California Gold Rush

Thousands of gold-seekers moved to in .

California applied for admission to the Union as a state.

- President Taylor California's admission.
- Southerners the addition of a new free state.

Summary

Temporary Compromise

Slide

2

Review: Compromise of 1850

proposed a compromise that was passed with help from .

- entered the Union as a free state.
- would decide the future of slavery in Utah and New Mexico.
- The was banned in Washington, DC.
- A new Act was passed.

The Act angered many , who refused to enforce it.



Summary

Temporary Compromise

Use this space to write any questions or thoughts about this lesson.



Lesson Objectives

By the end of this lesson, you should be able to:

- Investigate the relationship between the passage of the and the growth of the movement.
- Analyze the use of resistance to further the abolitionist cause.
- Describe how the brought enslaved African Americans to freedom in the .



Background to the Fugitive Slave Act

The was meant to end conflict over the spread of into the .

- The viewed the compromise as antislavery.
- The forced to assist in the capture of escaped .
- This Northerners.

**Significance of the Fugitive Slave Act**

Why was the so significant?

- Increased the between North and South
- Made more people want to speak out slavery
- Made more people want to help enslaved people

W
2K**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

moldering

a word for

?

Lesson
Question

Slide

2

The Fugitive Slave Act

The 1850 Fugitive Slave Act was enforced in states.

- Denied the right to in court
- Denied the right to trial by for someone identified as a
- Made it for anyone to help a fugitive

What the Fugitive Slave Act Did

It made fugitives easier:

- Slave hunters did not have to someone was a from slavery.
- Law enforcement officials were for helping to capture , and they were for failing to do so.

Instruction

Changing Abolitionism

Slide

2

It made capture harder:

- African Americans could not testify in .
- People known to be could be sent to on one slave hunter's or slaveholder's .
- Many free African Americans were .

The Fugitive Slave Act and White Northerners

Citizens could be or if they:

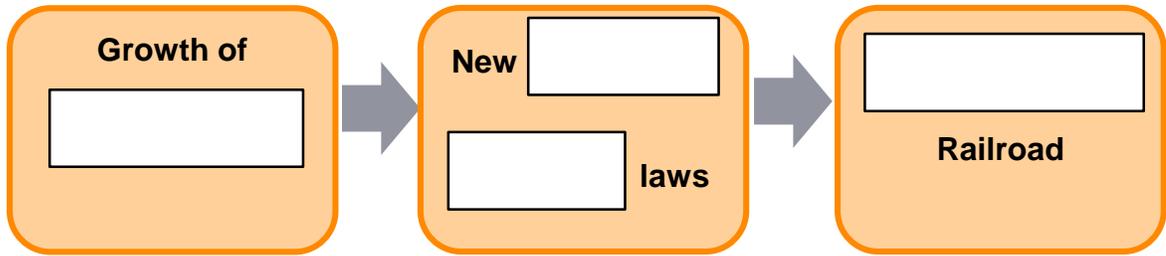
- interfered with a fugitive's .
- helped a fugitive slavery.
- housed or helped to a fugitive from slavery.

Slide

4

Northern Reactions to Fugitive Slave Act

The act many Northerners.



- Average

Northerners
became involved in
the
movement.

- African Americans were
ensured a trial by .
- Those who
claimed an African
American was a fugitive
were .

- The
Railroad
its operations.

Increased African American Involvement

Some African Americans left the .

Others played a larger role in the movement

- They people escaping slavery.
- They organized to and raised
about the law.

Slide

4

Anthony Burns (1834–1862)

Burns was enslaved in .

- Escaped to in 1854
- Was captured by his
- Was almost by a Boston mob
- Was sent back to Virginia under heavy
- Was and set free by members of a

7

Abolitionist Voices Rise

was an abolitionist before the

was passed.

- After the act was passed, he and other became more outspoken.
- Garrison used his abolitionist newspaper, , to denounce, or reject, the act.

Slide

7

Douglass's Prediction

saw the act as leading to .

Underline the method that Douglass says will not free enslaved people.

I have little hope of the freedom of the slave by peaceful means

The only penetrable point of a tyrant is the fear of death.

–Frederick Douglass,

1860

9

Abolitionists Speak Out

- In 1854, burned a copy of the in protest of the Fugitive Slave Act.
- Others, such as Reverend , promised to the Fugitive Slave Act.

11

John Brown (1800–1859)

- Was active in an group in Massachusetts
- Took part in the violence of
- Brutally pro-slavery men at Kansas
- Tried to start a slave at in Virginia

Slide

11

Brown's Raid at Harpers Ferry

Brown hoped to inspire an armed of enslaved

.

- Attacked a federal in Harpers Ferry, Virginia
- Was captured by US
- Was , , and

Many in the considered Brown to be a .

14

Overview of the Underground Railroad

The was a term for a network of

and used by people escaping

.

- Name coined in the 1830s
- Common routes called
- People helping enslaved persons escape called

Slide

14

Overview of the Underground Railroad

Between [] and [] people escaped slavery using the [].

- It started in the early 1800s, but reached peak activity after the passage of the [] in 1850.
- Most routes headed [], while a few went south to [].

Harriet Tubman (1820–1913)

- Was born into []
- [] in 1849
- Went back to the South to help her [] escape
- Made [] total trips to help around [] enslaved people escape to freedom
- Helped the [] forces during the []

Slide

14

Routes of the Underground Railroad

The goal was to get the fugitive to a or to .

- followed several different routes.
- Fugitives got support from , men, and groups.

North to Canada

Many moved to starting in the 1830s.

- Canadian law freed enslaved people.
- Thousands of African Americans fled to Canada after the became law.
- Many were African Americans living in states.

Slide

16

Dramatic Tales from the Underground Railroad

Some fugitives had dramatic stories.

was captured in Boston and was nearly returned to Virginia.

- He was taken to .
- He was by an angry mob that broke into the .
- He escaped to through the Underground Railroad.



Summary

Changing Abolitionism



**Lesson
Question**

How did the abolitionist movement change after the Fugitive Slave Act?



Answer

Empty text box for the answer.

Summary

Changing Abolitionism

Slide

2

Review: Impact of the Fugitive Slave Act

The [] forced [] to [] escaped enslaved people.

- Fugitives were no longer [] in the North.
- Northerners had to help [] fugitives or risk [] and [].
- More people got involved in the [] movement.

Review: Shifts in the Abolitionist Movement

The Fugitive Slave Act helped bring about a [] in the [] movement.

- It encouraged abolitionists to be more [] and work [] for the cause.
- Some abolitionists, such as [], turned to violence.

Summary

Changing Abolitionism

Slide

2

Review: The Underground Railroad

- The grew after the passage of the Fugitive Slave Act.
- People such as helped fugitives escape to the .
- More people escaped to to ensure their freedom.

Use this space to write any questions or thoughts about this lesson.



Slavery in the West

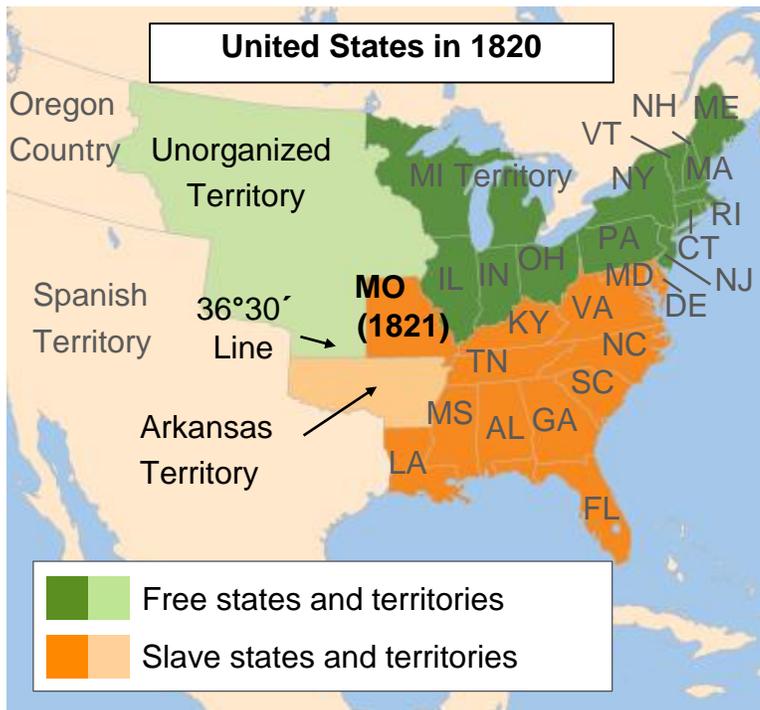
The territory was being organized.

- Raised questions about in new territories

The temporarily settled the issue.

- Allowed Missouri to become a state
- Created a line on the map to divide free states from slave states

Draw the 36°30' line on the map below.





The Politics of Slavery in the West

did not want to add any more slave states.

- The use of enslaved people drove down for workers.

- objected to slavery on grounds.

wanted the West to allow slavery.

- They did not want to lose their in government.

The US had tried to keep a balance.



Lesson Objectives

By the end of this lesson, you should be able to:

- Explain the and what it did.
- Analyze the that surrounded the of Kansas and Nebraska as states to the Union.
- Describe the and escalating that resulted from the passage of the Kansas-Nebraska Act.

?

Lesson
Question

Slide

2

The Politics of Slavery

Before the Missouri Compromise, there were twenty-two senators from free states and twenty-two senators from slave states.

- The compromise added as a free state and as a slave state.
- This kept the in .

4

Kansas and Nebraska Territories

- In the early 1850s, the remaining lands were still .
- wanted the land for farms and railroads.
- The US government forced into what is now .
- Northern and Southern Senators disagreed about organizing the region.

Slide

4

Kansas and Nebraska

wanted the territory organized.

- Settlers wanted the land for

.

- Stephen Douglas wanted a

transcontinental

with one end in Chicago.

opposed organization.

- Southern senators blocked all attempts to organize the land.

- Under the terms of the

Compromise, the territories

would be .

- New free states would

the balance in

the Senate.

Stephen A. Douglas (1813–1861)

- Was a in debate over Kansas and Nebraska
- Was a Democratic from
- Was a strong supporter of US expansion
- Proposed organization of the Kansas and Nebraska territories

Slide

7

The Kansas-Nebraska Act

Southern senators opposed organizing the region into new territories.

Douglas crafted a : the Kansas-Nebraska Act.

It proposed two new , called Kansas and Nebraska.

It called for – a vote of a territory’s people – to decide the question of .

The End of the Missouri Compromise

The Kansas-Nebraska Act would and replace the Missouri Compromise.

- Many were outraged.
- This was the first law that would allow where it had been .

With support, the Kansas-Nebraska Act became law.

Slide

9

Disagreement over the Act

SUPPORTERS:	OPPONENTS:
<ul style="list-style-type: none"> believed it returned power to the <input type="text"/>. felt it protected the rights of <input type="text"/>. felt it encouraged settlers from <input type="text"/> states to move to the new territories. 	<ul style="list-style-type: none"> wanted to reserve western land for small <input type="text"/>. opposed slavery on <input type="text"/> grounds and because it hurt white <input type="text"/>. felt the act gave slave states <input type="text"/> power. did not want to overturn the <input type="text"/>.

Lincoln's View

One man who opposed the law was also from .

The of the Kansas-Nebraska Act would encourage Abraham Lincoln to reenter .

Instruction

Kansas and Nebraska

Slide

12

Kansas Settlement

settlers came from Missouri.

- They were called .

groups from the Northeast also sent settlers.

- They were called .

Each side moved into the region, trying to influence the final vote.

14

One State, Two Constitutions

The Kansas territorial elections featured and . Both sides claimed victory.

The <input type="text"/> Constitution	The <input type="text"/> Constitution
<ul style="list-style-type: none"> • represented the views of “<input type="text"/>” • banned slavery 	<ul style="list-style-type: none"> • written by the <input type="text"/> government • supported by Presidents Pierce and Buchanan

Slide

16

“Bleeding Kansas”

In , the disagreement grew increasingly violent.

- Proslavery and free-soil forces fought for control.
- In May of 1856, a mob attacked the town of .
- An group led by John killed five proslavery settlers at .

Summary

Kansas and Nebraska

?

**Lesson
Question**

How did the Kansas-Nebraska Act change the slavery debate?

✓

Answer

2

Review: Slavery in Kansas and Nebraska

- The was designed to keep the between free states and slave states.
- Settlers wanted the West opened for expansion.
- proposed letting the in these areas decide the slavery question.
- This was called .

Slide

2

Review: The Kansas-Nebraska Act

Stephen A. Douglas introduced the Kansas-Nebraska Act.

- Created two territories: and
- Allowed to decide the slavery question
- the Missouri Compromise
- Was highly unpopular in the

Review: Results of the Act

- The territorial election was marred by and .
- Kansas had rival and free-soil governments, and constitutions.
- Violence gave rise to the nickname ".
- Popular sovereignty was not the solution to the slavery issue lawmakers had hoped for.



Summary

Kansas and Nebraska

Use this space to write any questions or thoughts about this lesson.

Lesson Objectives

By the end of this lesson, you should be able to:

- Describe events and details surrounding the case.
- Explain the reasons for the ruling in the case.
- Analyze the impact of the case on the and the future of in the United States.

Slavery in a Growing Nation

As the nation added new , one issue continued to be a challenge.

The number of states and states had to remain .

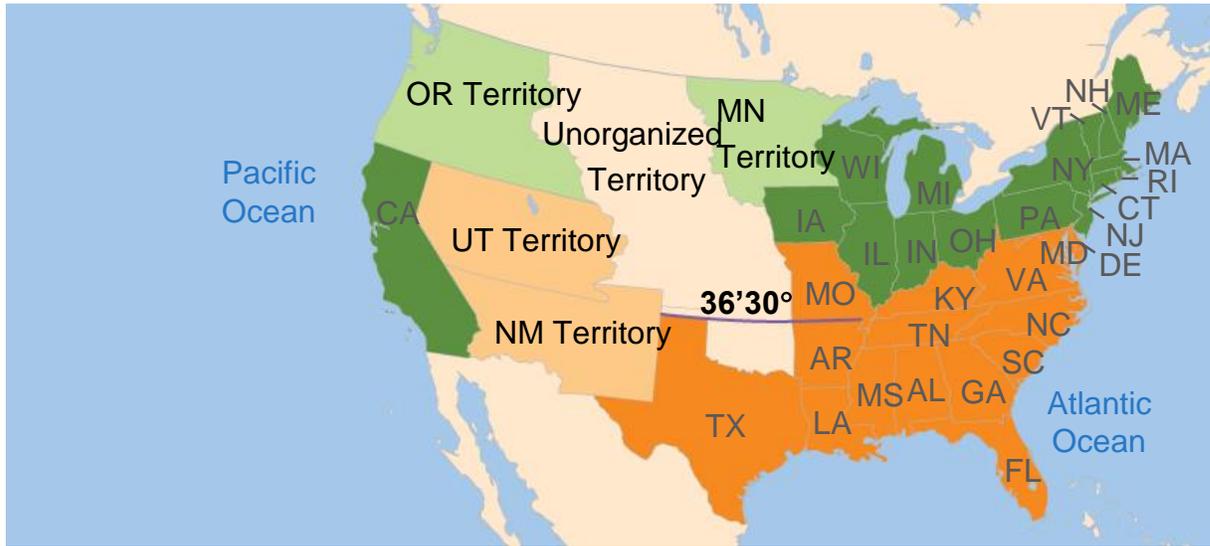
- This kept the peace between the and the .
- The did not allow slavery, but the depended on it.
- in 1820 and 1850 helped keep this .

Warm-Up

Dred Scott and the Slavery Debate



The US in 1850



	<input type="text"/>	state
	<input type="text"/>	territory
	<input type="text"/>	state
	Territory open to <input type="text"/>	
	<input type="text"/>	line

W
2K**Words to Know**

Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.

- | | |
|---------------------------|---|
| _____ martyr | A. the act of setting someone or something free |
| _____ radical | B. a policy of letting voters decide, such as on the issue of whether or not to allow slavery |
| _____ emancipation | C. a brave person who dies for a noble cause |
| _____ popular sovereignty | D. a word to describe a person or policy with a more extreme approach to enacting change |

?

Lesson
Question

Slide

2

Slave States and Free States, 1819

In 1819, there were eleven states and eleven states.

- Free states and slave states had representation in the .
- This kept both sides from passing laws to or slavery.

Missouri Compromise (1820)

statehood raised questions about whether slavery should .

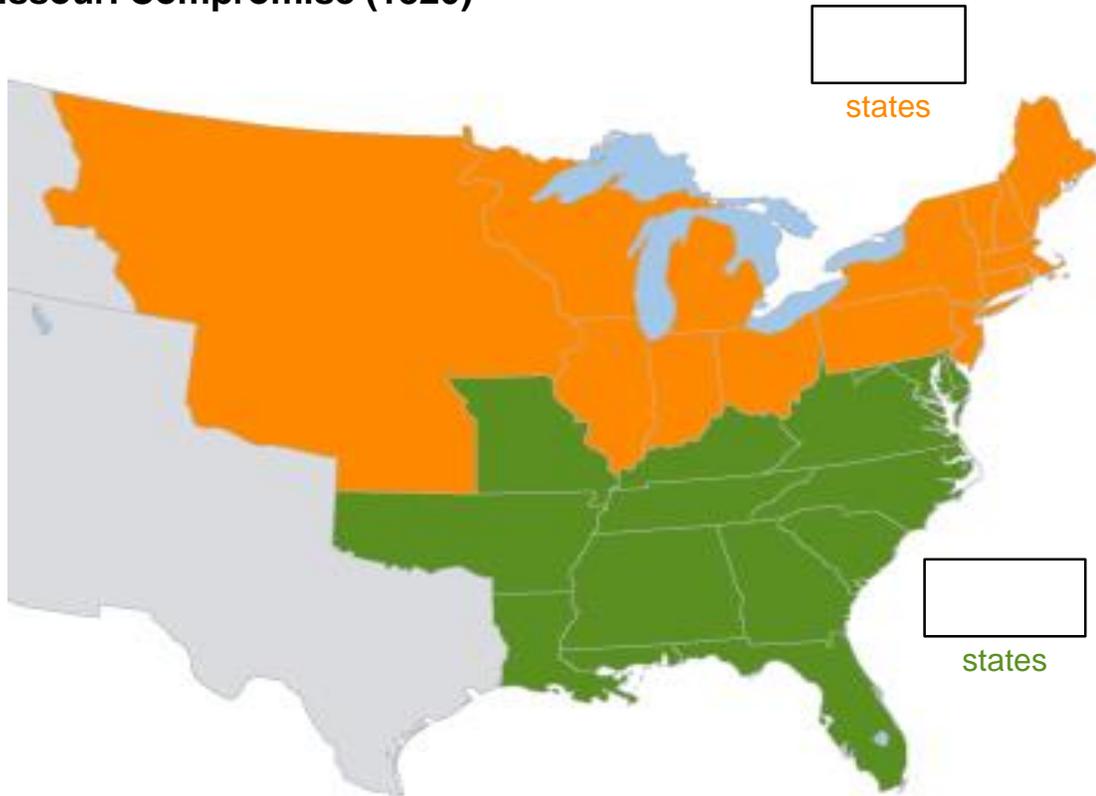
This led to the .

- Missouri was admitted to the Union as a state.
- Maine was admitted as a state.
- A north-south slavery was established.
- No slavery would be allowed of that line in the

.

Slide

2

Missouri Compromise (1820)**The Debate Begins Again**

After the War, the United States gained new territories in the .

- soon applied for admittance to the Union.
- This would upset the in the .

This debate led to the .

Slide

2

The Compromise of 1850

Congress created a compromise to balance

and

- would be admitted as a free state.

- The was banned in .

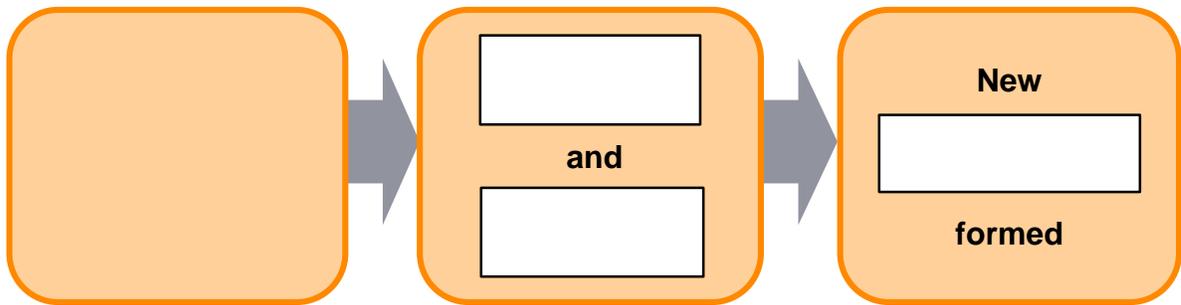
- The gave slaveholders more power to capture runaways in the .

Slide

4

The Kansas-Nebraska Act of 1854

In 1854, Congress passed the and established two new .



- would
to create a slave state
or free state

- Proslavery vs. antislavery
- “**Bleeding** ”

- **Party** created
- the spread of slavery

- Repealed the

Slide

4

Presidential Election of 1856

The spread of was the most important issue in the election of 1856.

- (R) embraced Free Soil ideas.
- (D) favored popular sovereignty.
- (Know-Nothing) took no position at all.

7

Dred Scott (1795–1858)

- Was born into in Virginia
- Was taken into the free state of and the free territory by his
- Sued for his because he had lived where slavery was

Slide

7

Dred Scott v. Sandford

In 1850, a court ruled in favor.

His owner's widow the decision.

- Higher courts that ruling, returning Scott and his wife to their owner.

Scott appealed his case to the .

The Opposing Arguments

Scott's argument:	Sandford's argument:
<ul style="list-style-type: none"> • When an <input type="text"/> person enters a free territory or state, the <input type="text"/> there make that person free. • Scott became <input type="text"/> when he lived in <input type="text"/> and <input type="text"/>. 	<ul style="list-style-type: none"> • A person's <input type="text"/> can't be taken away without <input type="text"/>. • Scott could not be <input type="text"/> because he was Sandford's <input type="text"/>.

Slide

9

Roger B. Taney (1777–1864)

- Became the of the United States
 in 1836
- Was from Maryland; son of a family
- Used the ruling to try to decide the issue once and for all

The Court's Decision

The Court ruled 7–2 in favor of . The ruling included the following provisions:

- No – free or slave – could be a of the United States.
- Enslaved people were ; therefore, Scott had no right to in court in the first place.
- Neither nor territorial could ban slavery in the territories.
- The Missouri Compromise was .

Slide

11

The *Dred Scott* Decision Today

REAL-WORLD CONNECTION

- The *Dred Scott* ruling on African American citizenship was by the (1868).
- Today, citizens of all and enjoy many legal protections against .

13

The Effects of the Decision

People in the North and the South about the decision.

In the South:	In the North:
<ul style="list-style-type: none"> • people <input type="text"/> the decision. • the decision <input type="text"/> the legal protections for slavery. • they believed the argument regarding slavery was <input type="text"/>. 	<ul style="list-style-type: none"> • people feared slaveholders would soon be free to bring their slaves <input type="text"/> to the <input type="text"/>. • many believed it was part of a movement to make slavery <input type="text"/> everywhere.

Slide

15

The Republican Party's Reaction

Republicans the *Dred Scott* ruling.

- The decision increased feelings in the North.
- It the Republican Party prior to the 1860 election.

17

The Abolitionist Movement

From the 1830s to the Civil War, the movement grew stronger.

- Influenced by the Second
- Called for immediate , or freeing, of enslaved persons
- Formed the Society

Slide

17

The Abolitionist Movement Grows

By the 1850s, the movement was also growing more , or extreme.

- In 1856, abolitionist attacked proslavery settlers in

John Brown's Raid at Harpers Ferry

In 1859, John Brown led a raid on an armory at , Virginia.

- Wanted to lead an uprising of people
- Was , , and

White Southerners were .

To many in the North, he was a , or brave person who died for a noble cause.

Slide

17

The Election of 1860

Only three years after the *Dred Scott* decision, the next election took place.

- The future of was again the central issue.
- Four candidates ran for president.
- Republican won, triggering the .



Summary

Dred Scott and the Slavery Debate



Lesson Question

What were the causes and effects of the 1857 Dred Scott decision?



Answer

Empty answer box for student response.

Summary

Dred Scott and the Slavery Debate

Slide

2

Review: The Slavery Debate

As new was added to the nation, the spread of became a central issue.

Several are passed in an effort to avoid :

- Compromise
- Compromise of
- Act

Review: *Dred Scott v. Sandford*

was an enslaved person who was taken to live in a state.

- Sued for his
- Argued that going to a state meant that he should be
- Took his case to the

Summary

Dred Scott and the Slavery Debate

Slide

2

Review: The *Dred Scott* Decision

The Supreme Court ruled Dred Scott.

Chief Justice issued a ruling that attempted to end the question once and for all.

Review: The Court's Decision

The ruling included the following provisions:

- No African American – or – could be a of the United States.
- Enslaved people were ; therefore, Scott had no right to in court in the first place.
- Neither Congress nor territorial legislatures could slavery in the .
- The was unconstitutional.

Summary

Dred Scott and the Slavery Debate

Slide

2

Review: Aftermath of the *Dred Scott* Decision

People in the thought the question of slavery was settled.

People in the :

- began to fear that slavery would soon be everywhere.
- began to support movements.
- supported the Party in greater numbers.

Use this space to write any questions or thoughts about this lesson.

Warm-Up | Lincoln



American in the 1850s

America was increasingly divided in the 1850s.

The

- Had become and
- Opposed the spread of slavery in the

The

- Maintained an economy based on
- Did not want limits on the spread of slavery

Politics in 1850

At the time, the nation had two political parties.

<ul style="list-style-type: none"> • Believed Congress should have <input type="text"/> power than the president • Favored modern industry • Championed free labor • Included Abraham Lincoln 	<p>Started as Democratic-Republican Party</p> <p>Favored <input type="text"/> — allowing states to make their own laws on issues such as slavery</p>



Slavery and the Political Parties

The issue of slavery also divided political parties in the 1850s.

- wanted slavery to spread in the West;
 opposed it.
- split over the issue and .
- also began to splinter.



Lesson Objectives

By the end of this lesson, you should be able to:

- Examine the establishment of the and outline its views.
- Describe the emergence of as a leader of the Republican Party.
- Compare and contrast the viewpoints held by senators Lincoln and with regard to slavery and its in the territories.



Lesson Question

Slide

2

The Kansas-Nebraska Act of 1854

Senator ’s Kansas-Nebraska Act sharpened the debate.

- Created the Kansas and Nebraska territories
- Allowed for – a vote of the people – to decide whether slavery would be allowed in territories
- Overturned
- Angered many in the

The Formation of the Republican Party

The Republican Party was formed in direct to passage of the

.

Many political factions in the came together to make the new party.

- Were also called “ Whigs”
- Wanted lands to go to not slave owners
- Opposed the Kansas-Nebraska Act

Instruction | Lincoln

Slide

4

Platform of the Republican Party

- Opposed the Kansas-Nebraska Act
- Wanted to , expand , and build
- Believed in labor, or the right of men to get work without having to with slave labor
- Opposed the decision

The first Republican presidential candidate, , won 11 out of 16 Northern states in 1856.

6

The Republican Party Today

REAL-WORLD CONNECTION

The Republican Party is still one of the two major political parties in the United States today. Some of its current goals are to:

- maintain a strong force.
- reduce government .
- reduce of business.
- lower .

Instruction | Lincoln

Slide

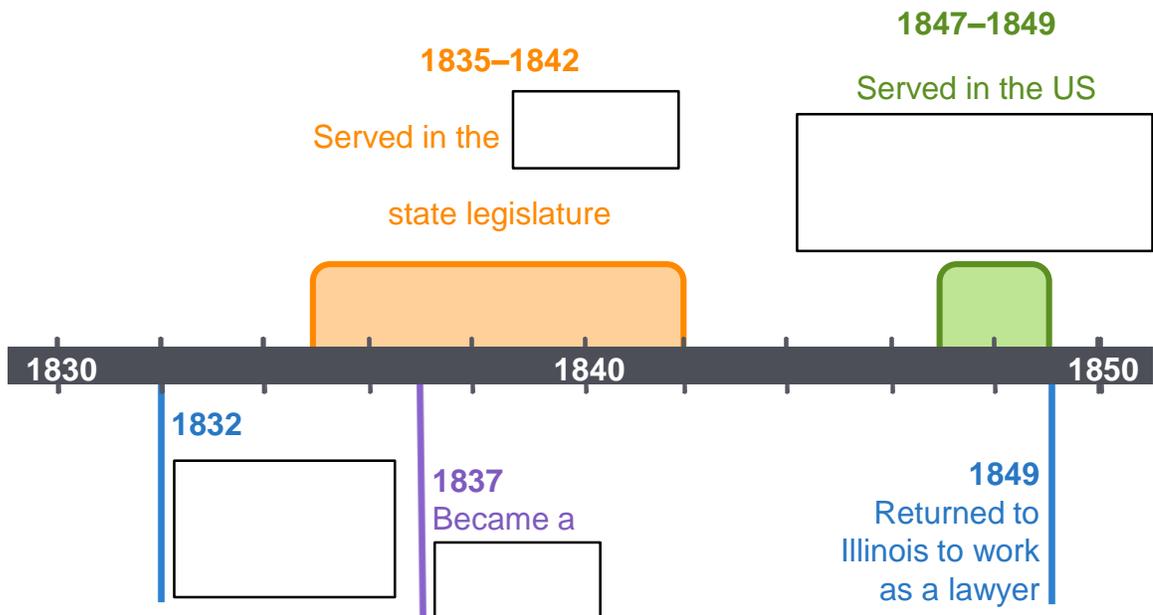
8

Abraham Lincoln (1809–1865)

Abraham Lincoln was the sixteenth president of the United States. He led the nation through the .

- Born in in
- Self-educated and state legislator
- Opposed spread of slavery in the
- Elected president in

Lincoln's Early Career



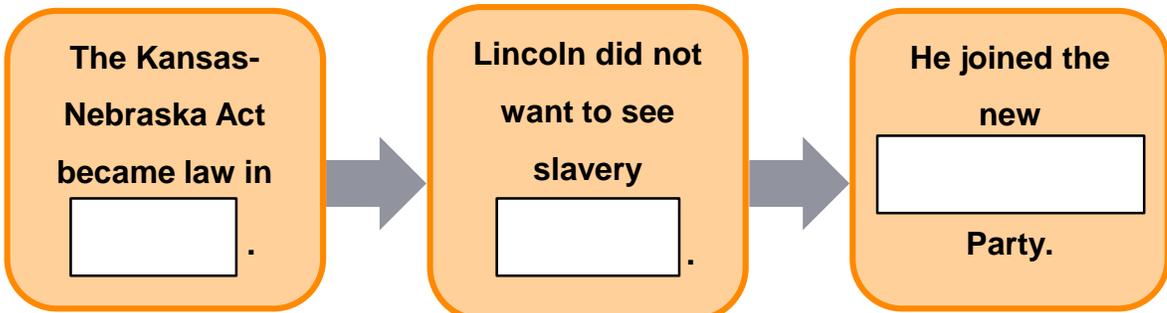
Instruction | Lincoln

Slide

8

Lincoln's Return to Politics

The Kansas-Nebraska Act ended Lincoln's from politics.



10

Lincoln's Complex Views on Slavery

Lincoln's public views on slavery were complicated.

- Opposed the Kansas-Nebraska Act and
- Believed enslaved people had and that slavery was wrong
- Did not argue for of slavery
- Did not think African Americans and whites could live as true

Lincoln against Abolition

Lincoln personally believed slavery was wrong, but he did not want to see the nation .

- He forcefully believed slavery should not .
- He did not call for slavery to be where it already existed.

Instruction | Lincoln

Slide

13

The Election of 1858

Lincoln decided to run against for US Senate in 1858.

- At that time, US senators were not directly by voters.
- Voters cast their ballots for local , who chose a senator.
- Lincoln would be the new senator for Illinois if the Republicans won a majority in the .

Lincoln and Douglas agreed to a series of across Illinois.

Stephen Douglas (1813–1861)

Stephen Douglas was a US senator from Illinois.

- Was a Party leader who believed in
- Wanted a route from
- Wrote the Kansas-Nebraska Act to get support for railroad

Instruction | Lincoln

Slide

13

Douglas vs. Lincoln

Neither supported , but there were real differences:

Douglas	Lincoln
<ul style="list-style-type: none"> • <input type="text"/> the Kansas-Nebraska Act • Supported <input type="text"/> • Thought slavery could be treated as a <input type="text"/> issue 	<ul style="list-style-type: none"> • <input type="text"/> the Kansas-Nebraska Act • Did not support popular sovereignty • Did not want slavery to <input type="text"/>

Douglas at the 1858 Debates

- Douglas felt that people in state should decide the question.
- He wanted to let people decide the issue locally, not – a policy called popular sovereignty.

Lincoln at the 1858 Debates

Lincoln felt popular sovereignty was the policy.

- He believed the Union would eventually become all or all .

Instruction | Lincoln

Slide

15

1858: Defeat and Victory

The won the majority in the legislature, and kept his Senate seat.

- Lincoln's campaign made him a figure.
- would remember Lincoln as they looked to the 1860 election.

A House Divided

Lincoln spoke at the Illinois Republican .

- Argued that “”
- Worried the decision would lead to slavery being everywhere
- Felt America would become all slave or all free

17

1860: Republicans Choose Their Candidate

Lincoln's strong showing in the put him in the running for two years later.

- Lincoln became the choice of the Republicans.
- Lincoln's victory in the 1860 election would spark the .

**Lesson
Question**

How did Abraham Lincoln become the leader of the new Republican Party?

**Answer**

Slide

2**Review: The Birth of the Republican Party**

- The question of slavery and its expansion began to the major parties in the .
- The Kansas-Nebraska Act of 1854 sharpened the debate.
- The Party formed in 1854 in direct to this act.

Slide

2

Review: Abraham Lincoln

- Was a and politician who from politics in 1849
- to politics after the Kansas-Nebraska Act
- Strongly opposed slavery's
- Held views about slavery, which he considered wrong

Review: Lincoln's Rise to Power

- Captured national attention with 1858 with
- Argued against the of slavery and the idea of
- Emerged as a Republican nominee in



Summary

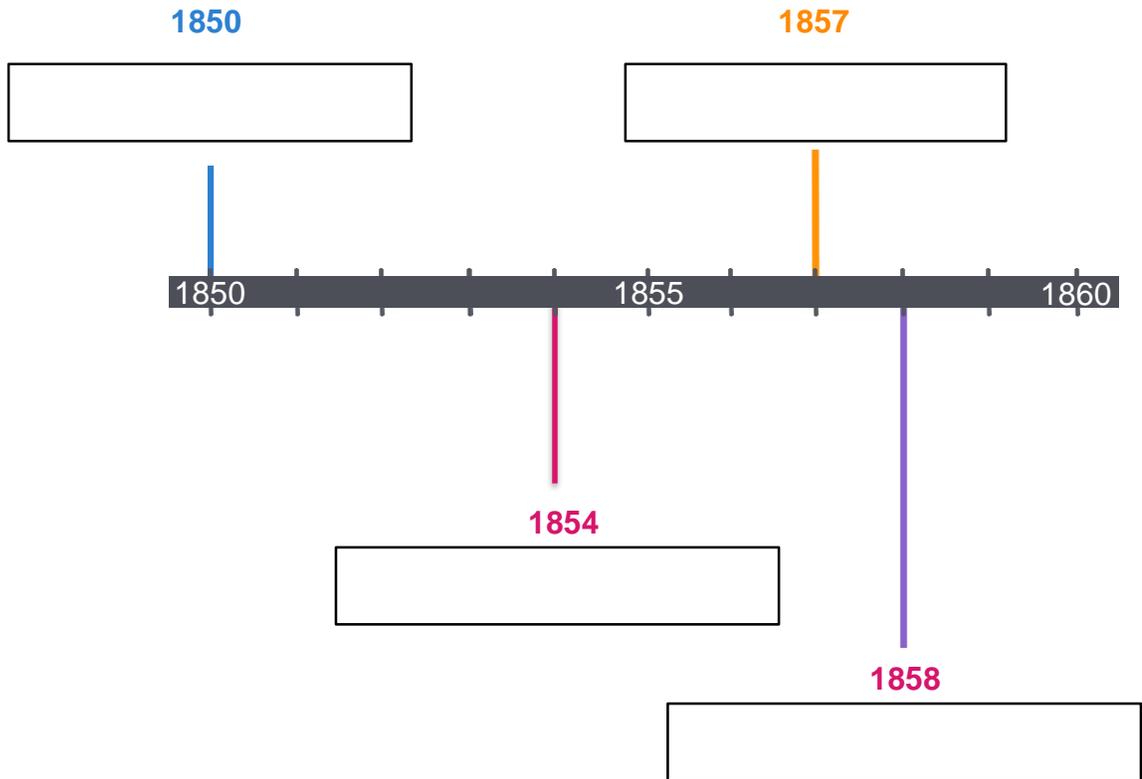
Lincoln

Use this space to write any questions or thoughts about this lesson.



Timeline of Increasing Tensions

Between 1850 and 1860, tensions between the North and South were .





The Election of 1860

The issue of slavery dominated the election.

- The Party was split over the question of slavery and its spread.
- were strongly against the spread of slavery.
- The Party wanted to avoid the issue of slavery altogether.



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the surrounding the election of 1860.
- Analyze the South's to the results of the election.
- Examine the creation of the States of America.

?

Lesson
Question

2

The Democrats Choose their Candidate

The Democratic Party couldn't agree on slavery or a candidate for president.

- Democrats supported .
- Democrats wanted a stronger statement in support of slavery.

The Democrats Split

The divided party chooses two different candidates.

- Stephen A. won the nomination at the Democrats' convention.
- John C. became the Democrats' nominee.

Slide

4

The Republican Convention

The Republican Party was formed in response to the

[] .

- The party nominated [] as their candidate.
- Lincoln opposed slavery's [] but was not seen as " [] ."
- Republicans felt Lincoln would win the [] and [] in 1860.

Republican Position on Slavery

The Republican platform focused heavily on the question of slavery.

- It declared that slavery was [] wrong.
- It opposed the spread of slavery into [] .
- Republicans knew they would not win votes in the [] .

Slide

6

Democrats vs. Republicans

In 1860, the Democrats and Republicans held different views.

Democrats	Republicans
<ul style="list-style-type: none"> • Were divided • <input type="text"/> Democrats supported popular sovereignty. • <input type="text"/> Democrats wanted a federal slavery code allowing slavery everywhere. 	<ul style="list-style-type: none"> • Were <input type="text"/> in their beliefs, and in their support of Lincoln • Considered slavery wrong • Opposed its spread into any territory

8

The Constitutional Union Party

In 1860, the Constitutional Union Party joined the race.

- They felt the main parties were too focused on slavery.
- They supported the and the .
- became the party's 1860 nominee.

Slide

8

A Four-Way Race

The 1860 presidential election now had four major candidates.

- Abraham Lincoln, Party
- Stephen A. Douglas, Party
- John Breckinridge, Party
- John Bell, Party

10

A Victory for Lincoln

Lincoln won the 1860 election.

- He won 180 votes.
- He won just percent of the vote.
- The Republicans' had succeeded.
- Lincoln won no states.

Lincoln's Victory in the South

Lincoln's win upset the South.

- They believed the institution of slavery was in .
- Southerners began meeting to discuss : withdrawal from the United States.

Slide

13

The Union Is Dissolved!

In December 1860, called a state convention.

- On , the convention voted 169-0 for secession.
- The convention also called for a of Southern states.

Other Southern States Follow

Other Southern states followed South Carolina.

- , Georgia, Alabama, , and voted for secession in January 1861.
- voted to secede in February 1861.

15

The Crittenden Compromise

Senator John J. Crittenden proposed a plan to:

- protect slavery in the South.
- use the dividing line as set by the to decide all future slavery questions.
- The proposal .

Slide

15

A New Confederacy Is Formed

On , delegates from several states met to form a new Confederate government.

- was named president of the Confederacy.
- The Confederacy declared itself from the United States.

The Confederate Constitution

On March 11, 1861, the Constitution of the Confederate States of America was drafted.

- It was very similar to the .
- However, slavery was “.

Summary

Southern Succession

?

**Lesson
Question**

How did the election of 1860 lead to Southern secession?

✓

Answer

2

Review: Democrats Split over Slavery in 1860

At the 1860 presidential convention, the split over slavery.

Democrats favored .

- Chose as their candidate.

Democrats wanted slavery to be protected.

- Chose as their candidate.

Slide

2

Review: The Republicans in 1860

The Republicans nominated .

- Opposed the of slavery into the territories
- Declared it “ wrong”

A new party, the Party, nominated .

- Took no position on slavery

Review: The Election of 1860

- Lincoln won a of the vote.
- He won just percent of the vote.
- Lincoln did not win a single state.
- Southerners believed he would work to outlaw slavery across the Union.

Slide

2

Review: The Confederate States of America

was the first state to declare from the United States.

- Soon other Southern states followed South Carolina.

was named president of the Confederate States of America.

- The Confederate was written promoting and .



Summary

Southern Succession

Use this space to write any questions or thoughts about this lesson.