

Thomas Jefferson's Letter to John Holmes on the Missouri Statehood Question – April 20, 1820

<http://www.loc.gov/exhibits/jefferson/159.html>

I thank you, dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question. It is a perfect justification to them. I had for a long time ceased to read newspapers, or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed, indeed, for the moment. But this is a reprieve 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. I can say, with conscious truth, that there is not a man on earth who would sacrifice more than I would to relieve us from this heavy reproach, in any *practicable* way. The cession of that kind of property, for so it is misnamed, is a bagatelle which would not cost me a second thought, if, in that way, a general emancipation and *expatriation* could be effected; and, gradually, and with due sacrifices, I think it might be. But as it is, we have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other. Of one thing I am certain, that as the passage of slaves from one State to another, would not make a slave of a single human being who would not be so without it, so their diffusion over a greater surface would make them individually happier, and proportionally facilitate the accomplishment of their emancipation, by dividing the burthen on a greater number of coadjutors. An abstinence too, from this act of power, would remove the jealousy excited by the undertaking of Congress to regulate the condition of the different descriptions of men composing a State. This certainly is the exclusive right of every State, which nothing in the constitution has taken from them and given to the General Government. Could Congress, for example, say, that the non-freemen of Connecticut shall be freemen, or that they shall not emigrate into any other State?

I regret that I am now to die in the belief, that the useless sacrifice of themselves by the generation of 1776, to acquire self-government and happiness to their country, is to be thrown away by the unwise and unworthy passions of their sons, and that my only consolation is to be, that I live not to weep over it. If they would but dispassionately weigh the blessings they will throw away, against an abstract principle more likely to be effected by union than by scission, they would pause before they would perpetrate this act of suicide on themselves, and of treason against the hopes of the world. To yourself, as the faithful advocate of the Union, I tender the offering of my high esteem and respect.

Th. Jefferson

Points to emphasize:

1. Jefferson called the Missouri Compromise a “fire bell in the night...the [death] knell of the Union.
2. He saw this as a temporary measure—that a moral principle cannot be marked out and limited by a geographical line (36-30)
3. He wrote that the sacrifice of 1776 would be rendered useless with this Compromise, and that his only consolation was that he would not be alive to weep over it.

<http://www.paulrittman.com/Jefferson'sLetterontheSlaveryQuestion.pdf><http://www.paulrittman.com/Jefferson'sLetterontheSlaveryQuestion.pdf>

- What two metaphors does Jefferson use to describe America's slavery controversy?
- Taken together, what impression do these metaphors convey about the intensity with which Jefferson viewed the slavery question?
- What did Jefferson imply that he would be willing to do if he thought it would help?
- What did he mention as a possible two-pronged solution to the slavery problem?
- On what personal note does he end his letter?

<http://edsitement.neh.gov/lesson-plan/early-threat-secession-missouri-compromise-1820-and-nullification-crisis#sect-extending>

John Calhoun, Senator from South Carolina
Speech to the Senate in 1850 on the Compromise of 1850
<http://caho-test.cc.columbia.edu/ps/10166.html>

One of the causes is, undoubtedly, to be traced to the long-continued agitation of the slave question on the part of the North, and the many aggressions which they have made on the rights of the South during the time. I will not enumerate them at present, as it will be done hereafter in its proper place.

There is another lying back of it—with which this is intimately connected—that may be regarded as the great and primary cause. This is to be found in the fact that the equilibrium between the two sections in the government as it stood when the Constitution was ratified and the government put in action has been destroyed. At that time there was nearly a perfect equilibrium between the two, which afforded ample means to each to protect itself against the aggression of the other; but, as it now stands, one section has the exclusive power of controlling the government, which leaves the other without any adequate means of protecting itself against its encroachment and oppression.

The result of the whole is to give the Northern section a predominance in every department of the government, and thereby concentrate in it the two elements which constitute the federal government: a majority of States, and a majority of their population, estimated in federal numbers. Whatever section concentrates the two in itself possesses the control of the entire government.

Abraham Lincoln
Speech on the Kansas-Nebraska Act
October 16, 1854

<http://www.vlib.us/amdocs/texts/kansas.html>

Whether slavery shall go into Nebraska, or other new territories, is not a matter of exclusive concern to the people who may go there. The whole nation is interested that the best use shall be made of these territories. We want them for the homes of free white people. This they cannot be, to any considerable extent, if slavery shall be planted within them. Slave States are places for poor white people to remove FROM; not to remove TO. New free States are the places for poor people to go to and better their condition. For this use, the nation needs these territories.

Still further; there are constitutional relations between the slave and free States, which are degrading to the latter. We are under legal obligations to catch and return their runaway slaves to them—a sort of dirty, disagreeable job, which I believe, as a general rule the slave-holders will not perform for one another. Then again, in the control of the government the management of the partnership affairs—they have greatly the advantage of us. By the constitution, each State has two Senators—each has a number of Representatives; in proportion to the number of its people—and each has a number of presidential electors, equal to the whole number of its Senators and Representatives together. But in ascertaining the number of the people, for this purpose, five slaves are counted as being equal to three whites. The slaves do not vote; they are only counted and so used, as to swell the influence of the white people's votes. The practical effect of this is more aptly shown by a comparison of the States of South Carolina and Maine. South Carolina has six representatives, and so has Maine; South Carolina has eight presidential electors, and so has Maine. This is precise equality so far; and, of course they are equal in Senators, each having two. Thus in the control of the government, the two States are equals precisely. But how are they in the number of their white people? Maine has 581,813—while South Carolina has 274,567. Maine has twice as many as South Carolina, and 32,679 over. Thus each white man in South Carolina is more than the double of any man in Maine. This is all because South Carolina, besides her free people, has 384,984 slaves. The South Carolinian has precisely the same advantage over the white man in every other free State, as well as in Maine. He is more than the double of any one of us in this crowd. The same advantage, but not to the same extent, is held by all the citizens of the slave States, over those of the free; and it is an absolute truth, without an exception, that there is no voter in any slave State, but who has more legal power in the government, than any voter in any free State. There is no instance of exact equality; and the disadvantage is against us the whole chapter through. This principle, in the aggregate, gives the slave States, in the present Congress, twenty additional representatives—being seven more than the whole majority by which they passed the Nebraska bill.

Written Document Analysis Worksheet

Type of Document:

Date of Document:

Author of the Document:

Position of the Author:

For what audience was the document written?

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.

2.

3.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

1.

2.

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

Comparing the Three Compromises

Understand that boxing is governed by state athletic commissions. Rules in New York may differ from rules in California. The differences are usually subtle--scoring by rounds as opposed to scoring by points--but the judge has to know the difference. Most states score on a 10-point must system, meaning the winner of the round gets 10 points and the loser gets nine or less. Most rounds are scored 10 to 9, but in the event of a knockdown, multiple knockdowns or a one-sided battering, scores of 10 to 8 or 10 to 7 are possible.

Apply this system of scoring to the three compromises that we discussed in class. Round 1 is the Missouri Compromise, Round 2 is the Compromise of 1850, and Round 3 is the Kansas/Nebraska Act. Add up your scores to see who you think "won" on these compromises: the North or the South. It isn't Muhammed Ali and Joe Frazier...but Ali and Frazier isn't exactly like Sectionalism, either.

In the space after each round, write an explanation of at least 40 words explaining your decision.

North

South

Round 1

The Missouri Compromise

North

South

Round 2

The Compromise of 1850

Round 3

The Kansas-Nebraska Act

Total Points _____

Missouri Compromise

- Missouri entered the Union as a slave state
- Maine entered the Union as a free state
- Slavery in the Louisiana Territory was decided using the 36'30" line of latitude – slavery was allowed north of it, and was not allowed south of it
- The Tallmadge Amendment would have forbidden more slaves from entering Missouri after it became a state, and it would have free all children born from slave parents after Missouri – it passed in the House but failed in the Senate
- The politician most responsible for this was Henry Clay of Kentucky

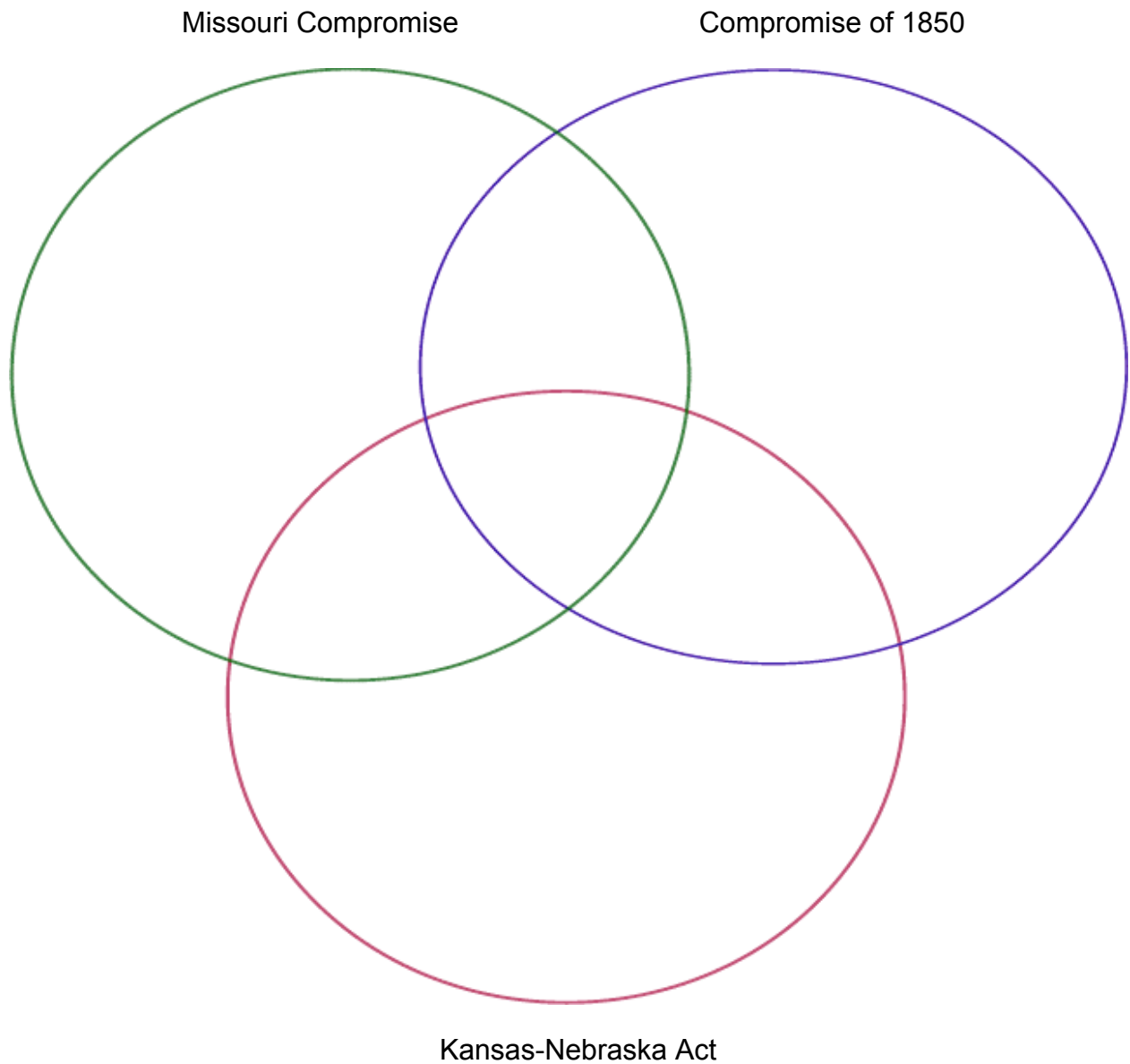
Compromise of 1850

- California entered the Union as a free state
- The Fugitive Slave Act toughened laws regarding runaway slaves
- New Mexico and Utah territories would use popular sovereignty to decide the issue of slavery
- Texas gave up its claims to New Mexico, but received \$10 million to pay its debt to Mexico
- The slave trade ended in Washington, D.C.
- The politicians most responsible for this were Henry Clay of Kentucky and Stephen Douglas of Illinois

Kansas-Nebraska Act

- Created two new territories – Kansas and Nebraska
- It let voters decide through popular sovereignty the fate of slavery in each territory
- Popular sovereignty now decided the slavery issue in all of the Louisiana Territory
- The politician most responsible for this was Stephen Douglas of Illinois

- After this was passed, southerners supported the transcontinental railroad going through Illinois
- Repealed the Missouri Compromise
- This act directly led to Bleeding Kansas



California

Henry Clay

36'30" line of latitude

Stephen Douglas
Territory

Maine

Deals with land in Louisiana

Fugitive Slave Act

popular sovereignty

Repeals Missouri Compromise

Attempts to find a political solution to the rising problem of sectionalism

1992 Election

Ten-Point Must System

From Boxrec Boxing Encyclopedia

- A system of scoring whereby the winner of a [round](#) must receive ten points, and the loser of the round nine points (eights points, if knocked down; seven points, if knocked down more than once and thoroughly dominated by his opponent). If there is no clear winner, each boxer must be awarded ten points. Note, however, although a boxer may win the round, he can lose a point by committing a [foul](#), in which case the round likely would be scored nine points for each boxer.

http://boxrec.com/media/index.php/Ten-point_must_system