

New States and National Power

October 20 (Sections 2-3) / October 22 (Section 1) | Name: _____ | Section: _____

Teacher introduction: start with 11 free states and 11 slave states. Each state receives two senators. In pairs, calculate what changes when Maine and Missouri enter. This is a simplified model of representation, not a claim that all senators voted alike.

Before either admission: free-state senators ____ / slave-state senators ____

After Maine only: free ____ / slave ____

After both Maine and Missouri: free ____ / slave ____

Missouri restriction and the fugitive exception

That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

[Missouri enabling act \(1820\), §8; National Archives transcript](#)

Talk it through

1. What territory did the restriction cover? What exception did it make?
2. What did the fugitive clause permit even within the restricted territory?
3. Why would control of future Senate seats matter to slavery's defenders and opponents?

Class connection: cotton cultivation, Indigenous dispossession, and the domestic slave trade linked land, labor, and political power. Next read the supplied Eliza passage on page 2. No online model is required.

Expansion and Family Separation

October 20 / 22 · revisit October 28 | Name: _____ | Section: _____

Northup reports this sale in New Orleans in 1841. Eliza is Randall and Emily's mother; Freeman is the trader. Read in pairs. Underline Eliza's efforts to prevent separation and circle the purchaser's or trader's power.

Northup: Eliza pleads to keep her family together

The same man also purchased Randall. The little fellow was made to jump, and run across the floor, and perform many other feats, exhibiting his activity and condition. All the time the trade was going on, Eliza was crying aloud, and wringing her hands. She besought the man not to buy him, unless he also bought herself and Emily. She promised, in that case, to be the most faithful slave that ever lived. The man answered that he could not afford it, and then Eliza burst into a paroxysm of grief, weeping plaintively. Freeman turned round to her, savagely, with his whip in his uplifted hand, ordering her to stop her noise, or he would flog her. He would not have such work—such snivelling; and unless she ceased that minute, he would take her to the yard and give her a hundred lashes. Yes, he would take the nonsense out of her pretty quick—if he didn't, might he be d—d. Eliza shrunk before him, and tried to wipe away her tears, but it was all in vain. She wanted to be with her children, she said, the little time she had to live. All the frowns and threats of Freeman, could not wholly silence the afflicted mother. She kept on begging and beseeching them, most piteously, not to separate the three. Over and over again she told them how she loved her boy. A great many times she repeated her former promises—how very faithful and obedient she would be; how hard she would labor day and night, to the last moment of her life, if he would only buy them all together. But it was of no avail; the man could not afford it. The bargain was agreed upon, and Randall must go alone. Then Eliza ran to him; embraced him passionately; kissed him again and again; told him to remember her—all the while her tears falling in the boy's face like rain.

[Northup, Twelve Years a Slave \(1853\), Chapter VI, pp. 81–82](#)

Discuss together

What was Eliza trying to preserve? Why is a promise of hard work under threat not the same as consent to slavery? What does this account reveal that a map of new slaveholding states cannot?

The passage comes from Northup's recollections, not Eliza's own autobiography. Its threats of violence are part of the evidence. Do not reenact the sale or adopt the roles of purchasers and enslaved people.

New Territory and Unsettled Rules

October 28 | Name: _____ | Section: _____

Begin with a brief review of Eliza's passage. Read the treaty excerpt together. Then discuss competing proposals for slavery in western territories.

A new international boundary

The boundary line between the two Republics shall commence in the Gulf of Mexico, three leagues from land, opposite the mouth of the Rio Grande, otherwise called Rio Bravo del Norte, [...] thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean.

[Treaty of Guadalupe Hidalgo \(1848\), Article V, opening paragraph \(excerpt\)](#)

Teacher context

Texas joined the United States in 1845. The U.S.-Mexico War (1846–1848) ended in a major territorial transfer. The Wilmot Proviso (1846) proposed excluding slavery from territory acquired from Mexico but did not become law. Acquiring land did not resolve who could determine slavery's future there.

Three proposals for partner comparison

- A. Congress prohibits slavery in acquired territory.
- B. Territorial settlers decide through popular sovereignty.
- C. Government protects enslavers' claimed property rights in the territories.

For each: whose political power increases? Whose choices remain excluded? Which disagreements might persist even among people opposing expansion?

Write the causal link

In 3–4 sentences, explain: new territory → dispute over slavery's rules → conflict over future political power. Use one supplied source detail. Add one sentence about the human consequences shown by Northup.

The Compromise Reached the North

November 3 (Sections 2-3) / November 5 (Section 1) | Name: _____ | Section: _____

Read the overview and Jacobs preview together. In pairs, connect a national policy to an individual's choices. The rest of Chapter XL is not due until Seminar 4.

Teacher overview of the 1850 package

California entered as a free state. Utah and New Mexico territories were organized without a congressional prohibition of slavery. Other measures settled the Texas boundary, ended the slave trade in Washington, D.C. (not slavery there), and strengthened federal fugitive-slave enforcement.

[National Archives: documents and contextual introduction](#)

Jacobs: insecurity in New York

I was alone again. It was necessary for me to be earning money, and I preferred that it should be among those who knew me. On my return from Rochester, I called at the house of Mr. Bruce, to see Mary, the darling little babe that had thawed my heart, when it was freezing into a cheerless distrust of all my fellow-beings. She was growing a tall girl now, but I loved her always. Mr. Bruce had married again, and it was proposed that I should become nurse to a new infant. I had but one hesitation, and that was my feeling of insecurity in New York, now greatly increased by the passage of the Fugitive Slave Law. [...]

[Jacobs, Incidents \(1861\), Chapter XL](#)

Discuss and write

1. Identify one territorial concession and one measure that affected people living in free states.
2. Why did “free state” not guarantee security for Jacobs?
3. Together build a board diagram: western expansion → Compromise of 1850 → fugitive enforcement → insecurity and conflict in the North. Each pair explains one arrow.

Exit response (2-3 sentences): _____
