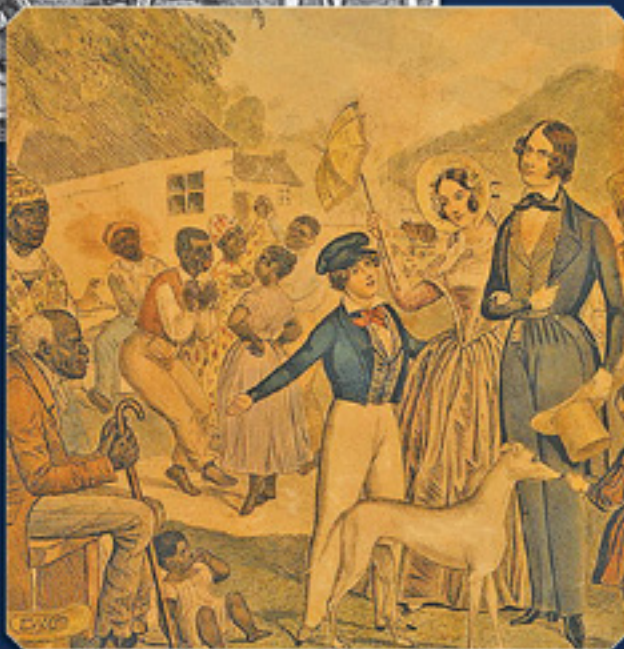


Calhoun vs. the Abolitionists

*John C. Calhoun mounted a powerful defense of slavery.
Did the abolitionists counter his ideas effectively enough?*



Debating the
DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Calhoun vs. the Abolitionists

*John C. Calhoun mounted a powerful defense of slavery.
Did the abolitionists counter his ideas effectively enough?*



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Printed in the United States of America

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ISBN: 978-1-57596-217-7
Product Code: HS502 v2.0

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

“Calhoun’s powerful defense of slavery was hard for abolitionists to fully dismiss or argue against.” Do you agree or disagree with this statement? Why?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Calhoun and the Abolitionists

The Debate over Slavery

Can you imagine anyone in America today actually defending the idea of slavery? Most people today would be appalled at the idea of owning another human being as a piece of property. The very thought of it would be sickening. Slavery seems so cruel and unjust to us now that it is hard to believe intelligent and well-meaning people ever believed in it. And yet they did.

In fact, not only did people believe in slavery, they argued openly and proudly in defense of it. “Amazing,” you might say, “how could they be such fools?” Yet here is a question for you: As a student of history, is it enough simply to condemn such views? Can you really understand an upsetting idea from the past if all you do is react to it in disgust?

Keep in mind that in the mid-1800s, before the Civil War, some of the South’s most intelligent and forceful thinkers defended black slavery. That is, they defended the buying and selling of African Americans to work on their farms and plantations. They saw slavery as a positive good for society. They developed well-reasoned, careful arguments for these views. They even used words like “equality,” “justice,” and “liberty” to defend human bondage in the South. Moreover, they challenged the North to defend its system of free labor on the same grounds. That is, they said both blacks and whites in the South were better off than the poor in the factories and cities of the North.

Does this defense of slavery seem surprising? Well, the past is often surprising. People in past times usually faced different conditions, thought differently, and used words differently. To understand these people better, you first need to try to see things as they saw them. If you don’t, you may be making a mistake historians call “presentism.” You make this mistake when you assume that people in the past thought and

acted just as people do in the present. The past is never that simple. You certainly may condemn the defense of slavery. But first, try to understand it. If nothing else, this will make the past more real to you. In the end, it may even help you better understand your own views about slavery.

Northerners, of course, were busy before the Civil War developing their own ideas about slavery. Some actually agreed with the Southern defense of slavery. Others opposed slavery because they feared both it and blacks together as threats to the North’s way of life. Yet the most forceful attacks on slavery were those of the abolitionists and others opposed to slavery on moral grounds. Their arguments will probably seem more reasonable to you. However, even these may not be as close to your own way of thinking as you might expect. Here, too, you should try to avoid presentism and understand the abolitionists and their own ways of thinking about freedom, equality, and human bondage.

In this booklet, the visual primary sources present Southern and Northern views of slavery and its political impact (pages 8–9). The written sources (pages 14–15) pit one of slavery’s strongest defenders, John C. Calhoun, against one of its strongest opponents, William Lloyd Garrison. As the Northern anti-slavery challenge to the South grew, Southerners actually became more forceful in defending slavery as a “positive good.” Known as the “cast-iron man,” Calhoun was a strong-willed, intelligent defender of slavery throughout a long political career lasting from 1810 to 1850. Garrison was perhaps the leading abolitionist of this time. His powerful attack on the evils of slavery offers a vastly different view from Calhoun’s. Together, the ideas of these men will help you see how the great divide over slavery could split the nation in two.

Calhoun & Abolitionism Time Line

1782

• • • On March 18, John C. Calhoun is born in South Carolina.

1787

• • • The Society for the Abolition of the Slave Trade is founded in England. In America, Congress (under the Articles of Confederation) adopts the Northwest Ordinance. It provides for the creation of new states in the Northwest Territory and also bars slavery from that territory.

1808

• • • The Constitution's twenty-year ban on laws against the slave trade runs out. Congress outlaws the importation of slaves.

1810

• • • Calhoun is elected to Congress for the first time.

1820

• • • In the Compromise of 1820, Maine is admitted as a free state, Missouri as a slave state, and slavery is banned in the northern part of the Louisiana Purchase.

1824

• • • Calhoun is elected vice-president of the United States, under John Q. Adams. In 1828, he will also be vice president under Andrew Jackson.

1831

• • • In January, William Lloyd Garrison begins publishing *The Liberator*. In August, Nat Turner leads a slave uprising in Virginia. More than 50 whites and about 100 slaves are killed. Calhoun breaks with Jackson over the tariff and resigns from the vice-presidency.

1832

• • • The South Carolina legislature elects Calhoun to the Senate.

1833

• • • Calhoun defends his state's right to nullify federal tariffs. This "Nullification Crisis" clearly implies that the South will also seek to nullify attempts to restrict or end slavery. Increasingly, Calhoun will become the proslavery South's greatest champion. England outlaws slavery in all British colonies and in England itself. The American Anti-Slavery Society is formed.

1836

• • • Congress passes the "Gag Rule" prohibiting the reading of anti-slavery petitions in Congress.

1837

• • • In a famous Senate speech, Calhoun defends slavery as a "positive good." A mob murders abolitionist Elijah Lovejoy on November 7.

1840

• • • The Liberty Party, established by abolitionists, runs a candidate in the presidential election.

1844

• • • The Gag Rule is lifted in the U.S. Congress.

1847

• • • William Lloyd Garrison and Frederick Douglass take part in a speaking tour in Ohio.

1848

• • • Frederick Douglass begins editing his newspaper *The North Star*.

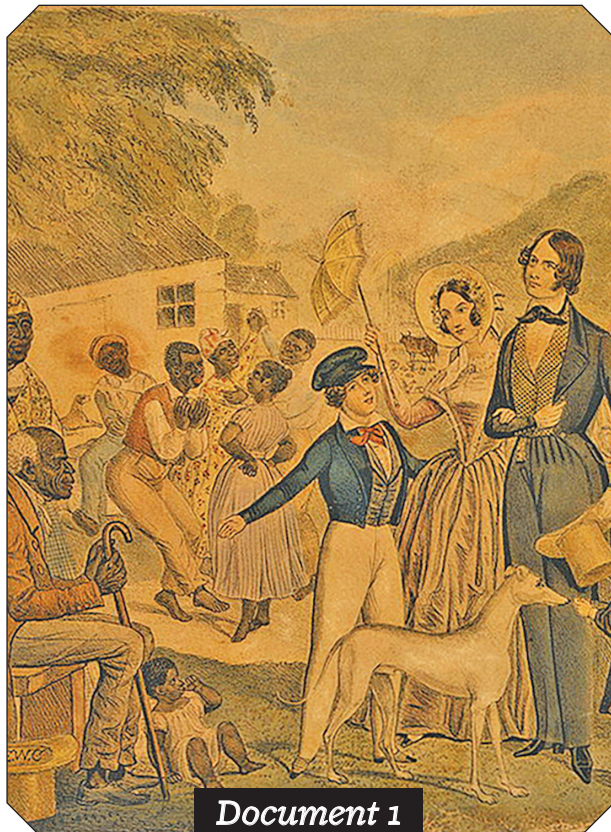
1850

• • • On March 4, another Senator reads Calhoun's last speech to the Senate. In it, he opposes the Compromise of 1850's limits on slavery expansion. Calhoun dies on March 31. As part of the Compromise of 1850, Congress passes the Fugitive Slave Act, which requires the return of runaway slaves seeking sanctuary in the North. This outrages Northern opinion.

1852

• • • After being serialized in a newspaper, *Uncle Tom's Cabin* by Harriet Beecher Stowe is published as a book. It sells a million copies over the next 18 months.

Visual Primary Source Documents 1 & 2



Document 1

Library of Congress, Prints and Photographs Division, LC-USZC4-5950.



Document 2

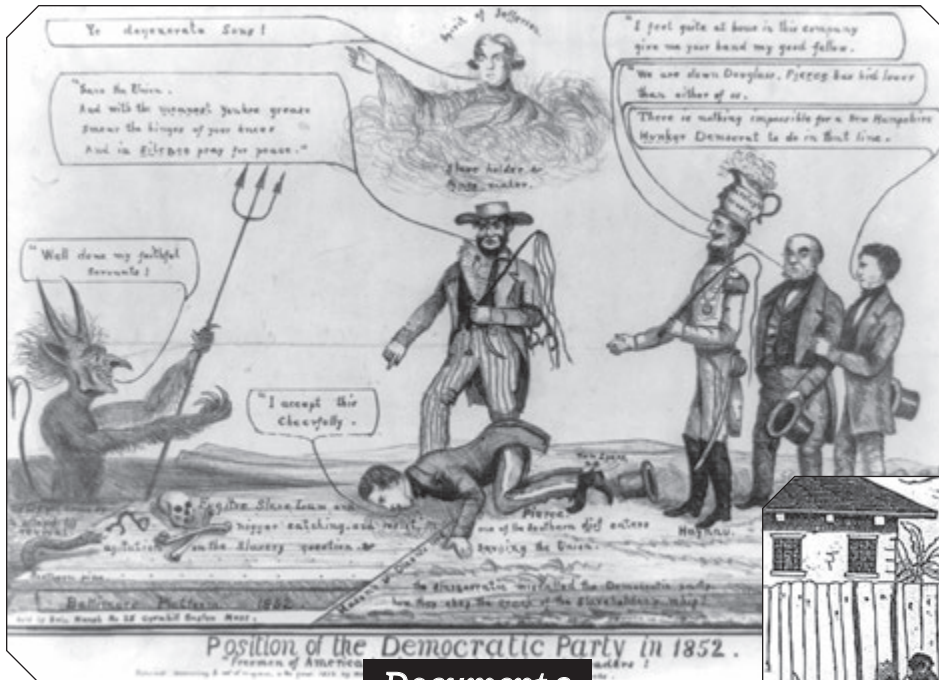
Library of Congress, Prints and Photographs Division, LC-USZC4-12488

Information on Documents 1 & 2

Document 1, on the left, offers a view of slavery by E. W. Clay, a northern artist. This illustration was published in New York in 1841. In it, slaves dance and look over at their slave owner and his family. In the illustration's caption, the old slave says, "God Bless you massa! You feed and clothe us. When we are sick you nurse us, and when too old to work, you provide for us!" The master vows, "These poor creatures are a sacred legacy from my ancestors and while a dollar is left me, nothing shall be spared to increase their comfort and happiness."

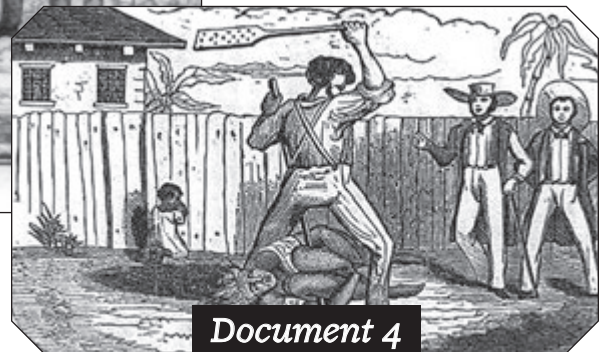
Document 2, on the right, is a view of slave life in the American South. It is from an 1859 printed label for cigars "expressly manufactured for Georgia and Alabama." The New York firm Salomon Brothers created this label with Southern consumers in mind at a momentous time in U.S. history, just before the Civil War. The illustration shows a tobacco plantation with a manor house and a field in which black slaves harvest tobacco. In the foreground a black couple are out for a stroll.

Visual Primary Source Documents 3 & 4



Document 3

Library of Congress, Prints and Photographs Division, LC-USZ62-10485.



Document 4

Library of Congress, Prints and Photographs Division,
LC-USZ62-90726

Information on Documents 3 & 4

Document 3, upper left, is an 1852 print titled "Position of the Democratic Party in 1852." It is bitterly critical of the Democrats and their presidential candidate Franklin Pierce. In the center, Pierce kneels before a slave owner who taunts him and who seems to be in control of the Democratic Party. Pierce, dubbed "one of the Southern dirt eaters," says, "I accept this cheerfully." He means the Democratic platform before him, which refers to the Compromise of 1850, the Fugitive Slave Law, and other actions favored by the South. To the left, the Devil says, "Well done my faithful servants!" while the spirit of Thomas Jefferson

above cries out, "Ye, degenerate sons." On the right, a well-known Hungarian general backs the slaveholder. Next to him are Lewis Cass and Stephen A. Douglas, who also hoped to win the 1852 Democratic nomination. Cass says Pierce "has bid lower than either of us." On the ground are the words, "the slaveocratic miscalled the Democratic party, how they obey the 'crack' of the slaveholder's whip!"

Document 4, in the lower right, is an engraving titled "Common Mode of Whipping with the Paddle." It appeared in 1845 in an anti-slavery publication.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

Each of these illustrations gives a similar idea of what life was like for slaves. Overall, what idea about slave life do they both offer?

2 Visual Features _____

What visual features in these images help present this view of slavery? For example, notice the way blacks and whites are dressed. Notice posture and hand gestures. Notice the scenery. How do these help convey a certain idea about slaves and their masters in the South?

3 Bias _____

Very few people today would agree with the view of slavery presented in these images. They would say this view is biased, or one sided, in a very unfair way. Why do you think they feel this way? Do you agree about the bias in these views? Why or why not?

4 Author, Audience, Purpose _____

Both of these illustrations were created in the North. Does it surprise you that Northerners might have and wish to express this view of slavery?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Overall, what idea about slave life do these illustrations offer? In what ways does this view of slavery differ from that offered by Documents 1 and 2 (page 8 in the booklet)?

2 Visual Features

Notice the way the slave owners in these illustrations are drawn. What features in these drawings differ most from the way the slave owners are drawn in Documents 1 and 2? Do these differences make these images more biased than Documents 1 and 2, less biased, or not biased at all?

3 Background Information

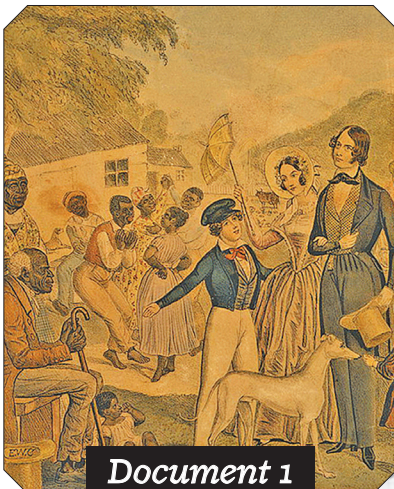
The full title of Document 3 is "Position of the Democratic Party in 1852: Freeman of America, how long will you be led by such leaders!" List events from the five years before this cartoon was published that might best explain this caption and the complaint it makes about the Democrats.

Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary sources would be most useful to a historian trying to understand the differences between pro-slavery advocates like Calhoun, and the abolitionists?



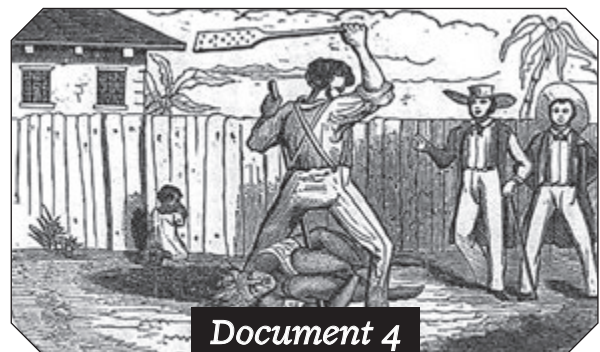
Document 1



Document 2



Document 3



Document 4

Documents 1 & 2

☐

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

In the late 1700s, Southerners often defended slavery as a necessary evil or as a simple fact of life. Some hoped slavery would slowly die out. However, in the early 1800s, Southern attitudes began to harden. In part this was because cotton production soared and plantation slavery spread rapidly westward. It was also because criticism of slavery was on the rise in the North. A number of very vigorous defenders of the South began to appear. They offered a strong intellectual defense of slavery that was not all that easy for the North to answer. South Carolina Senator John C. Calhoun was among the most forceful of slavery's defenders, as in this passage from a speech delivered in the Senate on February 6, 1837.

Document 1

But I take higher ground. I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a positive good. I feel myself called upon to speak freely upon the subject where the honor and interests of those I represent are involved. I hold then, that there never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other. Broad and general as is this assertion, it is fully borne out by history. This is not the proper occasion, but, if it were, it would not be difficult to trace the various devices by which the wealth of all civilized communities has been so unequally divided, and to show by what means so small a share has been allotted to those by whose labor it was produced, and so large a share given to the non-producing classes. The devices are almost innumerable, from the brute force and gross superstition of ancient times, to the subtle and artful fiscal contrivances of modern. I might well challenge a comparison between them and the more direct, simple, and patriarchal mode by which the labor of the African race is, among

us, commanded by the European. I may say with truth, that in few countries so much is left to the share of the laborer, and so little exacted from him, or where there is more kind attention paid to him in sickness or infirmities of age. Compare his condition with the tenants of the poor houses in the more civilized portions of Europe—look at the sick, and the old and infirm slave, on one hand, in the midst of his family and friends, under the kind superintending care of his master and mistress, and compare it with the forlorn and wretched condition of the pauper in the poorhouse. But I will not dwell on this aspect of the question; I turn to the political; and here I fearlessly assert that the existing relation between the two races in the South, against which these blind fanatics are waging war, forms the most solid and durable foundation on which to rear free and stable political institutions. It is useless to disguise the fact. There is and always has been, in an advanced stage of wealth and civilization, a conflict between labor and capital. The condition of society in the South exempts us from the disorders and dangers resulting from this conflict; and which explains why it is that the political condition of the slaveholding States has been so much more stable and quiet than that of the North . . .

Written Primary Source Document 2

Information on Document 2

William Lloyd Garrison was one of the most prominent abolitionists in the nation. He was founder and publisher of the anti-slavery newspaper *The Liberator*, and he was also a founder of the American Anti-Slavery Society and its president for many years. Garrison called for immediate emancipation. He was so extreme in his anti-slavery views that even the famous black abolitionist Frederick Douglass at times disagreed with him—for example, over Garrison's view that the U.S. Constitution was not an anti-slavery document and should not be shown respect. This passage is from an 1854 speech titled "No Compromise with the Evil of Slavery."

Document 2

Convince me that one man may rightfully make another man his slave, and I will no longer subscribe to the Declaration of Independence. Convince me that liberty is not the inalienable birthright of every human being, of whatever complexion or clime, and I will give that instrument to the consuming fire. I do not know how to espouse freedom and slavery together. I do not know how to worship God and Mammon at the same time . . .

If the slaves are not men; if they do not possess human instincts, passions, faculties, and powers; if they are below accountability, and devoid of reason; if for them there is no hope of immortality, no God, no heaven, no hell; if, in short, they are what the slave code declares them to be, rightly "deemed, sold, taken, reputed and adjudged in law to be chattels personal in the hands of their owners and possessors . . ."; then, undeniably, I am mad, and can no longer discriminate between a man and a beast. But, in that case, away with the horrible incongruity of giving them oral instruction, of teaching them the catechism, of recognizing them as suitably qualified to be members of Christian churches, of extending to them the ordinance of baptism, and admitting

them to the communion table, and enumerating many of them as belonging to the household of faith! Let them be no more included in our religious sympathies or denominational statistics than are the dogs in our streets, the swine in our pens, or the utensils in our dwellings. It is right to own, to buy, to sell, to inherit, to breed, and to control them, in the most absolute sense. All constitutions and laws which forbid their possession ought to be so far modified or repealed as to concede the right.

But, if they are men; if they are to run the same career of immortality with ourselves; if the same law of God is over them as over all others; if they have souls to be saved or lost; if Jesus included them among those for whom he laid down his life; if Christ is within many of them "the hope of glory"; then, when I claim for them all that we claim for ourselves, because we are created in the image of God, I am guilty of no extravagance, but am bound, by every principle of honor, by all the claims of human nature, by obedience to Almighty God, to "remember them that are in bonds as bound with them," and to demand their immediate and unconditional emancipation . . .

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

In a brief paragraph of no more than four or five sentences, rewrite what Calhoun says here in your own words. Try to get across his main points.

2 Bias _____

To make his argument, Calhoun must assume certain things about blacks and whites, or as he says, the “two races.” What must he assume about them in order to make his case in defense of slavery? Calhoun also claims, “There never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other.” Is this bias, or is it a simple statement of fact? Why is this point so important to Calhoun’s defense of slavery?

3 Background Knowledge _____

Calhoun claims that blacks are better off under slavery than Northern workers facing “the forlorn and wretched condition of the pauper in the poorhouse.” What do you know about conditions in factories and cities in the North in the early 1800s? From what you know, how do you think Northerners would answer Calhoun on this point?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

In your own words, explain why Garrison is opposed to slavery.

2 Author, Audience, Purpose

Who do you think Garrison sees as the main audience for a speech like this one? Do you think he believed a speech like this might change the views of someone like Calhoun? Do you think this speech could have changed Calhoun's mind? Why or why not?

3 Bias

Garrison bases his anti-slavery views mainly on the Declaration of Independence and on Christian teachings. Is this simple logic, or is it a bias of his? Could Garrison make his case against slavery without referring to Christianity as much as he does? Why or why not?

How would Calhoun reply to him when he says it is a "horrible incongruity" to enslave blacks yet also teach them the Christian faith and let them join churches?

Comparing the Documents



The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary sources would be most useful to a historian trying to understand the differences between pro-slavery advocates like Calhoun, and the abolitionists?

A passage defending slavery as a positive good from a famous speech by South Carolina Senator John C. Calhoun in the Senate on February 6, 1837.

Document 1

☐

A passage from an 1854 speech by abolitionist William Lloyd Garrison titled “No Compromise with the Evil of Slavery.”

Document 2

☐

Comparison Essay

I chose Document _____ because:

*I did **not** choose Document _____.*

However, a historian still might use the document in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on John C. Calhoun and the abolitionists. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

Document-Based Question

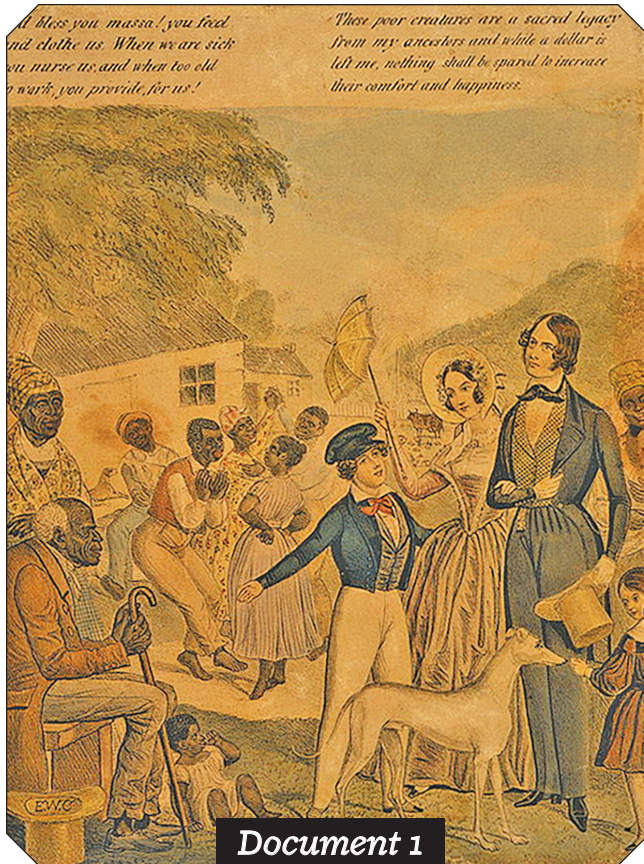
“Calhoun’s powerful defense of slavery was hard for abolitionists to fully dismiss or argue against.” Do you agree or disagree with this statement? Why?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

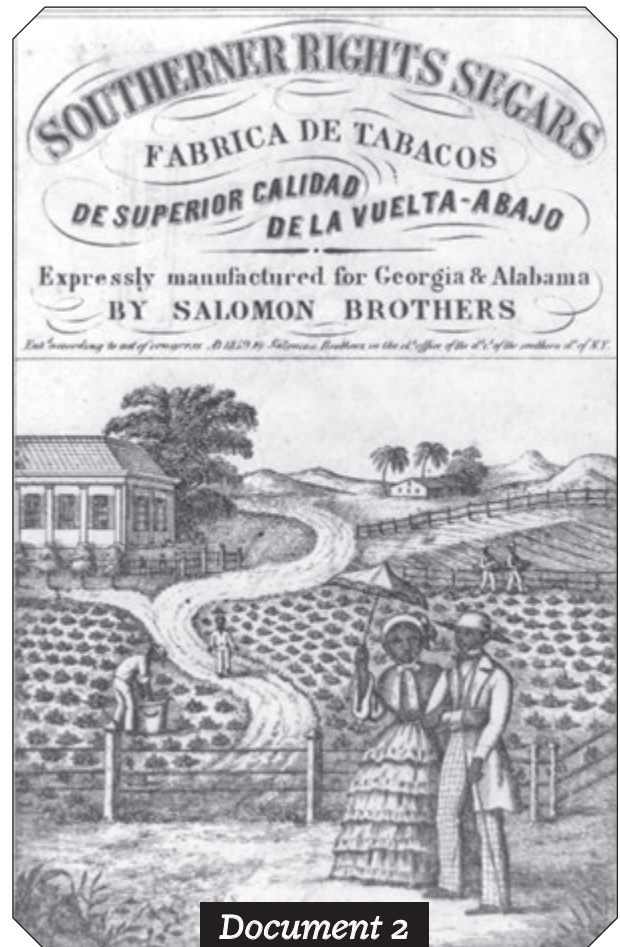
- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Visual Primary Sources

First Group—Documents 1 & 2

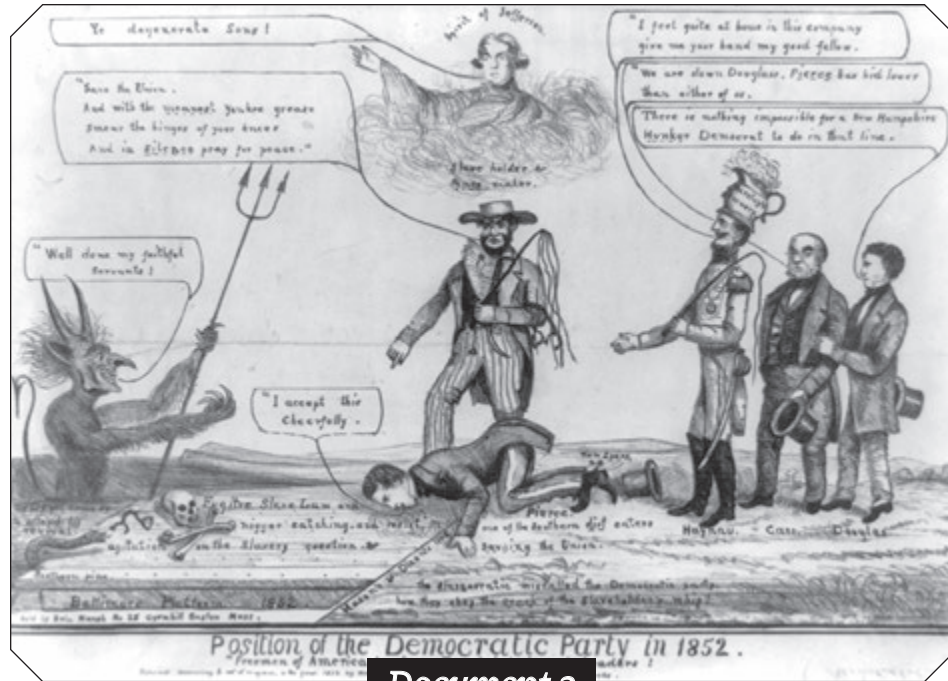


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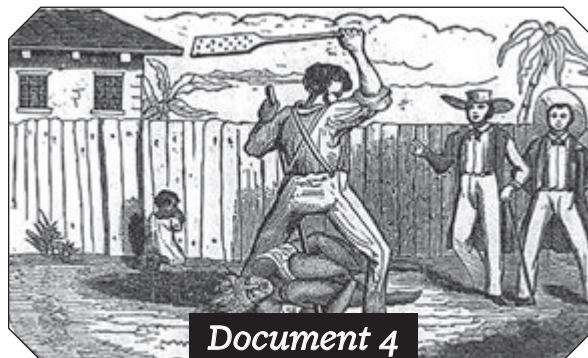
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First Group—Documents 3 & 4



Document 3

Library of Congress,
Prints and Photographs Division, LC-USZ62-10485



Document 4

Library of Congress, Prints and Photographs Division,
LC-USZ62-90726