

Unit 7: Early Statehood

7th Grade Lesson Plan: The Compromise of 1850

Extension

(45 – 60 minutes)

Objective	<p>In this optional one-day extension lesson, students will examine the events that caused the creation of the Compromise of 1850, identify the terms of the Compromise, and analyze how the terms affected the growing sectionalism in the United States.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the events that caused the creation of the Compromise of 1850, identify the terms of the Compromise, and analyze how the terms affected the growing sectionalism in the United States. 2. <u>I will</u> identify the cause-and-effect relationships between significant events, summarize the significance of the events, and make conclusions about the effects of the Compromise of 1850 on the North and South.
Key Concepts	<ul style="list-style-type: none"> • The acquisition of the Mexican Cession increased sectional tension in the United States between the North and the South over the issue of the westward expansion of slavery into the new territories. • Many Northerners opposed the expansion into the Mexican Cession, while many Southerners supported it. • The California Gold Rush caused a rapid increase in the population of California, enabling it to apply for statehood in 1850, once again reigniting debates over slavery in the western territories. • The Compromise of 1850 was created by Henry Clay to appease both the North and the South in regard to slavery, specifically in relation to the western territories. • The Compromise of 1850 also reduced the size of Texas by requiring Texas to cede a portion of its disputed western territory (parts of modern-day New Mexico, Colorado, and Wyoming) in exchange for \$10 million.
Skills	<ul style="list-style-type: none"> • Identifying, explaining, and summarizing cause-and-effect relationships between key historical events related to a social studies topic. • Identifying and summarizing the significance of a historical event.

	<ul style="list-style-type: none"> • Making observations, conclusions, inferences, and predictions. • Identifying connections and making conclusions about points of view based on historical events and information. • Writing skills • Making a claim and providing reasoning to support the claim.
Essential Question	What were the events and issues that caused the United States Congress to make the Compromise of 1850, and what were the terms of the Compromise?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students make observations about a map depicting the political borders of the United States after the passage of the Compromise of 1850. Students draw conclusions about how the map could relate to the increasing sectional division over slavery in the U.S. during the era. <p>Lesson</p> <ul style="list-style-type: none"> • Students examine the events that led to the passage of the Compromise of 1850 including <ul style="list-style-type: none"> - the terms of the Treaty of Guadalupe Hidalgo, specifically the U.S.'s acquisition of the Mexican Cession; - the California Gold Rush and California's application for statehood that was made possible by the rapid increase in population brought about by the Gold Rush; - and the growing debates between the North and the South over whether slavery should be permitted to expand into territories in the Mexican Cession, like California. • Students complete activities identifying and explaining cause-and-effect relationships and drawing conclusions and connections between the terms of the Compromise of 1850 and the increasing sectional tensions in the United States between the North and the South over slavery. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Students complete a paper-adapted version of the 8th grade Social Studies STAAR question type called Drag and

	Drop to match the descriptions of key events from the lesson with the name of the event to which the description is referring.
Materials	<ol style="list-style-type: none"> 1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) 3. Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems and response options to guide short, constructed response questions. 5. Reduction in answer choices and the amount of writing. 6. An additional writing activity for advanced work.
TEKS	<ul style="list-style-type: none"> • 7.04(C) Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe Hidalgo, slavery, and the Compromise of 1850. • 7.16(A) Identify different points of view of political parties and interest groups on important Texas issues, past and present. • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(C) Organize and interpret information from outlines , reports, databases, and visuals, including graphs, charts, timelines, and maps.

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| | <ul style="list-style-type: none">• 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning, related to a social studies topic. |
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Teacher Guide: The Compromise of 1850 Extension

Warm-up	<ul style="list-style-type: none"> Students make observations about a map of the political borders of the United States as a result of the Compromise of 1850. Students are also asked to draw conclusions about how the map and the information it presents could be connected to slavery during the era. *Note: A lot of the written information on the map will likely be too small for students to see. Encourage students to focus more on visuals, rather than text, and make inferences and conclusions based on the visuals alone. Slide 2 presents a larger view of the map on the student warm-up. Slide 3 provides sentence stems to guide student responses when sharing with the class. Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<p><u>The Road to the Compromise of 1850:</u> The U.S.-Mexico War</p> <ul style="list-style-type: none"> A visual graphic provides the cause-and-effect relationships between the U.S.-Mexico War, the Treaty of Guadalupe Hidalgo, and Slavery & the Mexican Cession. Students use the information presented in the graphic to respond to questions about cause, effect, and significance of the three events described. Slide 6 shows artwork depicting the U.S. occupation of Mexico City which ended the U.S.-Mexico War and a map of the political borders of the United States with the acquisition of the Mexican Cession. <p><u>The Road to the Compromise of 1850:</u> The California Gold Rush</p> <ul style="list-style-type: none"> Students read a short passage explaining the California Gold Rush, and how this event increased the population of California enough for it to apply for statehood, which in turn, reignited the debates between the North and the South over slavery in the Mexican Cession.

- Students complete a graphic organizer of three boxes in which they will demonstrate cause-and-effect relationships between the major events presented in the short reading. Their graphic organizers should present information about the Gold Rush increasing the population of California, the population growth leading to California's statehood, and the application for statehood leading to increased disputes over slavery in the Mexican Cession territories. In the Grade Level and Foundations level work, some of this information is provided and students fill in the rest.
- **Slide 7** shows a painting titled, "The Old Reliable Schuttler Wagon." Fun Fact: The Schuttler Wagon company was established in Chicago by a German immigrant and was known to provide wagons to pioneers migrating west during the California Gold Rush.

The Compromise of 1850

- Students read a list of the 5 major terms of the Compromise of 1850 and determine if each term would have been supported by, or more beneficial toward the North or the South. Students are asked to provide a justification for their response.
- **Slide 8** displays a map of the new political borders of the United States after the passage of the Compromise of 1850.

Advanced Only – Short Answer Response Writing Activity

- Students read a primary source excerpt from a newspaper article about the Gold Rush. Students are asked to write a five- to eight-sentence response to the following prompt: - *"How did the event or events discussed in the source contribute to the growing sectional tension in the United States during the era of Early Texas Statehood?"*
- **Slide 9** provides a larger image of the primary source image from the worksheet. For students completing the Grade Level and Foundations level work, skip this slide.
- **Advanced:** Students identify cause-and-effect relationships between significant events that led to the creation of the Compromise of 1850. Students use a graphic organizer explaining three significant events related to the U.S.-Mexico War and answer short, constructed response questions about the information, then they create their own graphic organizer related to the California Gold Rush. Next, students

	<p>make claims about each of the terms of the Compromise of 1850 to assert whether each term would have most likely benefited and been supported by the North or the South, explaining their reasoning. Finally, advanced work includes a one-paragraph writing activity about how the events discussed in the lesson contributed to the growth of sectionalism in the United States.</p> <ul style="list-style-type: none"> • <u>Grade Level:</u> Students identify cause-and-effect relationships between significant events that led to the creation of the Compromise of 1850. Students use a graphic organizer explaining three significant events related to the U.S.-Mexico War and answer questions about the information including multi-select, multiple choice, and short constructed response with a sentence stem, then they create their own graphic organizer related to the California Gold Rush with some information already provided. Next, students use a chart listing the terms of the Compromise of 1850 to identify if each term would have most benefited the North, South, or both. Students explain their reasoning. • <u>Foundations:</u> Students identify cause-and-effect relationships between significant events that led to the creation of the Compromise of 1850. Students use a graphic organizer explaining three significant events related to the U.S.-Mexico War and answer questions about the information including multi-select and multiple choice with one answer choice eliminated, and a short constructed response with a sentence stem and response options provided. Then they complete their own graphic organizer related to the California Gold Rush by choosing the correct multiple-choice option to complete each portion of the organizer. Next, students use a chart listing the terms of the Compromise of 1850 to identify if each term would have most benefited the North or South. Students choose from two options provided to identify if each term would have most benefited the North, South, or both.
Exit Ticket	<ul style="list-style-type: none"> • Students read 5 statements describing the key significant events presented in the lesson and match the letter of each statement to the title of the event it represents. This is a paper-adapted version of the 8th grade STAAR question type called drag and drop. • Slides 10 and 11 restate the directions and provide sentence stems to guide student responses when sharing.

Primary Sources and Other Resources Used

- The Compromise of 1850 Map. GIS Educational Maps, Texas General Land Office Map and Database Store. Justin Arroyos (Compiler), Lila Rakoczy (Compiler), Kelsey Bonnell (Compiler). Accessed on July 24, 2025.
<https://historictexasmaps.com/object/97358>
- Baillie, James S. *Genl. Scott's grand entry into the city of Mexico, Sept. 14th 1847*. 1848. Lithograph. Library of Congress Prints and Photographs Division. Accessed July 22, 2025. <https://www.loc.gov/item/2002719717/>
- Map of the states and territories of the United States as it was from 1849 to 1850. Made by User:Golbez. See Charles O. Paullin and John K. Wright's *Atlas of the Historical Geography of the United States* (1932) for PD maps which support these. I, the copyright holder of this work, hereby publish it under the following licenses: Permission is granted to copy, distribute and/or modify this document under the terms of the **GNU Free Documentation License**, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled *GNU Free Documentation License*. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Wikimedia Commons. Accessed on June 26, 2025.
https://commons.wikimedia.org/wiki/File:United_States_1849-1850.png
- The Old Reliable Schuttler Wagon. Presented by Peter Schuttler, Chicago. Harry T. Peters "America on Stone" Lithography Collection, ca 1885. catalog number 60.3753. Smithsonian Institute. Accessed on July 24, 2025. The Old Reliable Schuttler Wagon. Presented by Peter Schuttler, Chicago | National Museum of American History
- Moore, Francis, Jr. Democratic Telegraph and Texas Register (Houston, Tex.), Vol. 13, No. 44, Ed. 1, Thursday, November 2, 1848, newspaper, November 2, 1848; Houston, Texas.
(<https://texashistory.unt.edu/ark:/67531/metaph48518/>: accessed July 23, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.