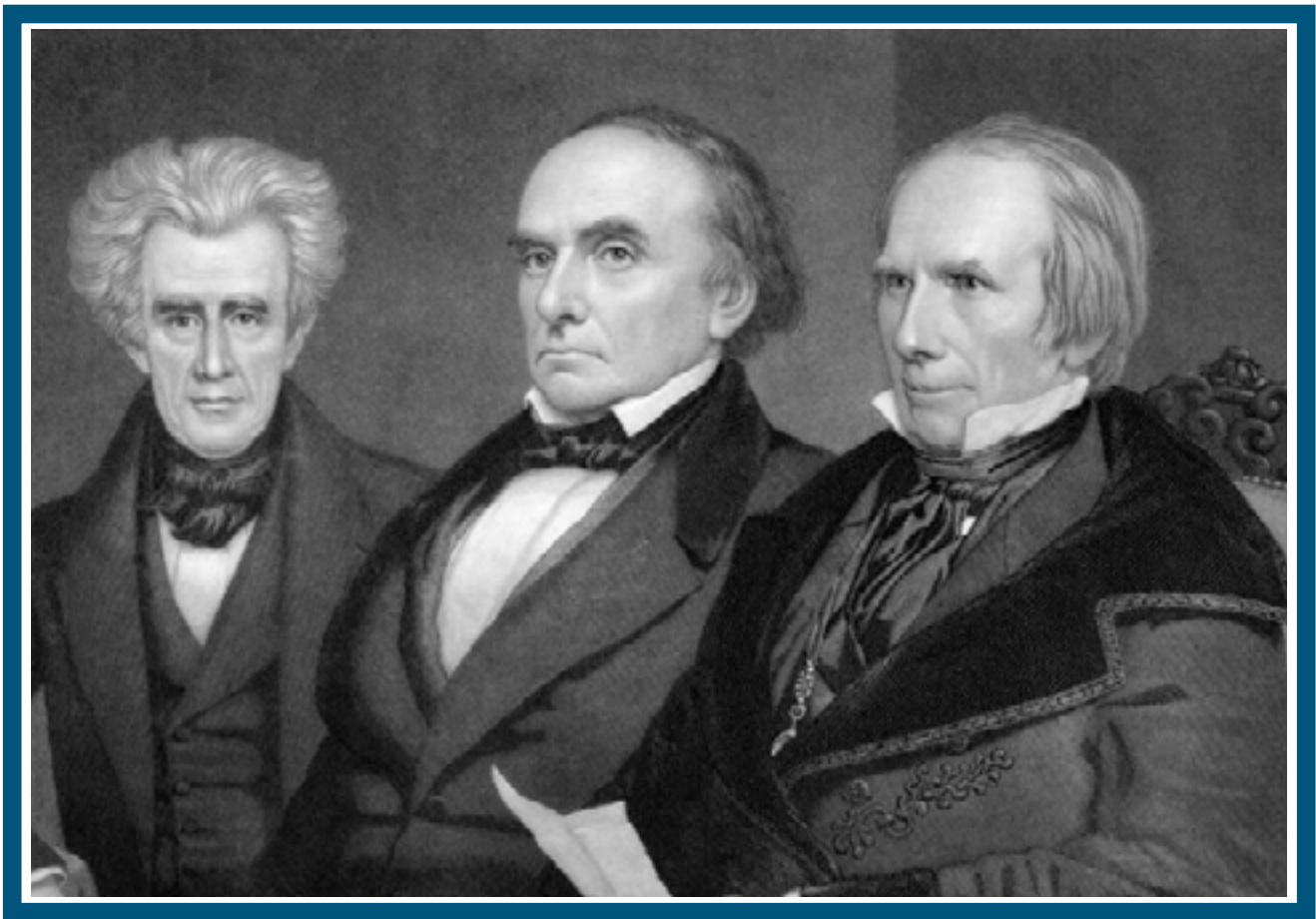

Do My Ideas Matter?



Supporting Questions

1. What are the core ideas expressed in the antebellum US on the nature of the union among the states?
2. How did Calhoun, Clay and Webster's ideas on the nature of the union among states play out in early political compromises regarding western territory and states?
3. How did Calhoun, Clay and Webster's views on slavery and the nature of the union of states all play out in the debate over the Compromise of 1850?

NORTHERN MICHIGAN INQUIRY HUB
8th Grade Inquiry

Do My Ideas Matter?	
Michigan Content Expectations:	U5.1.3 Describe the competing views of Calhoun, Webster & Clay on the nature of the union among states.
Staging the Compelling Question:	Video: 1850 Compromise parody (Mr. Betts)

Supporting Question 1
What are the core ideas expressed in the antebellum US on the nature of the union among the states?
Formative Performance Task
Write three 140 character or less tweets announcing the deaths of Clay, Calhoun and Webster. Highlight the central idea of each man's viewpoint on the union. Include at least two # to indicate core views they held.
Featured Sources
Source A: White Out Headstone Sources Source B: Article from Joy Hakim's book

Supporting Question 2
How did Calhoun, Clay and Webster's ideas on the nature of the union among states play out in early political compromises regarding western territory and states?
Formative Performance Task
List each compromise involving western lands & states and then match each to Clay, Calhoun and/or Webster, based on their central ideas. You may include more than one person's ideas to each compromise.
Featured Sources
Source A: Missouri Compromise Map, Source B: Missouri Compromise Map Source C: Wilmot Proviso of 1846 article

Supporting Question 3
How did Calhoun, Clay and Webster's views on slavery and the nature of the union of states all play out in the debate over the Compromise of 1850?
Formative Performance Task
Write a short paragraph and answer the supporting question using a quote from the Clay, Calhoun, Webster sources provided.
Featured Sources
Source E: Compromise of 1850 synopsis Source F: Excerpts from Clay's Speech Supporting the Compromise of 1850, Webster's speech supporting Clay, and Calhoun's speech rejecting the compromise

Summative Performance Task	Argument: Do my ideas matter? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
	Extension: Is compromise necessary? Should you compromise your core ideals? These are great extension questions in the progression of this learning task as it gets to the heart of the major issue of the Civil War while linking to modern politics.
Taking Informed Action	Find out how ideas matter in your local community and research examples of compromise in local government decision making.

Overview

In this middle-level inquiry, students investigate the words and deeds of three important historical figures - Clay, Calhoun and Webster whose views and deeds shaped compromises that affected the entire country during the pre-Civil War Era. Students will undertake a variety of activities and be exposed to a variety of sources in completing this inquiry -- including a white-out activity, interpreting several maps and primary source documents, and ultimately answer the inquiry's compelling question: "Do my ideas matter?"

Staging the Compelling Question

The initial video is a parody video from the youtube creator, Mr. Betts. The idea was to bring up the idea of compromise in a comical, engaging way as they begin to review the different needs/wants of these huge pre-Civil War thinkers as they engaged on the huge issues facing a sectionally divided America.

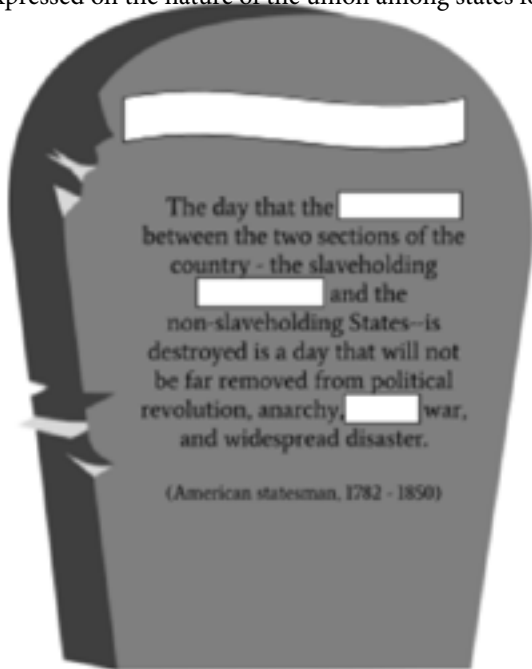


Supporting Question 1 Overview

Supporting Question 1 suggests that all people have needs and wants and that there is a difference between the two. As students begin to think about and investigate this supporting question and the related source images, they will explore various examples of needs and wants. This variety of images offers initial insights into the difference between the two categories.

Supporting Question 1 - Featured Source A

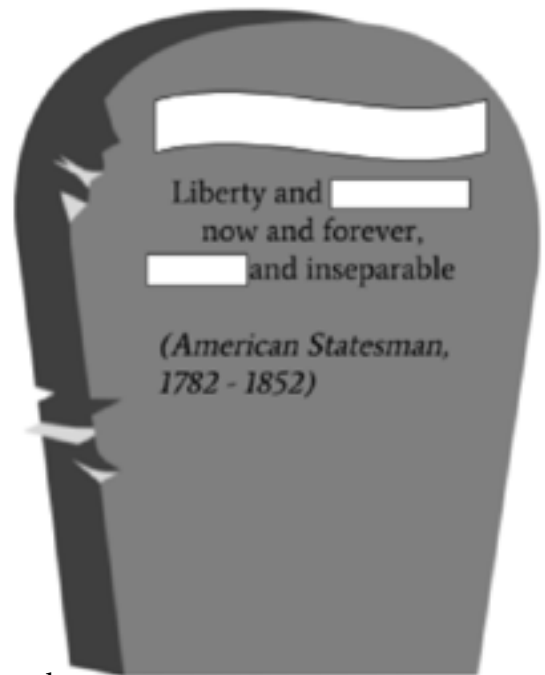
Sometimes, individuals will have quotes or statements engraved on their headstones upon their death. These statements often reflect core ideas that the individual held in life. The ideas that Clay, Calhoun and Webster held about the nature of the union among states can be seen in these real and fictitious headstones. Using resources and your prior knowledge, fill-in the white out areas with the correct terms and names write the name of the individual that matches with the headstone/statue. Then reflect on the ideas that are being expressed on the nature of the union among states for each person.



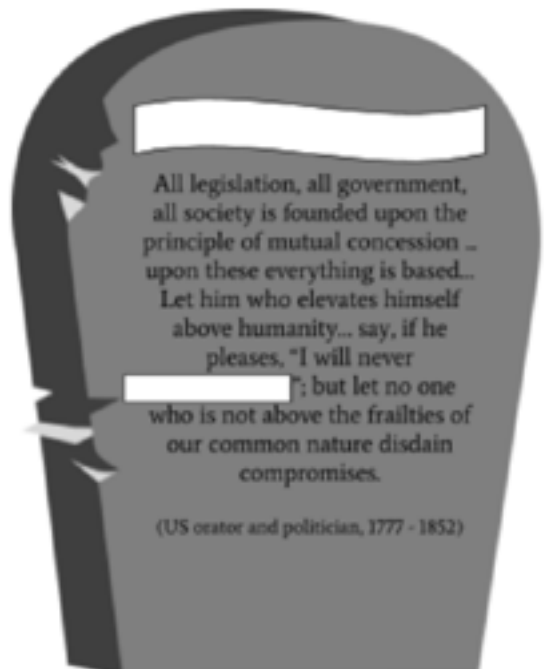
Core ideas being expressed:

This tombstone belongs to:

Core ideas being expressed:



This tombstone belongs to:



Core ideas being expressed:

This tombstone belongs to:

Supporting Question 2 - Featured Source A



Map source: Dr. Phil Gersmehl. Reused with permission

Supporting Question 2 - Featured Source B

Source C: The Missouri Compromise, 1820



United States map with Missouri Compromise Line. Legend:

- Free states as of 1850
- Slave states as of 1850 (not including Texas claims surrendered in Compromise of 1850)
- Border slave states that did not later secede in 1861
- Territories (with eventual state boundaries superimposed, and including later Gadsden Purchase of 1853)
- Missouri Compromise Line

The Missouri Compromise was the legislation that provided for the admission to the United States two states:

1. Maine as a free state
2. Missouri as a slave

Senator Henry Clay helped create the compromise that led to the two states—one slave and one free—entering the union.

This maintained the balance of power between North and South in the United States Senate: 12 free states, 12 slave states.

As part of the compromise, slavery was prohibited north of the 36°30' parallel, excluding Missouri.

Adapted from www.wikipedia.com/Missouri_Compromise

Supporting Question 2 - Featured Source C

Wilmot Proviso

The Wilmot Proviso was a proposal to prohibit slavery in the territory acquired by the United States at the conclusion of the Mexican War.

In 1846, David Wilmot a Democratic member of the United States House of Representatives from Pennsylvania, proposed the Wilmot Proviso. He attached the proviso to an appropriations bill to pay Mexico for land that the United States had seized as a result of the Mexican War. The Wilmot Proviso would have prevented slavery's expansion into any of this new territory. The House of Representatives approved the appropriations bill and the proviso on August 8, 1846, but the Senate adjourned before it could debate the bill. The House adopted the bill and the proviso in its next session. On February 1, 1847, the Senate approved the bill but rejected the proviso. As a result, the proviso never went into effect.

The proviso passed the House of Representatives because a majority of the representatives came from the North. Under the United States Constitution, each state received representatives based on that state's population. The North had more people than the South.

In the Senate, there were the same number of slave and free states. Each state was entitled to two senators. When senators from the North and South voted along regional lines, a bill could not be approved. Northern and southern states intentionally tried to maintain the balance between slave and free states. As long as neither side had an advantage in the Senate, a bill could not be sent to the president to sign that would favor one side or the other.

The Wilmot Proviso further divided the North and the South over the issue of slavery. Many Southerners believed that slavery should be legal everywhere in the United States. A growing number of Northerners, including many Ohioans, opposed slavery's expansion. Some of these Northerners opposed slavery on moral grounds, arguing that African Americans were human beings. Other people feared economic competition from slave owners.

Source: The Wilmot Proviso, Ohio History Central

Supporting Question 3 - Featured Source A

By 1850 sectional disagreements centering on slavery were straining the bonds of union between the North and South. These tensions became especially acute when Congress began to consider whether western lands acquired after the Mexican War would permit slavery. In 1849 California requested permission to enter the Union as a free state. Adding more free state senators to Congress would destroy the balance between slave and free states that had existed since the Missouri Compromise of 1820.

Because everyone looked to the Senate to defuse the growing crisis, Senator Henry Clay of Kentucky proposed a series of resolutions designed to "Adjust amicably all existing questions of controversy . . . arising out of the institution of slavery." Clay attempted to frame his compromise so that nationally-minded senators would vote for legislation in the interest of the Union.

In one of the most famous congressional debates in American history, the Senate discussed Clay's solution for 7 months. It initially voted down his legislative package, but Senator Stephen A. Douglas of Illinois stepped forward with substitute bills, which passed both Houses. With the Compromise of 1850, Congress had addressed the immediate crisis created by territorial expansion. But one aspect of the compromise—a strengthened Fugitive Slave Act—soon began to tear at sectional peace.

Source: National Archives

Supporting Question 3 - Featured Source B

Henry Clay, Feb 6, 1850	John C. Calhoun, March 4, 1850	Daniel Webster, March 7, 1850
<p>It has been objected against this measure that it is a compromise. It has been said that it is a compromise of principle ... what is a compromise? It is a work of mutual concession - an agreement in which there are reciprocal stipulations - a work in which, for the sake of peace and concord, one party abates his extreme demands in consideration of an abatement of extreme demands by the other party: it is a measure of mutual concession - a measure of mutual sacrifice. ... in all such measures of compromise, one party would be very glad to get what he wants, and reject what he does not desire but which the other party wants. But when he comes to reflect that, from the nature of the government and its operations, and from those with whom he is dealing, it is necessary upon his part, in order to secure what he wants, to grant something to the other side, he should be reconciled to the concession which he has made in consequence of the concession which he is to receive, if there is no great principle involved, such as a violation of the Constitution of the United States. I admit that such a compromise as that ought never to be sanctioned or adopted. But I now call upon any senator in his place to point out from the beginning to the end, from California to New Mexico, a solitary provision in this bill which is violative of the Constitution of the United States.</p>	<p>I have, senators, believed from the first that the agitation of the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. Entertaining this opinion, I have, on all proper occasions, endeavored to call the attention of both the two great parties which divided the country to adopt some measure to prevent so great a disaster, but without success. The agitation has been permitted to proceed with almost no attempt to resist it, until it has reached a point when it can no longer be disguised or denied that the Union is in danger. You have thus had forced upon you the greatest and gravest question that can ever come under your consideration: How can the Union be preserved?...To this question there can be but one answer — that the immediate cause is the almost universal discontent which pervades all the States composing the Southern section of the Union. This widely extended discontent is not of recent origin. It commenced with the agitation of the slavery question and has been increasing ever since. The next question, going one step further back, is: What has caused this widely diffused and almost universal discontent? It will be found in the belief of the people of the Southern States, as prevalent as the discontent itself, that they can not remain, as things now are, consistently with honor and safety, in the Union.</p>	<p>On March 7, 1850, Massachusetts senator Daniel Webster rose in the Senate Chamber to stake his career, his reputation, and perhaps the nation's future on the success of a speech that he hoped would unite moderates of all sections in support of Kentucky Senator Henry Clay's proposed "Compromise of 1850." He began with the immortal lines, "Mr. President, I wish to speak today, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States. . . . I speak for the preservation of the Union. Hear me for my cause." The Massachusetts statesman then spoke for three and a half hours! Webster contended that it was pointless to argue about the continuation of slavery where it already existed—it was not going away—or to worry about extending slavery into the arid lands of the southwest, where plantation agriculture stood no chance of flourishing. Asserting that slave holders were entitled to the protection of their property, he urged strengthening of fugitive slave statutes.</p>

Source: https://www.senate.gov/artandhistory/history/minute/Speech_Costs_Senator_His_Seat.htm

Summative Performance Task Overview

Do my ideas matter? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.