

Slavery

Backwards Planning Curriculum Units

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.
6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
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Slavery: Backward Planning Activities

Enduring understandings:

- Slavery was an American cultural, political, and economic issue
- Slavery divided America both regionally (North and South) as well as philosophically from the colonial period until the Civil War
- Several political and religious groups sought to restrict or abolish slavery
- African Americans themselves worked to assist runaway slaves and spoke out against slavery
- Slave life was harsh, and African Americans would often take extreme measures to escape from slavery
- Slaves provided a significant amount of the labor needed to operate and maintain southern farms and plantations
- In some instances, the slave trade and industries related to slavery represented a significant part of a colony or state's economy
-

Essential questions:

- Why were African Americans more desirable as slaves than indentured servants or Native Americans?
- What sort of conditions did Africans endure on their voyage to the New World?
- What impact did slavery have on both sides in the American Revolution?
- What impact did slavery have on the writing of the Constitution and the Northwest Ordinance?
- How were slaves' family and personal lives different than those of other Americans?
- What sorts of conditions affected the development and growth of slavery in the North? In the South?
- What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?
- How did blacks and whites seek to assist those who wanted to escape slavery?
- How did slavery lead to the rise of sectionalism and the beginning of the Civil War?

Learning Experiences and Instruction

| Students will need to know... | Students will need to be able to... |
|---|--|
| <ol style="list-style-type: none"> 1. Reasons for the enslavement of Africans 2. Conditions affecting slaves' personal and family lives 3. How abolitionist groups developed 4. Strategies that abolitionist groups used to further their cause 5. Various theories of abolition (gradual, immediate, compensated, etc.) 6. Why slavery became more entrenched in the South than in the North 7. Why slave revolts occurred, and what steps Southern whites took to punish those involved 8. How slavery affected American government and politics in 18th and 19th centuries, including the writing of the Constitution, other laws, and the issue of sectionalism | <ol style="list-style-type: none"> 1. Read and interpret primary source documents that deal with the issue of slavery 2. Make conclusions and inferences about various beliefs and views of both the proslavery and anti-slavery sides 3. Identify key persons involved in the abolitionist movement 4. Recognize the economic aspects of the slavery issue 5. Determine why religious groups became involved in the abolitionist movement 6. Determine how the slavery issue affected American social and political growth from the colonial period through the Civil War |

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter and questions from the PowerPoint presentation
- Teacher introduction of terms and ideas in the essential questions and related projects
- Providing students with primary source materials with which they complete the related projects
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present unit projects
- Posttest made up of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project #1: *Amistad* Mock Trial

Overview:

In this lesson, student groups role-play various individuals and groups involved in the *Amistad* slave revolt case, and retry the case. In order to complete the project, students will need to research both the case and the slavery issue. Groups then use their research to portray attorneys representing both sides, restate the prevalent philosophies regarding slavery in the 1840s, and reenact the trial.

Objectives:

As a result of completing this lesson, students will:

- Understand the impact of the *Amistad* case on the slavery issue
- Develop research skills targeted to finding information on the slavery issue
- Synthesize this information and make conclusions about the *Amistad* case

Time required:

Five to seven class periods, depending on the amount of time needed for research.

Materials:

Computer(s) with Internet access, printer, microphones and video recording equipment (optional if you want to record the trial reenactment)

Methodology:

Before beginning the lesson, students should have a basic understanding of the proslavery and anti-slavery positions of the early and mid-1800s. You may wish to review related slides from the PowerPoint with the class prior to beginning the lesson.

After reviewing the *Amistad* case, discuss it with the class in more detail. The related Web resources for the lesson offer further background information on the case and the subsequent Supreme Court decision. Next, assign roles for the court trial, either as principals, witnesses, or attorneys. While you may wish to divide the class according to the number of students, the following roles should be assigned:

- Sengbe Pieh (also known as Cinque), who led the slave revolt on the *Amistad*
- José Ruiz (owner of the slaves on board the *Amistad* and one of the captives on the ship)

- Pedro Montez (the other owner of the slaves onboard the ship and also a captive)
- Lieutenant Thomas R. Gedney (commander of the Naval Frigate USS Washington, who discovered the *Amistad* off the coast of Long Island; he filed a claim for the ship and cargo as rightfully his because it was seized on the high seas)
- Representatives of the Spanish government, who believed that since the owners of the *Amistad* were Spanish the ship and cargo were property of Spain
- President Martin Van Buren (in office at the time of the *Amistad* revolt, who was concerned that the case would affect his popularity in Southern states and supported the claims of the Spanish government)
- Roger Sherman Baldwin (the attorney who had represented the slaves in lower court)
- Seth Staple and Theodore Sedgwick (who had assisted Baldwin in representing the slaves in lower court)
- Henry D. Gilpen (Attorney General, who represented the federal government in the trial)
- John Quincy Adams (member of the House of Representatives and former president who delivered many of the arguments during the hearings before the Supreme Court)
- Roger B. Taney (Chief Justice of the Supreme Court at the time of the case)
- If needed, you may also wish to assign students roles as the Associate Justices on the Supreme Court at that time: Joseph Story, Smith Thompson, John McLean, Henry Baldwin, James Moore Wayne, Philip Pendleton Barbour, John Catron, and John McKinley

Remaining students may assume the roles of research assistants helping the attorneys develop arguments, bailiff, or members of a jury that decides the verdict in the case.

Once roles have been assigned, have the students begin their research, using the “Trial Information Sheet” and suggested Web resources included with this lesson.

Once students have had adequate time to research evidence and build their case, they may also wish to take time to coach their witnesses as to questions that may be asked in direct examination, and on how to effectively answer cross-examination questions. Attorneys should also prepare their opening and closing statements, and become versed in the rules of evidence. (The Web site <http://www.classbrain.com/artteensm/uploads/mocktrialguide.pdf> provides several helpful hints for preparing witnesses, rules of evidence, preparing questions, and other related issues regarding mock trials.)

In addition, many students will know in advance how the Supreme Court actually ruled in the *Amistad* case. You may wish to instruct the class that in an actual court of law, the jury is required to make a decision based only on the evidence presented in the trial, without taking into account personal opinion or other information.

Once students have completed their preparation, they should reenact the trial. Depending on time constraints, you may wish to limit arguments or questioning.

Evaluation:

At the conclusion of the trial, evaluate student work using a suitable rubric. To determine the winner of the trial, you may wish to award the side (plaintiff or defendant) that has the most points according to the rubric, or you can have students in class act as a jury, deliberate, and determine the winner.

You may wish to use a rubric developed by your school or district, or you can use the sample rubric included with this lesson.

Suggested Web resources:

(Note: Several Web sites provide information on the *Amistad* case; in addition, you may wish to have students conduct further Web searches for other sources to use in completing the project.)

National Archives *Teaching With Documents: The Amistad Case* (<http://www.archives.gov/education/lessons/amistad/>)

Smithsonian Institution National Portrait Gallery *Amistad* case page (<http://www.npg.si.edu/col/amistad/>)

University of Missouri (Kansas City) Law School *Amistad Case* site (<http://www.law.umkc.edu/faculty/projects/ftrials/amistad/AMISTD.HTM>)

U.S. State Department *Amistad Revolt* page (http://future.state.gov/when/timeline/1830_timeline/the_amistad_case.html)

HistoryCentral.com site including Adams's arguments before the Supreme Court (<http://www.multied.com/Amistad/amistad.html>)

Related mock trial Web sites:

<http://www.peterpappas.com/journals/trial/rules.htm>

<http://www.law.indiana.edu/webinit/tanford/Tournament/rules.html>

<http://www.hawaiiifriends.org/mtsmrule.html>

<http://www.classbrain.com/artteensm/uploads/mocktrialguide.pdf> (Note: Adobe Acrobat *Reader* must be installed for this file to open.)

Note: You should review some or all of these resources in order to familiarize students with basic trial procedures as well as to prepare them for the actual trial simulation. You should also prepare the class for general procedures in a mock trial. While state laws may vary, most court trials follow the following format:

1. Opening statement for the plaintiff (civil case)/Prosecution (criminal case)
2. Opening statement for the defendant (civil or criminal case)
3. Prosecution/Plaintiff presents their case by direct examination of a witness
4. Defense cross-examines witness
5. Prosecution/Plaintiff presents redirect questions to witness
6. (Steps 3–5 continue for each Prosecution/Plaintiff witness)
7. Prosecution/Plaintiff rests
8. Defense presents their case by direct examination of a witness
9. Prosecution/Plaintiff cross-examines witness
10. Defense presents redirect questions to witness
11. (Steps 8–10 continue for each Defense witness)
12. Defense rests
13. Plaintiff/Prosecution makes closing statement
14. Defense makes closing statement
15. Plaintiff/Prosecution makes closing statement
16. Judge gives instructions to the jury
17. Jury deliberates verdict

Amistad Trial Information Sheet

| Description of the piece of evidence | Does the evidence help your side or hurt it? | How can you best use this evidence or refute it? |
|--------------------------------------|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Mock Trial Rubric

Team evaluated: Prosecution _____ Defense _____

| Criteria | Poor (1) | Below average (2) | Average (3) | Above average (4) | Excellent (5) | Group score |
|--|--|---|--|---|--|-------------|
| Attorneys | | | | | | |
| Opening statement | Poorly delivered; not clear or concise | Not delivered very well; few effective points made | Delivered fairly well; some effective points made | Delivered well; most points made effectively | Delivered extremely well; all points clear, concise, and effective | |
| Direct examination | Questions don't ask for clear information; witnesses allowed to give mostly irrelevant information | Questions generally do not ask for clear information; witnesses allowed to give much irrelevant information | Questions fairly clear; witnesses allowed to give some irrelevant information | Questions generally clear; witnesses kept from giving much irrelevant testimony | Questions always ask for clear information; witnesses not allowed to give irrelevant testimony | |
| Cross-examination | Completely antagonistic and argumentative; no testimonial contradictions exposed | Antagonistic and overly argumentative; few testimonial contradictions exposed | Not antagonistic or overly argumentative; many testimonial contradictions exposed | Not antagonistic or overly argumentative; most testimonial contradictions exposed | Not antagonistic; all testimonial contradictions exposed | |
| Closing arguments | Presentation not organized or reasoned; does not emphasize case | Presentation not well organized or reasoned; not effective in emphasizing case | Presentation fairly well organized and reasoned; generally effective in emphasizing case | Presentation well organized and reasoned; effective in emphasizing case | Presentation extremely well organized and reasoned; highly effective in emphasizing case | |
| Understanding of issues and law | Lack of knowledge of issues and law | Little knowledge of issues and law | Fair knowledge of issues and law | Reasonable knowledge of issues and law | Exemplary knowledge of issues and law | |

| Witnesses | | | | | | |
|------------------------------------|---|--|---|---|--|--|
| Characterizations | Neither believable or convincing | Sometimes believable and convincing | Generally believable and convincing | Usually believable and convincing | Highly believable and convincing | |
| Preparation | Unprepared to answer questions | Rarely prepared to answer questions | Generally able to answer questions | Usually able to answer questions | Always able to answer questions | |
| Spontaneity | Unfamiliar with information on fact sheet/notes | Rarely familiar with information; frequently referred to fact sheet/ notes | Adequately familiar with information; only occasionally referred to fact sheet/ notes | Generally familiar with information; rarely referred to fact sheet/ notes | Completely familiar with information; did not refer to fact sheet/ notes | |
| Team | | | | | | |
| Courtroom decorum | Voices of team members unclear or indistinct; no courtesy to other side not exhibited | Voices of team members rarely clear or distinct; courtesy frequently not exhibited toward other side | Voices of team members unclear or indistinct at times; courtesy usually exhibited toward other side | Voices of team members usually clear and distinct; courtesy exhibited toward other side | Voices of team members always clear and distinct; courtesy exhibited toward other side | |
| Involvement of team members | Most team members obviously unprepared for trial | Many team members unprepared for trial | Approximately half of team members unprepared for trial | Most team members prepared for trial | All team members prepared for trial | |
| | | | | | Total team score (50 points max): | |

Project #2: Describing the Life of a Slave (An Eyewitness Account)

Overview:

In this lesson, students write fictitious letters to other family members describing the conditions of slavery as seen through the eyes of one of the following persons:

- A literate slave
- A slave owner (or the teenage son or daughter of a slave owner)
- A Southern white who is a non-slave owner
- A Northern white or African American

Objectives:

After completing this lesson, students will have:

- Researched various resources to find out what life was like under slavery
- Made conclusions about the significance of those resources
- Described conditions of slavery through the frame of reference of one of the persons listed in the overview

Time required:

One to three class periods

Materials:

Computer(s) with Internet access, paper, writing utensils, or word-processing software

Methodology:

You may wish to open the lesson with a review of the slides in the PowerPoint that deal with life under slavery. Remind the class that not every slave worked in the fields, and that slave life varied depending on the geographic location of the slave as well as the whim of the slave owner.

Next, suggest to students that different views existed as to the conditions of slave life, based on the frame of reference of different people such as slaveholders, slaves, or those who did not live in an area where slavery was prevalent.

You may also wish to discuss how various letters or journals have influenced interpretations of history. Examples of this might include the Sullivan Ballou letter (written by a major in the Union Army at the start of the Civil War), Mary Chestnut's Diary (also from the Civil War era), or Anne Frank's diary (written during World War II).

Introduce the lesson to the students, using either the following script or your own explanation:

Persons with different frames of reference saw slavery in different ways. Southerners who owned slaves, for example, saw slavery much differently than those who did not own slaves, or those who viewed slavery as a moral wrong.

In this assignment, I will assign you the role of one of the following:

- A literate slave
- A slave owner (or the teenage son or daughter of a slave owner)
- A Southern white who doesn't own slaves
- A Northern white or African American

You will then write a letter to a relative, depicting slave life as you see it through the eyes of the person you are assigned. You'll gather information through online research, as well as from your textbook and other available sources.

As you research, write important points and ideas in your Slavery letter chart. You'll use this information to help you write your letter. Remember, you will write through the eyes of the person you are portraying, so be sure to include eyewitness material to try to capture the mindset of the person you are portraying. Also, remember to use proper spelling and grammar.

Once you have explained the assignment, assign roles to each student, either randomly or by allowing students to "volunteer" for particular roles.

After assigning roles, students may begin researching and filling in their charts.

You should allot sufficient time for students to both research and write the actual letter.

| |
|--------------------|
| Evaluation: |
|--------------------|

Once students have completed their letters, evaluate them using the rubric included with this lesson, or devise one of your own.

Suggested Web resources:

(Note: You may wish to ask students to find other Web resources as well.)

The Atlantic Slave Trade and Slave Life in Americas
(<http://hitchcock.itc.virginia.edu/Slavery/index.php>)

A Slave's Life (Mary Keckley) (<http://www.eyewitnesstohistory.com/slavelife.htm>)

Incidents in the Life of a Slave Girl (<http://docsouth.unc.edu/fpn/jacobs/jacobs.html>)

Digital History Slave Family Life pages (http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=76)

Family Life in the Slave Quarters (<http://maghis.oxfordjournals.org/content/15/4/36.full.pdf+html>)

Narrative of the Life of Frederick Douglass (<http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/07.html>)

Louis Hughes Autobiography (<http://www.tszz.com/thinker/madison/hughes/hughesch1.htm>)

Slavery in the Civil War Era (<http://www.civilwarhome.com/slavery.htm>)

American Civil War (View from the South) (<http://www.etymonline.com/cw/dixie.htm>)

Slavery As Memory and History (Library of Congress)
(<http://www.loc.gov/loc/lcib/9811/slavery.html>)

Understanding Southern Tensions Toward the North
(<http://www.civilwarhome.com/southtensions.htm>)

Outline of American History: Debate Over Slavery Mounts
(http://www.let.rug.nl/usa/H/1963/ch5_p3.htm)

How Did Southerners Justify Slavery (<http://www.canada.com/ottawacitizen/features/freedom/story.html?id=9b658aef-5161-465b-bbac-88be5bd43aad&k=22326>)

Slavery Letter Information Sheet

What role am I assuming?

Names of individuals found while researching:

Facts about slave life:

Conclusions I can draw from the resources I viewed:

Inferences I can make about slavery, based on the evidence:

Slavery Letter Rubric

| | | |
|--|--|---------------|
| <p>Research and Historical Accuracy</p> <ul style="list-style-type: none"> • relevant supporting evidence • sufficient quantity of facts used | <p>Level 1 (0–2)</p> <ul style="list-style-type: none"> • limited support of points in letter, evidence mostly irrelevant • limited or unrelated facts <p>Level 2 (3–5)</p> <ul style="list-style-type: none"> • some points have been supported, some facts not relevant • insufficient or missing some facts <p>Level 3 (6–8)</p> <ul style="list-style-type: none"> • most points have been supported with relevant evidence <p>Level 4 (9–10)</p> <ul style="list-style-type: none"> • each point supported with relevant evidence • substantial facts used | <p>Score:</p> |
| <p>Supportive Reasons or Arguments</p> <ul style="list-style-type: none"> • supportive details are related to the main idea or topic | <p>Level 1 (0–2)</p> <ul style="list-style-type: none"> • unsupported details are unrelated <p>Level 2 (3–5)</p> <ul style="list-style-type: none"> • supportive details are unclear and not logically related to main idea <p>Level 3 (6–8)</p> <ul style="list-style-type: none"> • supportive details are usually clear and logically related to the main idea <p>Level 4 (9–10)</p> <ul style="list-style-type: none"> • supportive details are very clear and are logically related to the main idea | <p>Score:</p> |

| | | |
|--|--|---------------|
| <p>Mechanics of Writing</p> <ul style="list-style-type: none"> correct grammar and spelling used | <p>Level 1 (0–2)</p> <ul style="list-style-type: none"> grammar and spelling used with limited accuracy and effectiveness <p>Level 2 (3–5)</p> <ul style="list-style-type: none"> grammar and spelling used with some accuracy and effectiveness <p>Level 3 (6–8)</p> <ul style="list-style-type: none"> grammar and spelling used with considerable accuracy <p>Level 4 (9–10)</p> <ul style="list-style-type: none"> correct grammar and spelling used with accuracy and effectiveness almost all the time | <p>Score:</p> |
| <p>Structure-Introduction</p> <ul style="list-style-type: none"> letter introduction states main points and sets stage for narration | <p>Level 1 (0–2)</p> <ul style="list-style-type: none"> simple opening statement limited identification of topic <p>Level 2 (3–5)</p> <ul style="list-style-type: none"> introduction stated but unclear main points unclear <p>Level 3 (6–8)</p> <ul style="list-style-type: none"> introduction stated but somewhat unclear main points introduced with moderate clarity <p>Level 4 (9–10)</p> <ul style="list-style-type: none"> introduction precisely stated main points clearly introduced | <p>Score:</p> |

| | | |
|--|---|---------------|
| <p>Structure-Conclusion</p> <ul style="list-style-type: none"> summarizes main ideas and main points | <p>Level 1 (0–2)</p> <ul style="list-style-type: none"> abrupt ending; limited summarizing of main points <p>Level 2 (3–5)</p> <ul style="list-style-type: none"> main points summarized, but mostly unclear <p>Level 3 (6–8)</p> <ul style="list-style-type: none"> main points summarized, but somewhat unclear <p>Level 4 (9–10)</p> <ul style="list-style-type: none"> main points clearly summarized | <p>Score:</p> |
| <p>Additional criteria as set by the teacher</p> | | <p>Score:</p> |
| <p>Total Score</p> | | <p>Score:</p> |

Project #3: Abolitionist Newspaper Front Pages

Overview:

In this lesson, students will investigate the abolitionist movement by creating “abolitionist newspaper front pages” similar to those published by Garrison, Lovejoy, Douglass, and others during the pre–Civil War period.

Objectives:

As a result of completing the lesson, students will be able to:

- Assess the abolitionist movement as well as the differing views and philosophies of those involved in the movement
- Understand the role that newspapers and other printed information played in the abolitionist movement
- Make conclusions about the effectiveness of the abolitionist movement

Time required:

Five to seven class periods

Materials:

Computer(s) with Internet access, access to a high-quality printer (to print out student newspapers), publishing software (such as Microsoft Publisher). Student groups may have to “typeset” information from their research into a word-processing program and then complete their layout. (Note: if the class does not have access to publishing software or a high-quality printer, individual work can be printed and glued to poster board as an alternative.)

Methodology:

Begin the lesson with an overview of the abolitionist movement, using slides from the PowerPoint presentation as well as from other sources. Remind students that some famous abolitionists were able to reach a large audience because they published newspapers explaining their beliefs. Possibly the best example of an abolitionist newspaper is William Lloyd Garrison’s *The Liberator*; however, other abolitionists created and distributed newspapers as well.

Next, introduce the lesson by dividing the class into groups and telling students that they will be creating abolitionist newspapers with stories and a format similar to that of typical abolitionist newspapers from the period. Examples of what they should include in their papers include:

- At least two stories about slavery during the period from the 1830s to the 1860s. Since this is an abolitionist newspaper, the stories should attempt to rouse readers to action by making them upset or angry about the treatment of slaves.
- At least three pictures, paintings, or engravings from the period dealing with slavery. Again, since the focus of the newspaper abolition, the graphics should portray slavery in as poor a light as possible.
- An “interview” with one of the abolitionists featured in the PowerPoint presentation, in which the abolitionist tells the reporter why they oppose slavery and what they think the best way to eliminate it is.
- An editorial written by the group designed to persuade the paper’s readership that slavery is a moral evil that must end.
- Other features students might want to include, such as an editorial cartoon or advertisements for abolitionist rallies.

Once students know what they need to do, distribute the Abolitionist Newspaper Information Sheet and allow adequate time for them to research various aspects of abolition.

Once student groups have completed their research, they should write their stories either directly into the publishing or into word-processing programs. Graphic files can usually be copied and pasted; however, some may need to be scanned.

Evaluation:

Once students have had sufficient time to complete their research and lay out their pages, you should evaluate their work using a suitable rubric. A sample rubric is included here:

Suggested Web resources:

(Note: You may wish to have student groups supplement their research with further online investigation or with information from conventional sources such as books or microfilm.)

“African American Mosaic” (<http://www.loc.gov/exhibits/african/afam005.html>)

“The Friend of Man” (<http://newspapers.library.cornell.edu/collect/FOM/index.php>)

“Many Roads to Freedom” (<http://www.libraryweb.org/rochimag/roads/locally.htm>)

The *Liberator* Files (<http://www.theliberatorfiles.com/>)

Abolitionists featured in the Slavery presentation:

Frederick Douglass:

- <http://www.pbs.org/wgbh/aia/part4/4p1539.html>
- http://www.frederickdouglass.org/douglass_bio.html
- Frederick Douglass Papers (Library of Congress) (<http://memory.loc.gov/ammem/doughtml/>)
- Digital History Exhibit on Douglass (http://www.digitalhistory.uh.edu/exhibits/douglass_exhibit/index.html)

William Lloyd Garrison:

- <http://www.pbs.org/wgbh/aia/part4/4p1561.html>
- Inaugural edition of *The Liberator* (http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Liberator.html)

Grimké Sisters:

- <http://www.pbs.org/wgbh/aia/part4/4h2939.html>

David Walker:

- <http://www.pbs.org/wgbh/aia/part4/4p2930.html>
- Walker's Appeal (<http://www.pbs.org/wgbh/aia/part4/4h2931.html>)

Sojourner Truth:

- <http://www.lkwdpl.org/wihohio/trut-soj.htm>
- <http://www.kyphilom.com/www/truth.html>
- <http://digital.library.upenn.edu/women/truth/1850/1850.html>

Elijah P. Lovejoy:

- <http://www.altonweb.com/history/lovejoy/>
- <http://www.colby.edu/education/activism/stories/lovejoy.html>

Abolitionist Newspaper Information Sheet

| | |
|---|--|
| Events we found that are important and reasons why we want to include them | |
| Important people and reasons why we want to include them | |
| Evidence we want to include in an editorial, and the significance of this evidence | |
| Graphics, engravings, photos, etc. that we want to add to the newspaper, and why we selected them | |
| Other information we want to add to the front page, and the importance of this information | |

Abolitionist Newspaper Rubric

| Category | Excellent (15–10) | Good (9–5) | Fair (4–2) | Poor (1–0) | Group Score |
|--|---|--|---|---|----------------|
| Research | Graphic organizer completely filled in; evident that substantial research has been completed | Graphic organizer completely filled in; evident that research is generally sound | Graphic organizer generally filled in; evidence that research is reasonably done but not complete | Graphic organizer incomplete or missing; research poorly done or not submitted | |
| Clear expression of ideas | Stories are very well written and clearly told; format of newspaper easy to follow; contains no inaccurate historical facts | Stories are well written; format is generally easy to follow; almost all historical facts are accurate | Stories are readable but not all that well written, formatting of paper somewhat difficult to follow; some factual errors | Stories are poorly written; formatting of newspaper difficult to follow; several factual errors | |
| Effective use of graphics and pictures | All pictures and graphics are used effectively and are appropriate | Pictures and graphics are generally effective and are appropriate | Pictures and graphics somewhat effective; some do not support subject of newspaper | Pictures and graphics not effective; do not support the subject of the newspaper | |
| Spelling and grammar | Exemplary use of spelling and grammar | Few spelling or grammatical errors | Some spelling and grammar errors | Frequent misspellings; many grammatical errors | |
| Additional criteria as set by the teacher | | | | | |
| | | | | Group score total: | |

Slavery: Multiple-Choice Quiz

1. The first blacks arriving in the New World arrived at Jamestown as:
 - A. Slaves
 - B. Indentured servants
 - C. Free men
 - D. Settlers in a new colony
2. Why were slaves more desirable than indentured servants?
 - A. They were happy to be where they were
 - B. A slave was a slave for life, while an indentured servant would eventually gain freedom
 - C. Slaves were easier to train than indentured servants
 - D. Slaves were considered physically superior to indentured servants
3. The journey of Africans to the New World as slaves was also known as
 - A. The Middle Passage
 - B. Triangular Trade
 - C. Speculum Orum
 - D. Journey across the Great Divide
4. The number of Africans transported to the New World via the Middle Passage has been estimated at
 - A. 5,000,000
 - B. 250,000
 - C. 10,000,000
 - D. 25,000,000
5. Delegates to the Constitutional Convention added a clause forbidding Congress from interfering with the slave trade until this year:
 - A. 1808
 - B. 1865
 - C. 1800
 - D. 1850

6. According to the Three-Fifths Compromise, $\frac{3}{5}$ th of the number of slaves in a state would be counted for:
 - A. Representation
 - B. Taxation
 - C. Either representation or taxation
 - D. Both representation and taxation

7. In the late 18th century, what conditions did most Northern states place on slaves before they could become free?
 - A. They had to be female
 - B. They had to have children
 - C. They had to reach a certain age
 - D. They could only be free if it wouldn't be an economic hardship for the master

8. What provision did the Northwest Ordinance of 1787 make in regard to slavery?
 - A. Slavery was forbidden after 1808
 - B. Slavery was forbidden below the 36°30' line
 - C. Slavery was forbidden in any of the states created from the Northwest Territory
 - D. Southerners who brought slaves to the Northwest Territory could keep them, but Northerners who went there could not own slaves

9. Which of the following statements is **NOT** true about life under slavery?
 - A. Infant mortality rates were high
 - B. Children generally were malnourished
 - C. Children were generally forced to work at an early age
 - D. Most slave labor involved skilled trades and crafts

10. Which of the following would be a typical punishment given to a slave who disobeyed?
 - A. Denying a pass to leave the plantation
 - B. Whipping
 - C. Imprisonment in private jails
 - D. All of the above

11. George Washington's view about allowing African American enlistment during the Revolutionary War was that
 - A. Since the Continental Army was shorthanded, he welcomed black enlistments with open arms
 - B. He followed the same British policy of offering freedom to any black who joined the army
 - C. He pardoned blacks that had fought with the Loyalists at Yorktown and gave them passage to Jamaica
 - D. He refused to allow widespread enlistments of blacks at first, but later allowed Rhode Island to create a special regiment of blacks and slaves

12. The North benefited from slavery in that
 - A. The region suffered a labor shortage, and slaves were needed to work Northern farms
 - B. Many Northern industries relied all or in part on the slave trade for their economic well-being
 - C. Many Northern farmers switched to planting more labor-intensive crops, such as tobacco and cotton
 - D. Northern slaves could be more easily trained, and therefore were more likely to provide skilled labor than their Southern counterparts

13. Which of the following is a reason why slavery flourished in the South?
 - A. Tobacco production was leveling off, and cotton farming allowed the soil to rejuvenate itself quicker
 - B. The South was rapidly industrializing, and white owners needed slaves to work in the factories
 - C. Cotton production increased, and more blacks were needed to provide labor on cotton plantations
 - D. Corn production increased, and more slaves were needed to de-tassel corn stalks

14. Which of the following areas had the most slaves in 1860?
 - A. Border slave states (Maryland, Delaware, Kentucky)
 - B. Upper South (states such as Virginia, North Carolina, Tennessee)
 - C. Lower South (states such as Alabama, Mississippi, Georgia)
 - D. Western states (California, Missouri, Iowa)

15. This person would most be associated with the idea of immediate emancipation of slaves:
 - A. William Lloyd Garrison
 - B. Abraham Lincoln
 - C. Benjamin Franklin
 - D. George Washington

16. This African nation was colonized by former slaves:
- A. Sudan
 - B. Liberia
 - C. Egypt
 - D. Morocco
17. Why did Abraham Lincoln suggest a plan to financially compensate slave owners who freed their slaves?
- A. He thought that paying slave owners to free their slaves would end the Civil War faster and cost less money than to continue fighting the South
 - B. He thought slavery was a moral wrong and felt that compensating owners would be the fastest way to eliminate slavery
 - C. He secretly owned slaves and realized that he could become very wealthy by emancipating them
 - D. He was in a difficult reelection campaign, and thought that offering to pay slave owners would help him get Southern votes in the 1864 election
18. These blacks who live in the “Low Country” of South Carolina have maintained many of the linguistic and cultural traits of their African ancestors:
- A. Gambians
 - B. Gullah
 - C. Swahilians
 - D. Native Africans
19. This religious group would be most closely identified with the abolitionist movement:
- A. Baptists
 - B. Roman Catholics
 - C. Quakers
 - D. Lutherans
20. Which of the following men was linked to the Pennsylvania Abolition Society?
- A. Abraham Lincoln
 - B. Benjamin Franklin
 - C. Thaddeus Stevens
 - D. Arlen Specter

21. Why didn't Congress accept the anti-slavery petition sent by the Pennsylvania Abolition Society?
- A. The House was dominated by Southerners, and they refused to consider the petition
 - B. The House was too busy trying to figure how to pay for the Revolutionary War to take up this concern
 - C. The House decided that it should let the Senate decide first, and the Senate refused to consider the petition
 - D. The House created a special commission to look at the petition, but decided not to act since the Constitution forbid any congressional interference with the slave trade until 1808
22. Which of the following abolitionist leaders encouraged slaves to revolt against their masters?
- A. David Walker
 - B. Elijah P. Lovejoy
 - C. William Lloyd Garrison
 - D. Frederick Douglass
23. This abolitionist leader was murdered by a proslavery mob trying to destroy his printing press:
- A. William Lloyd Garrison
 - B. Sojourner Truth
 - C. Frederick Douglass
 - D. Elijah P. Lovejoy
24. Which of the following abolitionists published an anti-slavery newspaper called *The Liberator*?
- A. David Walker
 - B. Elijah P. Lovejoy
 - C. William Lloyd Garrison
 - D. Frederick Douglass
25. What best describes the "Underground Railroad"?
- A. Southern slaves who kept communication lines open between those wishing to start slave revolts
 - B. Vast organizations of people helping runaway slaves
 - C. A system of underground tunnels that runaways took to escape north
 - D. A system for slave owners to track runaways

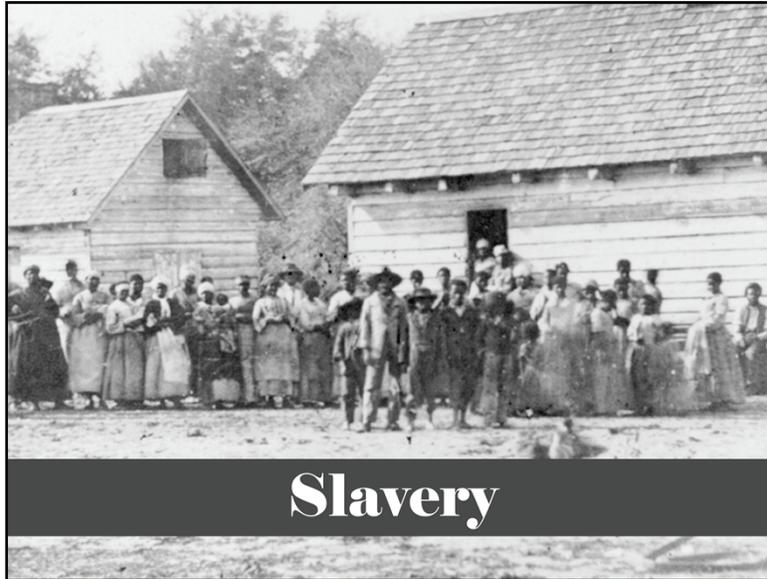
26. This person was a “conductor” on the Underground Railroad:
- A. Harriet Tubman
 - B. John Brown
 - C. Levi Coffin
 - D. Frederick Douglass
27. This Indiana abolitionist personally hid nearly 100 runaway slaves per year in his Fountain City home:
- A. John Woolmann
 - B. John Brown
 - C. Levi Coffin
 - D. Benjamin Rush
28. This African American planned to seize the city of Charleston, South Carolina, as part of a slave revolt:
- A. Stono
 - B. Denmark Vesey
 - C. Nat Turner
 - D. Gabriel Prosser
29. This slave led a revolt that killed more than 50 people after he interpreted a solar eclipse as a sign for him to start a rebellion:
- A. Stono
 - B. Denmark Vesey
 - C. Nat Turner
 - D. Gabriel Prosser
30. Why did the Supreme Court rule to free the blacks in the *Amistad* case?
- A. Owners of the slaves didn’t file the necessary legal papers
 - B. John Quincy Adams represented the blacks, and his reputation awed the justices
 - C. The Court ruled that the blacks had been unlawfully kidnapped with the intent of being forcibly required to become slaves
 - D. The Supreme Court wanted to abolish the slave trade, and this case would help it to accomplish that goal

31. Which of the following was a direct result of slave revolts?
- A. Slaves found themselves gaining more rights
 - B. Slave owners became afraid, and freed more slaves
 - C. Slaves lost legal and social rights, and found controls tightened on them
 - D. All of the above
32. This person invented the cotton gin:
- A. Eli Whitney
 - B. Harriet Beecher Stowe
 - C. Frederick Douglass
 - D. Stephen Douglass
33. For what is Henry Brown famous?
- A. Leading a successful slave revolt
 - B. Assisting in the defense of the *Amistad* slaves
 - C. Editing an anti-slavery newspaper
 - D. Packing himself in a box and shipping himself to Philadelphia in order to gain his freedom
34. What impact did the publication of *Uncle Tom's Cabin* have?
- A. Many became enraged about the slave system
 - B. Many demanded war with the South
 - C. It became required reading for abolition societies
 - D. It was made into a movie
35. What eventually ended slavery?
- A. The Emancipation Proclamation
 - B. The Dred Scott case
 - C. The 13th Amendment
 - D. The 14th Amendment

Slavery: Multiple-Choice Quiz

Answer Key

- | | |
|-------|-------|
| 1. A | 19. C |
| 2. B | 20. B |
| 3. A | 21. A |
| 4. C | 22. A |
| 5. A | 23. D |
| 6. D | 24. C |
| 7. C | 25. B |
| 8. C | 26. A |
| 9. D | 27. C |
| 10. D | 28. B |
| 11. D | 29. C |
| 12. B | 30. C |
| 13. C | 31. C |
| 14. C | 32. A |
| 15. A | 33. D |
| 16. B | 34. A |
| 17. A | 35. C |
| 18. B | |



Perhaps no single issue divided America as did slavery. Its roots went back to the 17th century when slaves were common throughout the colonies. However, slavery was more common in the South, where large farms and small population made it necessary to import cheap labor. The so-called “peculiar institution” of slavery came to define the South more and more during the 19th century.

As the colonies grew, slavery became more entrenched. Politicians crafted various compromises in an attempt to maintain a union that was “half slave and half free,” but continual struggles between pro- and anti-slavery forces made this impossible. By 1861, it had become obvious that the only way the slavery question could be solved was by civil war. Finally in 1865, the 13th Amendment to the U.S. Constitution abolished slavery. The end of the Civil War a few months later fully destroyed the idea of slavery in the United States.

Essential Questions

- Why were African Americans more desirable as slaves than indentured servants or Native Americans?
- What sort of conditions did Africans endure on their voyage to the New World?
- What impact did slavery have on both sides in the American Revolution?
- What impact did slavery have on the writing of the Constitution and the Northwest Ordinance?
- How were slaves' family and personal lives different than those of other Americans?
- What sorts of conditions affected the development and growth of slavery in the North? In the South?
- What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?
- How did blacks and whites seek to assist those who wanted to escape slavery?
- How did slavery lead to the rise of sectionalism and the beginning of the Civil War?

Slavery in Africa

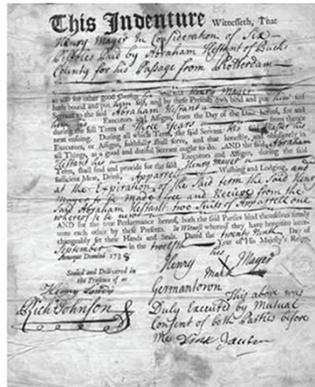
- Slaves represented the bottom stratum of African society
- Different from slavery as it developed in the Americas
- Most African slaves were captives of war
- Slavery in Africa not permanent or hereditary
- Assimilation



Africans enslaved by other Africans

Many people presume that Sub-Saharan Africans were enslaved only by white Europeans. However, slavery had existed in Africa since ancient times, with Africans serving as slaves to other Africans. Slaves in Africa performed a variety of functions, from household servants to agricultural laborers to gold and salt miners. In general, slaves represented the bottom stratum of African society. However, slavery in Africa was very different from slavery as it developed in the Americas. Slaves in Africa weren't considered property and were usually not enslaved for their entire lives. Furthermore, most Africans enslaved by other Africans weren't born as slaves; instead, people usually became slaves after their tribe lost a war with another, and members of the victorious side would enslave members of the defeated side. In addition, it was common for these slaves eventually to become free, sometimes by marriage or adoption, or to become part of the owner's family, also through marriage or adoption. In this way, slavery served as a way to assimilate conquered peoples into a tribe.

Indentured Servitude



A certificate of indenture

- A means for people to get to the New World
- Master paid for passage to America
- Indentured servant then owed 5–7 years of work
- Once indenture was paid, servant became free
- Indentured servants initially more desirable than slaves

Many of the first blacks in America weren't slaves, but indentured servants. Indentured servitude was a much different system than slavery. People in Europe who wanted to come to the New World but could not afford passage would "indenture" themselves to another person (usually for a period of five to seven years) who would then pay for their passage to America.

While under indenture, servants were required to work for their benefactor, and could be prosecuted if they attempted to escape. (Generally, if they were caught their indenture would be extended.) However, white indentured servants could look forward to certain freedom.

Early on in colonial times, slaves were less desirable than indentured servants. One of the main reasons was cost. A slave frequently cost five to six times more than an indentured servant. In addition, Africans brought to the New World did not understand the language or culture of their new home, while indentured servants usually did.

The Origins of American Slavery

- First African slaves in America brought to Jamestown in 1619
- Slavery institutionalized in many states by 1640
- Slaves became “chattel property”



African slaves landing at Jamestown, 1619

Most records point to the first African slaves arriving in Jamestown in 1619. A Dutch ship had taken about 20 captured Africans from a Spanish ship bound for Mexico; when the Dutch landed in Virginia, they traded the Africans for supplies and repairs to their ship. The first blacks brought to the New World were not slaves in the strict sense of the word; instead, they came here as servants. However, by 1640—within a generation of the first blacks arriving in the colonies—many states had made slavery a legal institution. Slaves had become “chattel property,” and could be treated, bought, or sold at the whim of their masters.

Development of Slavery in the New World



South American Indians captured as slaves by Europeans

- Using Native Americans as slaves problematic
- African slaves became more cost effective than indentured servants
- Colonists viewed blacks as inferior
- Slaves were servants for life

European settlers first tried to use Native Americans for slave labor. However, problems soon arose. Since they knew the land, Native Americans could easily escape from captivity. In addition, the colonists came to believe that Native Americans were primarily hunters, and thus did not adapt well to working on farms. Finally, once smallpox and other European diseases began decimating the native populations in America, fewer and fewer Native Americans were available as slave labor.

African slaves soon emerged as an alternative to indentured servants and Native American slaves. Although African slaves tended to cost less than indentured servants, especially as the pace of the slave trade stepped up. Between 1690 and 1750, the number of African slaves in the Southern colonies increased more than 1500 percent.

In addition to African slaves being more cost effective, black slavery had other advantages. A slave was a servant for life, while indentured servants became free once the terms of their contract expired. In addition, unlike Native American slaves, African slaves were thousands of miles from home and did not know the area, making it more difficult for them to escape. African slaves also were not as susceptible to European diseases as Native Americans. Finally, many colonists came to believe that blacks were genetically and intellectually inferior to whites. They viewed blacks as subhuman, and felt that like any other farm animal, African slaves could be used as labor for life.

The Middle Passage

- Voyage of slaves from Africa to the New World
- Slaves tightly packed in ships' holds
- Filthy conditions
- Disease outbreaks
- Some 20% died during the voyage to America

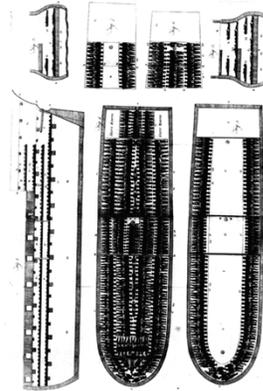


Diagram of a tightly packed slave ship

Perhaps the worst example of the inhumanity of the slave trade was the “Middle Passage” route taken by slave ships as they left Africa for the Americas. Hundreds of prospective slaves were packed into the holds of ships for transport.

Slave ships were certainly not built for comfort. Frequently, more than 300 to 400 slaves had to cram into the holds of these ships, usually in areas with less than five feet of headroom. Slaves were shackled, and without sufficient area to move around or even to find a separate area in which to relieve themselves, the stench in the hold became unbearable. Diseases commonly broke out, spreading rapidly in the close quarters. Some 20 percent of slaves died en route to the Americas.

Slaves frequently had little idea as to their ultimate fate. Often, they presumed European slavers were cannibals that planned to eat them. Some slaves chose suicide over what awaited at the end of the Middle Passage and attempted to starve themselves. These slaves were tortured in an effort to persuade them to eat. If the effort failed, crew members used a device called a *speculum orum* to force the slave's mouth open to shove food down his throat.

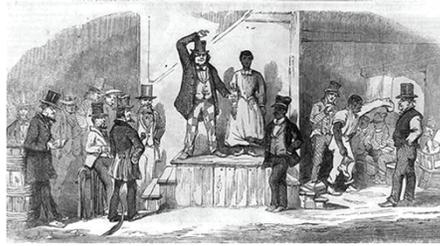
The Triangular Trade

- Involved Europe, Africa, and the Americas
- Trade goods carried to Africa for slaves
- Slaves taken to the Americas and traded for raw materials
- Raw materials sent to Europe to be made into trade goods



The Middle Passage represented part of the so-called “Triangular Trade,” which linked Africa, the Americas, and Europe. Ships would leave Europe en route to Africa packed with trade goods such as textiles, rum, and other manufactured items. In Africa, the slavers would trade goods with tribes for prospective slaves. Slaves would then be transported to the Americas. After the slaves were delivered to the Americas, the now-empty slave ships would pick up raw materials to be used by European countries to manufacture more trade goods. This economic system fueled the demand for slaves in the New World. Some estimate that more than 10,000,000 Africans ended up in the Americas through the Triangular Trade.

Slave Auctions



Slave auctions such as the one depicted here were common in the colonial era and after the Revolutionary War

- Slaves “seasoned”
- Slaves auctioned in a manner similar to livestock
- Inspected by potential buyers
- “Grab and go” auctions

Once slaves made it to the New World, their ordeal was far from over. Frequently, they went straight from the slave ships to special camps where they were “seasoned”—that is, trained as field hands or house servants. As with the Middle Passage, slaves suffered inhumane treatment, and in some instances were killed if they failed to obey orders or did not work in a manner that suited the trainers. The slaves who survived the seasoning process were then sold at auction to the highest bidder.

Prior to the sale, potential buyers inspected much as they would livestock, prodding and poking them, and even prying open their mouths to ensure that they had good teeth. Younger slaves fetched especially high prices because they provided good “breeding stock.”

Sometimes, slaves were sold in what became known as “grab-and-go” auctions. In these instances, potential buyers paid an upfront fee to the auctioneer, then went into the sale area to take their pick of available slaves.

African Americans in the Revolution



Crispus Attucks, a former slave, was one of those killed by British troops in the 1770 Boston Massacre

- Blacks fought for both sides
- British promised freedom to slaves
- Washington originally denied black enlistments
- Rhode Island free black regiment

While many whites in the American colonies debated about whether to support the British or colonial sides, most blacks saw the Revolution as an opportunity to gain their freedom. The British, looking to disrupt the colonial economy and society as possible, offered blacks freedom if they fought with the redcoats. More than 800 blacks signed up to serve in a special British regiment, while many others followed the British army, hoping that they could join up or gain their freedom. Black slaves supporting the Loyalists fought at Yorktown at the conclusion of the war, suffering many casualties; some of the remaining soldiers were captured by American forces and re-enslaved.

While blacks did fight with distinction on the colonial side in several battles, General George Washington refused to allow widespread enlistment of black troops. However, as the war progressed and the Continental Army dwindled because of numerous deaths, desertions, disease, and other losses, Washington changed his view and allowed Rhode Island to create a regiment composed of free blacks and slaves.

As the war wound down, Americans demanded return of slaves as part of the restoration of property taken during the war. The British refused to do this, and instead assisted some blacks to freedom in Nova Scotia, Jamaica, and Britain.

Slavery and the Constitution

- Slavery a major issue at Constitutional Convention
- Northern delegates wanted to count slaves for taxation, but not legislative representation
- Southern delegates wanted to count slaves for representation, but not taxation
- “Three-fifths compromise”



After the Revolutionary War, it became obvious that the government created under the Articles of Confederation was ineffective, and needed revision. In 1787, delegates met in Philadelphia to revise the Articles. However, it soon became apparent that the United States needed a new system of government altogether. The new federal system of government the delegates created included a two-house legislature, with a Senate that provided each state with equal representation, and a House of Representatives based on population. Large-scale plantation farming had never really developed in the North, primarily because the climate and soil didn't suit it. Thus, the North had fewer slaves than the South. Consequently, Northern delegates to the convention proposed to count slaves only for taxation purposes and not for representation in the house. Not surprisingly, Southern delegates wanted to count slaves for representation, but not for taxation.

To break the deadlock, the delegates reached a compromise: each slave would count as three-fifths of a person when determining both representation and taxation. In addition, to satisfy the South the delegates agreed to add a clause to the Constitution forbidding Congress from abolishing the slave trade until 1808. The “Three-Fifths” Compromise would be the first in a long line of slavery-related compromises in the years leading up to the Civil War.

State Constitutions and Slavery

| State | Date slavery abolished |
|-------|------------------------|
| VT | 1777 |
| PA | 1780 |
| NH | 1783 |
| MA | 1783 |
| CT | 1784 |
| RI | 1784 |
| NY | 1799 |
| NJ | 1804 |

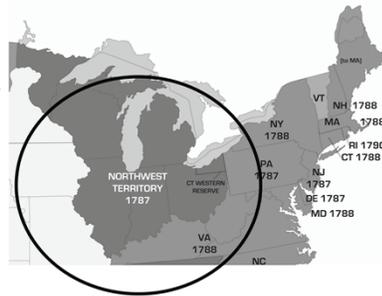
- Northern states abolish slavery in their constitutions
- Vermont first with “conditional abolition”
- Other state constitutions established gradual emancipation
- Constitutions in New York and New Jersey eliminated slavery, but enacted “apprenticeship” programs

After the American Revolution, several Northern states wrote constitutions which, in most instances, appeared to abolish slavery. This occurred for several reasons, but primarily because abolitionist sentiment had begun to spread in the North, and also because slave labor played an increasingly small role in Northern states’ economies. Vermont’s state constitution was the first to outlaw slavery—if only provisionally, declaring that no one could be held as a slave after age 21 if male or 18 if female.

Pennsylvania, Rhode Island, and Connecticut also wrote constitutions that freed slaves when they reached a certain age. However, these constitutions also declared that adult slaves alive prior to the ratification of the state’s constitution remained slaves for life. Massachusetts and New Hampshire wrote constitutions with abolition prohibitions so vaguely written that slavery continued in those states for some time after ratification. New York and New Jersey also eliminated slavery in their state constitutions, but continued to allow people to be held in bondage as “apprentices.” In New Jersey, the last of these apprentices didn’t win their freedom until the passage of the 13th Amendment after the Civil War.

Slavery and the Northwest Ordinance

- Ordinance designed to create from three to five new states out of the Northwest Territory
- Slavery not permitted in the new states
- Some settlers brought slaves with them to the territories



The end of the Revolution gave the new nation independence, as well as a large amount of territory, nearly doubling the size of the United States. The Northwest Territory—part of the land given to England by France at the end of the French and Indian War—became U.S. territory as a result of the 1783 Treaty of Paris. The new territory stretched from the Appalachian Mountains to the Mississippi River, and from the Great Lakes to the Ohio River. The Land Ordinance of 1785 provided for the surveying and distribution of territory in the Northwest. Two years later, the U.S. government set standards for admission of new states from the Northwest Territory.

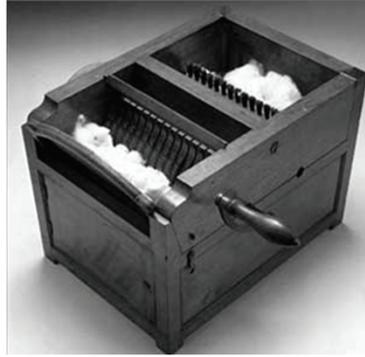
The Northwest Ordinance of 1787 called for the formation of no fewer than three new states, and no more than five. States eventually created from the Northwest included Ohio, Indiana, Illinois, Michigan, and Wisconsin. The ordinance set forth requirements for population to reach territory and statehood status, for writing a territorial constitution, and for electing government officials. It also contained an unprecedented provision that specifically forbade slavery and the slave trade in the Northwest Territory. However, as some wealthy settlers and government officials moved to the Northwest Territory from Southern states, they brought their slaves with them. While slavery was not widespread, it did exist in the Northwest Territory. Nevertheless, the Northwest Ordinance represented an important step in banning slavery altogether in the North.

Discussion Questions

1. What were the major differences between slavery in Africa, slavery in the Americas, and indentured servitude?
2. How did the Triangular Trade function? How did it fuel the rise of slavery in the Americas?
3. What compromises regarding slavery did the U.S. Constitution include? Why were these compromises so important to the ratification of the document?
4. Why was the Northwest Ordinance important in the history of slavery in the United States?

1. Slavery in both the Americas and in Africa was involuntary, while indentured servitude was voluntary. However, indentured servitude and slavery in Africa were both usually temporary, but slavery in the Americas was permanent. Slavery in the Americas was also hereditary: children of slaves were also considered slaves.
2. The Triangular Trade was a lucrative economic system in which white Europeans traded manufactured goods like textiles and rum for African slaves, swapped the slaves for raw materials in the Americas, and then used these raw materials back home in Europe to create more manufactured goods. The Triangular Trade fueled the growth of slavery in the Americas by increasing the demand for raw materials, which led slave owners to increase the output of their plantations, which required more slave labor.
3. The Constitution includes two major compromises regarding slavery: the “Three-Fifths” Compromise (in which slaves counted as three-fifths of a person for the purposes of taxation and representation) and a clause prohibiting Congress from interfering in the slave trade until 1808. These compromises were put into effect to ensure that pivotal Southern states such as Virginia wouldn’t see a strong central government as a threat to slavery, and therefore would be more likely to ratify the Constitution.
4. The Northwest Ordinance was significant because it represented the first time the United States central government legally prohibited slavery within part of its territory. Although some states had banned slavery by that point, the ordinance was the first national piece of legislation that placed limits on slavery.

Slavery and the Cotton Gin



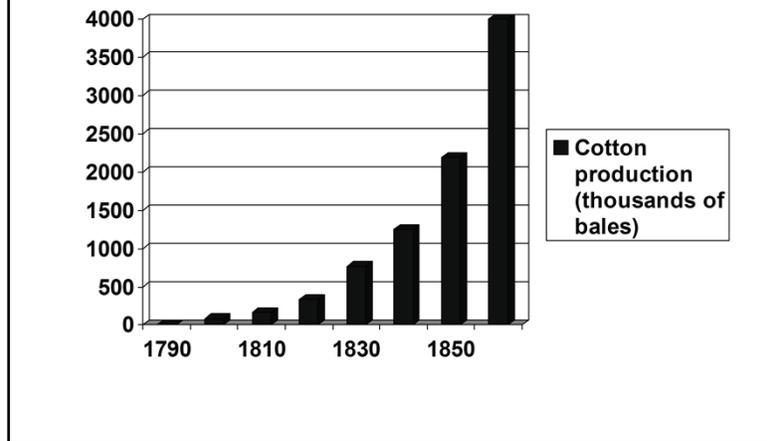
- Machine separates cotton “lint” from seeds
- Invented by Eli Whitney
- Made cotton production more efficient and profitable
- Increased need for slaves in the South

While Southern soil was well-suited for cotton farming, it took a lot of time to remove the cotton seeds from the cotton fibers, also known as “lint.” Frequently, lint turned out to be unusable because the seeds could not be removed from it. In the colonial era, this made large-scale cotton farming unfeasible.

However, Northern schoolteacher Eli Whitney—hired by a Southern family as a tutor, who introduced him to the cotton seed problem—devised an efficient and easy way to remove the seeds. In 1792, he built an invention he called the “cotton engine” or simply, the “cotton gin.” The gin operated by using metal “fingers” to pull the lint through a screen. The lint easily passed through the screen, but the seeds were too large to pass. Whitney’s invention helped cotton production become much more efficient and profitable. Cotton production, which had been plummeting in the years before Whitney invented the gin, now skyrocketed.

Increased cotton production also meant an increased need for slaves. Before the invention of the gin, slavery had begun to decline in the South as farmers looked for more profitable ways to make a living. However, with the increased production the cotton gin afforded, slavery became more entrenched as a mainstay of the Southern economy. Since cotton could now be more easily grown and harvested, more slaves were needed to work the fields. As a result, slaves became extremely valuable in the “Deep South” (Georgia, South Carolina, Alabama, Mississippi, Louisiana), where cotton production was more prevalent. Slave trading also became a big business: in some instances, slaveholders rented slaves to other plantation owners rather than sell them.

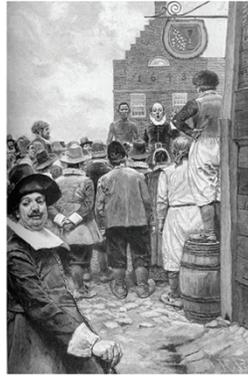
Explosion in Cotton Production



Whitney's invention had massive repercussions during the first half of the 19th century. By the start of the Civil War, nearly one in three Southerners was a slave, nearly three-fourths of the world's cotton was grown in the United States, and the South provided more than 60 percent of U.S. exports—all from cotton. In all, cotton production increased nearly 4000 percent from the time of the invention of the gin until the start of the Civil War.

Slavery in the North

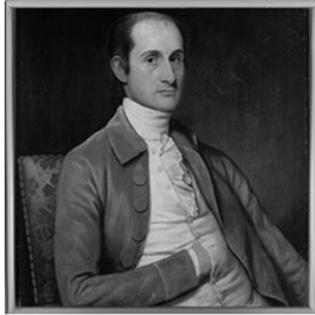
- Northern colonies relied less on agriculture; thus, fewer slaves needed
- Northern slaves mostly in cities or small farms
- Northern slaves had more legal rights than Southern slaves
- However, many Northern whites still considered blacks inferior



A slave being sold in New York, 1643

Since the economy of the Northern colonies did not rely as much on agriculture—particularly, labor-intensive crops such as tobacco and rice—slavery was not as profitable or as necessary as it was in the South. However, slavery did exist in the North, though it differed in many respects from slavery in the South. Most slaves in the North lived in cities or on small farms, since Northern soil was not suited to the plantation-style agriculture practiced in the South. In addition, Northern slaves enjoyed some legal rights that their Southern counterparts did not: they had the right to file lawsuits, to be sued in court, and to appeal legal decisions to higher courts. Despite these rights, Northern slaves still suffered through harsh living conditions and racial prejudice. They also weren't allowed to meet in groups, nor could they carry weapons—meaning that they often had to endure humiliation, beatings, or worse at the hands of white citizens. In short, though slaves in the North had it slightly better than slaves in the South, Northern whites still thought of them as inferior and treated them poorly.

Decline of Slavery in the North



John Jay, the first Chief Justice of the Supreme Court, campaigned to outlaw slavery in New York state

- States pass laws abolishing slave trade
- Abolitionist societies grow in North
- Religious groups take the lead
- Congregational Church; Quakers create groups
- Slavery less an economic necessity in the North

While the Constitutional Convention made the slave trade off-limits in regard to federal legislation until the year 1808, many state governments took the lead in abolishing not only the importation of new slaves, but also slavery itself. Private societies devoted to abolition also arose in the North at this time. In many states, the Congregational Church as well as the Society of Friends (the Quakers) urged abolition at the local and state level. In Pennsylvania and New York, non-denominational societies such as the Pennsylvania Antislavery Society and the New York Manumission Society actively worked to turn public opinion against slavery.

Under the agreement reached in the Constitutional Convention, the federal government did abolish the international slave trade in 1808. However, most states (with the exception of Georgia) had already abolished the trade on the state level before that date. As mentioned earlier, Northerners had already begun to abandon slavery as an economic system, focusing more on early attempts at industrialization and less on large-scale, labor-intensive farming. The North also had a larger pool of free laborers and skilled craftsmen available, which employers came to favor over generally unskilled slaves.

Economic Impact of Slavery on the North

- Provided work for many skilled and unskilled workers involved in processing slaves
- British mercantile policies affected the slave trade, which affected New England's economy
- New England goods contributed to the "Triangular Trade"
- Slave trade made some wealthy



Enslaved Africans landing at an American port

In spite of growing opposition to slavery in the North, many Northern states continued to receive indirect economic benefits from it. New England was a primary center of the slave trade, and slave ships required the services of many skilled and semi-skilled laborers, such as rope makers, coopers, tanners, and sail makers. In addition, slave traders used many goods produced in New England to swap for new slaves in Africa. Many Northern newspapers also made money through advertising slave sales and printing announcements of rewards for runaways.

When the British Parliament began to enact laws designed to force the colonies to pay taxes on various products such as sugar and molasses, Boston colonists complained that enforcement of those laws would force more than 5000 seamen out of work while idling over 700 ships engaged in the slave trade. While the colonists had concerns about the impact British mercantile policy would have on small businessmen, they also worried that mercantile laws would adversely affect the slave trade.

Some New England merchants during the 18th century became very rich from the slave trade. Many of the families who would dominate Northern economic life in the years following the Revolution had earlier engaged in the importation of slaves.

Slavery in the South

- Many worked as field hands; the rest were artisans or house servants
- Slavery entrenched in Southern society by 1860
- Nearly one in every four Virginia families owned slaves
- More than 2,300,000 slaves in the lower South
- More than 1,200,000 slaves in upper South
- Nearly 430,000 slaves in the border states

While Northern slaves labored in misery, many of their Southern counterparts endured significantly harsher conditions as plantation field hands. Nearly four-fifths of Southern slaves worked in the fields under the direction of overseers. The remainder of slaves worked in the master's home or as artisans. While house slaves may have had easier lives than their fellow slaves in the fields, they still worked under difficult conditions and suffered cruel treatment.

By the time of the Civil War, slavery had become firmly entrenched in the Southern economy and way of life. By some estimates, more than 100 southern plantations owned in excess of 100 slaves. The deep South boasted a slave population more than twice that of the upper Southern states, probably because the lower South relied more upon labor-intensive cotton farming. However, Virginia had a large number of slaveholders as well, with nearly 25 percent of the state's families owning at least one slave. Several border states that would remain loyal to the Union during the Civil War also had slaves, including Missouri, Kentucky, Delaware, and Maryland. In total, those states had nearly 430,000 slaves.

Why Slavery Flourished Economically in the South

- Fewer urban centers
- Predominantly agricultural
- “King Cotton”
- Tobacco still a staple crop



While much of the area north of the Ohio River became industrialized due to urbanization, immigration, and invention, the South remained mainly agricultural. Because Southern states had smaller populations and depended on agriculture to drive their economies, slavery remained hugely important in the South.

In addition, Southern farmers experimented with various crops and farming techniques, which further solidified agriculture as the main economic activity in the region. Nearly one-third of the cotton produced in the United States by the end of the 1850s was grown in southern areas west of the Mississippi River. Cotton farming also yielded huge profits, winning the crop the nickname “King Cotton.”

Tobacco production continued as well and was enhanced by new strains of the crop, new types of fertilizer, and new planting techniques, including the use of “marl” (calcium-rich soil), and contour planting.

Discussion Questions

- Why did the cotton gin increase the number of slaves in the South? Had the cotton gin not been invented, would slavery have declined in the South? Explain.
- Why do you think Northern slave owners gave slaves more legal rights than their Southern counterparts, but still treated them inhumanely? Explain.
- What factors led to the decreased need for slave labor in the North? Why did slavery flourish economically in the South?

1. Some students may note that had the cotton gin not been invented, the South probably would have sought to become more industrialized, as the Northern states eventually did. As in the North, Southern slavery probably would have declined significantly, and most Southern states might have eventually abolished slavery. The inability to produce cotton efficiently on a large scale would have most likely led to the decline of the plantation system, and therefore eliminated the need for slave labor. The development of the cotton gin dramatically influenced the production of cotton, thereby entrenching slavery in the Southern economy.
On the other hand, some students may theorize that the Southern tradition of agriculture and the plantation system were entrenched as well, and if cotton couldn't be produced efficiently on Southern farms, then other crops would have probably been introduced that may have required intensive farming to the extent cotton farming did, and therefore would have still required slave labor.
2. Answers will vary. If students are familiar with the basics of Enlightenment thought, you can bring this up as a factor in treating slaves more like people and less like property as far as the law was concerned. Some students may also point to the growing religious opposition to slavery (from groups like the Quakers and the Congregational Church) that might have tempered Northern attitudes regarding slaves and induced lawmakers to give slaves some legal rights. However, in the North as well as the South, slave owners typically treated their slaves inhumanely and denied them basic rights and freedoms because they had to keep control of them and to motivate them to work.
3. Slavery decreased in the North because the region relied less on agriculture and more on industry. The North also had a greater need for skilled labor, and slaves were largely kept unskilled. Slavery flourished economically in the South because the cotton gin made large-scale cotton farming feasible, which in turn required many slaves to work the fields; and because cotton was a "cash crop" that turned lucrative profits.

Slave Children

- Slave infant mortality rates high
- Children generally malnourished
- Children forced to work at an early age
- Most labor involved unskilled work



“Picking Cotton on a Georgia Plantation”
Note the children working side-by-side with the adults in the field.

African slaves found their new life to be horrifying. Infant mortality rates for slave children reached around 50 percent—more than double the rate for their white counterparts. In addition, most slave children tended to be malnourished due to the poor diets on which slaves were forced to subsist. Slave mothers had to work in the fields almost to the day they gave birth, which frequently increased the possibility of birth defects or infant death. On average, slave babies’ birth weight was slightly over five pounds—also significantly less than their white counterparts. Frequently, slave children were used as field hands as soon as they were able to walk, and were subjected to similar backbreaking labor as their adult counterparts.

Life as a Slave



- Most slaves worked as agricultural laborers
- Some served as house servants and semi-skilled labor
- Slaves worked long hours in difficult conditions
- Some slaves given land to grow their own food

A slave in the South most often labored as a field hand—planting, harvesting crops, or doing some sort of manual labor on the plantation. However, some slaves were employed in other semi-skilled jobs, working as carpenters, lumberjacks, deckhands on ships, and in sawmills and quarries. Many also worked in construction.

Generally, slaves worked in difficult conditions for long hours each day, from first light until dusk. It was not uncommon for slaves on some plantations to work 15 to 16 hours per day during planting or harvesting season. Slaves also performed tasks such as clearing land, growing crops for food, cutting wood, or repairing fences and buildings.

Discipline of Slaves

- Slave owners used a range of punishments
 - Denying passes to leave plantation
 - Whipping
 - Shackles and chains
 - Imprisonment in private jails
- A few rewards existed



Since slaves had no incentive to work hard, some masters resorted to harsh punishments both to motivate their slaves and to discipline them when they disobeyed. These ranged from revoking a pass to visit family on another plantation, to corporal punishment or imprisonment. Disobedient slaves were often whipped. If the slave was viewed a possible flight risk, the owner might put him in shackles or chains. Some masters went as far as to build private jails in order to further punish slaves who disobeyed.

However, some slaves earned small rewards for their hard work, such as small plots of land on which to grow their own produce (which they could then sell and keep the profit), year-end bonuses, holidays off, passes to go off the plantation, and prizes for exemplary service.

Slave Family Life



- Slave marriages not legally recognized
- Families vulnerable to separation
- Slave children often put in separate cabins from parents

The nature of slavery made normal family life difficult, if not impossible. Since slaves were considered property (and less than human), they did not have the same rights as whites in regards to family relations.

Since slaves could be sold, slave families were frequently broken up. Civil authorities therefore did not recognize slave marriages. Nevertheless, slaves still married, albeit with wedding vows that included the phrase, “until death, or distance, do you part...” If a slave parent was sold or ran away, other relatives raised the children left behind.

Even at an early age, as young as four years, many slave children were taken from their parents and placed in separate cabins. When a master or overseer slave children whipped, punished, or abused a slave child, there was little their parents could do.

The Gullah

- African Americans in the South Carolina “Low Country”
- Preserved language and cultural heritage
- Gullahs served in the Union Army during Civil War
- Low Country slaves first freed



A 1790 painting showing Gullah slaves dancing and playing West African-style musical instruments

The Gullah are blacks who live in the “low country” along the coast of South Carolina. They are especially known for maintaining more of their African linguistic and cultural heritage than any other group of former slaves in the United States.

It’s believed that many of the Gullah’s ancestors came to North America from Angola. The Gullah were especially fitted for the Low Country: primarily a rice-growing area with low-lying fields that tended to flood, it has many mosquitoes that can carry tropical diseases like malaria and yellow fever. The Gullah came from West Africa, where similar climatic conditions exist, and over the centuries they had developed a stronger resistance to these illnesses than whites in South Carolina had.

Because the Gullah tended to work on large plantations that had a constant influx of new African immigrants coming in as slaves, it was easy for them to maintain their language and cultural practices—both of which have made distinctive contributions to American culture as a whole. For examples, the word “goober” (peanut) comes from the Gullah language, gumbo soup is a Gullah concoction, and the Brer Rabbit folk tales and the traditional “Michael Row Your Boat Ashore” both have their roots in Gullah culture.

Gullah blacks served with distinction during the Civil War in the South Carolina Volunteers, and slaves from the Sea Islands area became the first freed as Union troops swept through the Carolinas.

Impact of Religion on Slaves



A religious revival meeting

- Religion an equalizer; both whites and blacks worshipped same God
- Negro spirituals
- Black churches

Though physically and socially segregated in the 18th and 19th centuries, slaves and whites did share a common religion. They listened to the same sermons, sang similar hymns, and had similar religious beliefs. However, the ways in which each interpreted the messages of the Bible differed greatly. Whites encouraged slaves' religiosity, thinking that they would absorb Biblical lessons about morality and obedience. Slaves, however, focused on Bible stories that featured liberation from bondage (such as Moses and the Exodus of the Israelites from Egypt) or triumph in the face of daunting obstacles (such as the victory of the young David over Goliath, or Noah's ark).

These themes found their way into "Negro Spirituals"—religious songs sung by slaves. Many of these songs emphasized death as a liberation from earthly sorrow; however, others (such as "Follow the Drinking Gourd," "Wade in the Water," and "Swing Low, Sweet Chariot") were used either as instructions for runaway slaves or as signals for slaves that the time to escape had come. The lyrics of "Follow the Drinking Gourd," in particular, showed runaway slaves how to find their way north by using the Big Dipper—the "drinking gourd"—as a reference.

In many instances, black churches not only were the spiritual center of the slave's life, but functioned as political and social centers as well. In addition, many white and black church members used their religious beliefs to argue the cause of abolition.

Follow The Drinking Gourd

When the Sun comes back
And the first quail calls
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the Drinking Gourd.

The riverbank makes a very good road.
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the Drinking Gourd.

The river ends between two hills
Follow the Drinking Gourd.
There's another river on the other side
Follow the Drinking Gourd.

When the great big river meets the little river
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

Note to teacher: The next four slides feature lyrics from well-known Negro spirituals. Read them aloud or have students read them aloud; you may also choose instead to play audio recordings of “Swing Low, Sweet Chariot” and “Pharaoh’s Army Got Drowned” by clicking on the icons onscreen for those songs.

Swing Low, Sweet Chariot

Chorus:

Swing low, sweet chariot,
Comin' for to carry me home;
Swing low, sweet chariot,
Comin' for to carry me home.



I looked over Jordan,
And what did I see,
Comin' for to carry me home,
A band of angels comin' after me,
Comin' for to carry me home.

Repeat chorus:

If you get there before I do,
Comin' for to carry me home,
Tell all my friends I'm comin' too,
Comin' for to carry me home.

Pharaoh's Army Got Drowned

Well if I could I surely would
Stand on the rock where Moses stood
Pharaoh's army got drowned
O Mary don't you weep



O Mary, don't you weep, don't you mourn
O Mary, don't you weep, don't you mourn
Pharaoh's army got drowned
O Mary, don't you weep

Well Mary wore three links of chain
on every link was a Jesus's name
Pharaoh's army got drowned
O Mary don't you weep

O Mary, don't you weep, don't you mourn
O Mary, don't you weep, don't you mourn
Pharaoh's army got drowned
Oh, Mary, don't you weep

Note: This song is also known as “O Mary Don’t You Weep.” If you play the audio file, students may note that the lyrics are different from those shown onscreen. Let the class know that many versions of this song—as well as of many Negro spirituals—exist; you may want to then spend a few minutes discussing why this might be.

Go Down, Moses

When Israel was in Egypt's land,
Let My people go!
Oppressed so hard they could not stand,
Let My people go!

Refrain:

Go down, Moses,
Way down in Egypt's land;
Tell old Pharaoh
To let My people go!
No more shall they in bondage toil,
Let My people go!
Let them come out with Egypt's spoil,
Let My people go!
Oh, let us all from bondage flee,
Let My people go!

Discussion Questions

1. List at least three things that prove that owners discouraged strong slave families. Why do you think whites opposed allowing slaves to form strong family bonds?
2. Why do you think slave owners made slaves' lives so harsh and difficult? Explain your answer.
3. Think about the words to the Negro spirituals. What specific references to abolition or escaping can you find in the lyrics? How might these songs have been effective tools in the antislavery movement? Explain your answer.

1. Owners employed several methods to discourage strong slave families. For example, slave marriages were rarely recognized by legal authority. In addition, a husband or wife could be sold to another owner, thereby breaking up the family unit; the possibility also existed that children could be sold as well. Also, even if families didn't get broken up via sale, often children had to live in separate cabins from their parents. In most instances, white owners probably believed that weakening slaves' family ties would demoralize them and make them less likely to resist or fight when a child or relative got sold to another owner.
2. Students will likely note that since most slaveholders believed that slaves were property and considered them less than human, they had no reservations about having slaves live in squalor. Owners also believed that they had to use harsh measures to motivate their slaves to work, obey orders, and remain submissive to whites. Some students may find that the "slaves as property" analogy didn't necessarily warrant harsh treatment—after all, it would have been in the master's best interest to treat their property well, especially since slaves were generally a very expensive investment. The issue of racism thus comes into play here; you may wish to take a few minutes to discuss this now, or you can postpone it until after the slide on the proslavery viewpoint.
3. Answers to the first question will vary depending on the lyrics selected. As to the second question: Many students will probably note that the songs could have served as effective antislavery tools because the lyrics frequently helped raise slave morale by giving them hopes of liberation from bondage after death, overcoming difficult odds; songs could also undermine slavery by helping blacks escape to the North, as with "Follow the Drinking Gourd."

The Abolitionist Movement



Broadsides such as this one helped promote the abolitionist cause

- Influences:
 - The Enlightenment
 - Earlier religious groups
 - The Second Great Awakening
- Included religious and political groups
- Included both radicals and moderates, pragmatists and idealists

The abolitionist movement in America grew out of several different sources. One was the Enlightenment, a period of intellectual ferment in the 17th and 18th centuries that produced many new ideas, theories, and philosophies. Enlightenment thinkers had theorized that all men had “natural rights” and deserved equal treatment: based on this, some then concluded that black men were entitled to the same rights as white ones.

As mentioned earlier, religious groups in colonial times like the Congregational Church and the Quakers believed that slavery was wrong. The belief that slavery violated the word of God began to spread with the Second Great Awakening, a period of religious fervor which swept the country in the early 19th century. Revival meetings, a mainstay of this period, provided a fertile opportunity for ministers and congregation to discuss not only the benefits of religion but the evils of slavery as well. One of the earliest religious groups to oppose slavery was the “Society of Friends,” or the Quakers.

Soon, a movement dedicated solely to the abolition of slavery developed. Abolitionists were a diverse group, encompassing a range of people and drawing its support from religious, social, and political ideas. Some supported abolition because of practical reasons, others for moral reasons; some advocated a moderate approach to solving the problem of slavery, while others were more radical, seeking to put an end to the South’s “peculiar institution” using any means at their disposal—even violence.

Quakers in the Abolitionist Movement

- Played major role in abolitionist movement
- Among first in America to oppose slavery
- Believed that ending slave trade would eliminate slavery



An illustration of Quakers and Indians in colonial Pennsylvania

The Society of Friends, more commonly known as Quakers, were some of the first abolitionists in America and remained active anti-slavery crusaders throughout the antebellum period. Though Quakers in colonial America had at one time owned slaves, most came to believe that all men were equal in the eyes of God, and therefore slavery was wrong. In addition, many Quakers had been harassed because of their own personal opposition to the French and Indian War, and they responded by vocally opposing perceived social ills, including use of alcohol, exploitation of Indians, and especially slavery. Many Quakers in colonial America soon emancipated their slaves and strongly encouraged others to follow their example; members who continued to own slaves were frequently ousted from the faith.

The Quaker anti-slavery movement arose in Pennsylvania, and soon after the Pennsylvania Abolitionist Movement was organized to publicly speak out against slavery. In many instances, Quaker abolitionists focused on abolishing the slave trade, believing that this would put an end to slavery. In the 19th century, members of the Quaker faith (such as Levi Coffin, an Ohio store owner and prominent abolitionist) became highly active in the Underground Railroad movement by providing safe houses and shelter for runaway slaves as they made their trek northward to freedom.

1688 Germantown Quaker Petition

“There is a saying, that we should do to all men like as we will be done ourselves; making no difference of what generation, descent, or colour they are.... To bring men hither [to America], or to rob and sell them against their will, we stand against. In Europe there are many oppressed for conscience-sake; and here there are those oppressed which are of a black colour....Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children.”

In 1688, Quakers in Germantown, Pennsylvania, formally announced the first anti-slave petition in the colonies. While the “Germantown Petition” failed to win many other Quakers to the abolitionist side, it represented an initial step in the Quakers’—and America’s—organized opposition to slavery.

Note to teacher: Take a few minutes to discuss this excerpt with the class. Do students feel that the sentiments expressed here spring more from religious teachings, or from the persecution many Quakers had experienced?

The Pennsylvania Abolition Society

- Originally led by Quaker antislavery activists
- Later members included leaders of the American independence movement
- Worked with legislators to amend state laws regarding slavery



An illustration of Pennsylvania Abolition Society founder Anthony Benezet

In April, 1775—at approximately the same time as the Battles of Lexington and Concord—the Pennsylvania “Society for the Relief of Free Negroes Unlawfully Held in Bondage” (generally called the Abolition Society), met in Philadelphia. The first president of the Pennsylvania Abolition Society (PAS) was Anthony Benezet, a well-known Quaker anti-slavery activist. Benezet, along with other Quakers (including John Woolman, an influential traveling preacher), had already begun actively encouraging Pennsylvania slaveholders to free their slaves on religious, moral, and economic grounds. The PAS, made up predominantly of Quakers, met four times before disbanding. In 1784, the group re-formed, and did so again in 1787. The new incarnation of the PAS also included leaders of the independence movement, including Dr. Benjamin Rush and Benjamin Franklin, who later became president of the Society.

The PAS successfully convinced the Pennsylvania state legislature to prohibit the transportation of slave children and pregnant women out of the state, as well as to prohibit slave ships from using the port of Philadelphia. Harsher punishments for slave kidnapping were enacted, and it became illegal to separate members of slave families by more than 10 miles. In addition, the PAS sought to create black schools, assist in finding jobs for blacks, and worked to instill a strong work ethic among African Americans. However, the death of its leaders (including Rush and Franklin) led to the decline of the PAS, although it never completely died out; in fact, the PAS still exists to this day, working to educate people and to assist African American communities in Pennsylvania.

The Address to the Public

- Written by Benjamin Franklin
- Highlighted logical reasons for freeing slaves
- Also revealed a belief in the inferiority of slaves, due either to natural causes or the harshness of being treated as a “brute animal”

“Slavery is such an atrocious debasement of human nature, that it’s very extirpation, if not performed with solicitous care, may sometimes open a source of serious evils.”

—Benjamin Franklin,
Address to the Public

In 1789, the Pennsylvania Abolition Society issued an “Address to the Public,” which spelled out much of its opposition to slavery. Written by Benjamin Franklin, the *Address* provided logical reasons for freeing slaves. However, the *Address* also showed that the PAS viewed slaves as inferior, supposedly either as a result of heredity or due to the “intellectual and social damage of enslavement.”

In the *Address*, Franklin noted that a slave (referred to as the “unhappy man”) “sinks beneath the dignity of a human being,” and is “poor and friendless, perhaps worn out by extreme labour, age, and disease.” Franklin also warned that in these instances, “freedom may often prove a misfortune to himself [the slave] and prejudicial to society.” In this regard, Franklin may have been noting that simply freeing the slaves and absorbing them into society would be a mistake because they would not be able to adjust to freedom, either because of years of slavery or possibly because of an innate inferiority to whites. Regardless, it appears from Franklin’s final paragraph that it was a necessity that slaves be freed.

Franklin Petitions Congress to Abolish Slavery and Slave Trade



Franklin's petition

- Franklin became opposed to slavery after ratification of Constitution
- Introduced petition to Congress in February, 1790
- Sparked heated debate
- Senate failed to act; House referred it to Committee
- Petition tabled; Franklin died soon afterward

In 1790, as president of the Pennsylvania Abolition Society, Benjamin Franklin introduced a petition to the first U.S. Congress calling for the abolition of slavery and an end to the slave trade. Franklin had not always opposed slavery; in fact, he owned slaves as a young man and frequently published advertisements in his newspapers publicizing the sale of slaves. However, he came to change his views, and after the ratification of the Constitution, he became president of the Pennsylvania Abolition Society and wrote several essays opposing slavery.

Franklin's petition, which was signed in February, 1790, sparked heated debate in the Senate between pro-slavery and anti-slavery senators. The Senate eventually elected to take no further action on the petition. In the House, the petition got sent to a select committee for further review and investigation. In March, 1790, the committee reported that the Constitution forbade Congress from interfering with the slave trade until 1808, and then tabled the petition. Two months later, Franklin died, and the petition was never reintroduced.

Discussion Questions

1. What reasons did Quakers give in their 1688 Germantown petition for opposing slavery? How do you think the petition might have been received by other groups in Pennsylvania at the time?
2. Why do you think leaders such as Benjamin Franklin waited until later in life to embrace abolitionism?
3. Why didn't Congress act on the petition that Franklin and the Pennsylvania Abolition Society drafted? In your view, how might American history have been different had Congress passed legislation approving the petition? Explain.

1. The Germantown petition essentially stated that slavery violated the “do unto others as you would want done unto you” idea expressed in the Bible. Some groups in Pennsylvania may have agreed with this reasoning; others may have shared the Quakers’ anti-slavery stance, but opposed slavery because they saw it as more of a political or economic evil rather than a moral issue; still others may have been opposed to slavery in theory, but willing to accept it in order to obtain labor for unskilled or semi-skilled positions.
2. Answers will vary. Some students may feel that the ideals of the Revolutionary War, such as “liberty” and the “pursuit of happiness,” may have influenced the thinking of many Revolutionary War thinkers, including Franklin. Others may note that not all patriots felt the same way—especially those in the South. It’s also possible that someone like Franklin, a thinker and a skilled tradesman (printing), might have not seen as much of a need for slaves as a planter did.
3. The introduction of Franklin’s 1790 petition caused heated debate in the Senate, where the South and the North had nearly the same number of members. This meant that Franklin’s petition would have not received significant support to be considered further. In the House of Representatives, however, the number of Northern delegates exceeded those of the South. Thus, Northern representatives managed to get the petition sent to a special committee for consideration. The committee reported to the full House that the petition could not be approved since the Constitution forbade Congress from acting in any way on slavery or the slave trade until the year 1808. Some students may feel that had Congress acted on this petition and abolished slavery, the Civil War would have been avoided, since the issues of slavery and sectionalism would have been somewhat defused. Other students may feel that abolishing slavery might have aroused sectional tensions to the point that war between North and South would have occurred immediately rather than in 1861.

Gradual vs. Immediate Emancipation

- Occurred mainly in the North
- Some states emancipated slaves immediately without any conditions (Vermont, Massachusetts)
- Other states emancipated slaves gradually
- In some Southern states, slave owners could free their slaves through a court order



As opposition to slavery began to grow, citizens and lawmakers began to grapple with the question of how to emancipate existing slaves. Debates arose as to whether slaves should be freed immediately or gradually, only after a specified set of conditions had been met.

States such as Massachusetts and Vermont freed their slaves immediately by law. Vermont abolished slavery in 1777, and Massachusetts included a clause abolishing slavery in its state constitution soon thereafter in 1780 (although legal challenges to it prevented it from going into effect until 1783). Both states possibly did this as a response to Britain's promise to free slaves that joined their army in the Revolutionary War.

Several other states allowed for gradual emancipation—that is, slaves would only become free when they met a specific condition, such as reaching a certain age. For example, in 1780 Pennsylvania passed a law requiring all children born into slavery to be freed when they reached the age of 28. In 1784, Rhode Island freed male slaves when they reached the age of 21, and female slaves when they reached the age of 18. A later New York law freed male slaves born in 1799 or later when they reached the age of 28, and women when they reached the age of 25.

Depending on the state, Southern slave owners could also emancipate their slaves. In Virginia, Maryland, and Delaware, slaves could be freed at the desire of the slaveholder; however, in North Carolina slaveholders had to receive permission from a county judge in order to free their slaves. Meanwhile, South Carolina and Georgia prohibited slaveholders from legally freeing their slaves at all.

Calls for Immediate Emancipation



William Lloyd Garrison

- Many early abolitionists believed in gradual emancipation
- Later abolitionists, such as Garrison, became supporters of immediate emancipation
- Other abolitionists supporting immediate emancipation include Douglass, Weld, Forten, and Beecher

The abolitionist movement soon began to evolve into two camps. One favored gradual emancipation, usually when a slave reached a certain age. The other championed immediate emancipation. Those who urged gradual emancipation believed that freeing all the slaves immediately would result in huge social and economic upheavals: those who depended on slavery economically would not have time to shift to a free-labor system, a huge influx of blacks might occur in the North and in Southern cities, and society as a whole would not be able to assimilate all the freedmen. Gradual emancipationists generally believed that abolition had to occur slowly so that Americans' attitudes and customs could have time to adjust to the idea of free blacks. Many also believed that forcing immediate emancipation would lead to violence and possibly civil war.

Immediate emancipationists, on the other hand, tended to view slavery as a moral wrong that could not be tolerated under any circumstances. One supporter of immediate emancipation was William Lloyd Garrison, the editor of the radical anti-slavery newspaper *The Liberator*. Garrison's urged "immediate emancipation, gradually achieved," which implied that while slaveholders should immediately put in place a plan to free slaves, they did not actually have to free them right away. Several other abolitionists followed Garrison's lead and supported the immediate emancipation movement, including Frederick Douglass, Theodore Weld, James Forten, and Lyman Beecher.

The Colonization Movement

- Supported sending freed slaves to Africa
- Leading supporters included Clay, Monroe, and Lincoln
- American Colonization Society
- Founding of African colony in Liberia



While many focused on freeing slaves, others viewed colonization of blacks as a more desirable alternative. Those behind the colonization movement believed that blacks would enjoy greater freedom if they were returned to Africa and allowed to start their own society. Colonizationists felt that if freed blacks remained in the United States, they would have little chance of gaining equality because of perceived innate inferiority to whites; still others felt that blacks were not as law-abiding as whites, and therefore needed to be relocated.

Leading supporters of the colonization movement included Senator Henry Clay, and presidents James Monroe and Abraham Lincoln. Lincoln at one point stated, "I have said that the separation of the races is the only perfect preventative of amalgamation... Let us be brought to believe it is morally right, and, at the same time, favorable to, or, at least, not against, our interest, to transfer the African to his native clime, and we shall find a way to do it, however great the task may be."

Founded in 1816, the American Colonization Society proposed to move blacks (with their consent) to Africa or another location. In the early 1820s, the first colonists left for West Africa to find the new nation of Liberia. While many of the first settlers died of yellow fever and other diseases, enough remained to make Liberia a stable society. In 1847, Liberia became an independent nation.

Other Emigration



Austin Steward, a former slave who later served as president of the Wilberforce Colony in Canada

- Some ex-slaves decided to move to other areas
- Haiti and Canada became popular destinations
- “Haytian Union” and Wilberforce Colony created

While the American Colonization Society focused on encouraging blacks to return to Africa, other emigration movements were gaining popularity as well. Some blacks, instead of going back to their ancestral homeland, elected to stay in North America, specifically in Haiti and Canada.

After Haiti gained its independence in 1804 and reestablished trade relations with the United States, it actively encouraged blacks to migrate there. The “Haytian Union” was formed to encourage friendly relations between the two nations.

In 1828, several whites in Cincinnati, Ohio, became concerned with the sharp rise in African American population and sought to ensure that the black population remain stable or decrease. A committee of citizens contacted the Canada Company to provide a tract of land near Ontario for African American settlement. That summer, race riots further solidified concerns, and many blacks left Cincinnati due to intimidation or threats of possible violence. Other blacks sought to emigrate to the land provided in Canada, which became known as the Wilberforce Colony; approximately 150 to 200 families eventually settled there.

Compensated Emancipation

- Some abolitionists supported paying slave owners for the loss of their property
- Cited 5th Amendment protection of property
- Lincoln's compensation plan
- Most Northern responses to Lincoln's plan were negative



An 1862 cartoon, possibly referring to Lincoln's compensation plan

Another issue that divided abolitionists as well as government officials involved compensation for slave owners who emancipated their slaves. Many cited the 5th Amendment's protection of the right to property as a logical reason to provide compensation for slave owners.

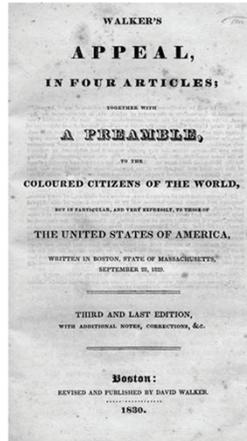
Even Abraham Lincoln believed slave owners should be compensated for emancipating their slaves, and proposed a compensation plan in 1862, which would have provided \$400 to each slaveholder who freed his slaves. Lincoln noted that the cost of the Civil War ran to nearly \$2 million per day. He observed that to free all the slaves in Delaware (nearly 1800 total) would only cost \$719,000, and to free all the slaves in Delaware, Missouri, Maryland, Kentucky, and Washington, D.C. (nearly 433,000) would cost the government \$173,048,800, or roughly what the government would pay to conduct the war for 87 days. In return for the payment, Lincoln suggested that the states develop a 20-year deadline for abolishing slavery. Overall, Lincoln stated that the amount required for compensation "would not be half as onerous as would be an equal sum, raised now, for the indefinite prosecution of the war." However, Lincoln's idea met with little enthusiasm in the North, and he instead issued the Emancipation Proclamation approximately six months later.

Discussion Questions

1. Why might some have favored gradual emancipation over immediate emancipation of slaves?
2. Do you believe slave owners should have been given any compensation for freeing their slaves? Defend your point of view.
3. Do you think Lincoln's views on colonization and compensation for slave owners undermine the popular view of him as the "great emancipator"? Explain.

1. Many of those who favored gradual emancipation believed that freeing the slaves immediately would be too much of a social and economic upheaval. Others felt that gradual emancipation provided the only realistic way to achieve abolition, since immediate emancipation could lead to violence and civil war.
2. Answers will vary. Some students may feel that Lincoln's plan to give slave owners \$400 for slaves they freed offered a less expensive—and less deadly—way to end the Civil War. Others may feel that for any person to hold another in bondage as a slave was immoral, and that slaveholders should not have been compensated or rewarded in any way.
3. Answers will vary. Some will feel that Lincoln's stated views on colonization and compensation revealed a belief that slavery was not a moral wrong, and therefore he didn't deserve the title of "the great emancipator." Others will see Lincoln as a product of his time, and believe that he deserves credit for emancipating the slaves no matter what his personal views on slavery were.

David Walker's *Appeal*



- Walker was a free black
- *Appeal* written in 1829
- Considered radical because it called for slaves to revolt
- Many mainstream abolitionists objected to Walker's view

The son of a slave father and free black mother, David Walker was considered a free black under North Carolina law. After the death of his mother, Walker traveled extensively, eventually settling in Boston, setting up a used clothing store, and joining the city's abolitionist movement. By the end of 1828, he had become one of the best known abolitionist voices in the city.

In 1828, he wrote his famous *Appeal*, in which he called for slaves to revolt against their masters. Many mainstream abolitionists, such as William Lloyd Garrison, spoke out against Walker's views. Walker's *Appeal* was meant to instill pride in slaves and encourage them to embrace the hope that they someday would be free. However, in 1830, soon after the publication of the third edition of his work, he died, probably of tuberculosis.

From Walker's *Appeal*

The whites have had us under them for more than three centuries, murdering, and treating us like brutes...Now, I ask you, had you not rather be killed than to be a slave to a tyrant, who takes the life of your mother, wife, and dear little children? Look upon your mother, wife and children, and answer God Almighty; and believe this, that it is no more harm for you to kill a man, who is trying to kill you, than it is for you to take a drink of water when thirsty;

Note to teacher: Either read this section from Walker and the selection on the next slide from Garrison aloud or have students do so. One of the discussion questions later asks about Garrison and Walker; you may wish to discuss it then, or you can take a few minutes to discuss it after viewing these two slides.

Garrison's Response to Walker

Believing, as we do, that men should never do evil that good may come; that a good end does not justify wicked means in the accomplishment of it; and that we ought to suffer, as did our Lord and his apostles, unresistingly—knowing that vengeance belongs to God, and he will certainly repay it where it is due; — believing all this, and that the Almighty will deliver the oppressed in a way which we know not, we deprecate the spirit and tendency of this Appeal... We say, that the possibility of a bloody insurrection at the south fills us with dismay...

Sojourner Truth

- Born a slave; escaped to freedom
- Became an outspoken abolitionist and women's rights advocate
- Best known for her speech "Ain't I A Woman?"



Isabella Baumfree, who would later call herself "Sojourner Truth", was born a slave in 1797 in New York state. Her master had promised to free her a year before the statewide emancipation of slaves in New York in 1827. However, claiming she had a "hand injury", he refused to do so. While she continued working until she had contributed enough to gain her freedom, she escaped in late 1826 with one of her children.

In 1843, Isabella changed her name to "Sojourner Truth," converted to the Methodist faith, and began to travel, preaching abolition and women's rights. She is best known for her oration "Ain't I A Woman?," delivered at the 1851 Ohio Women's Rights Convention.

During the Civil War, Truth helped recruit African American soldiers for the Union Army, and continued speaking in support of civil rights as well as equal rights for women. After the war, she continued her fight for suffrage, including attempting to vote in the 1872 presidential election; however, she was turned away at the polling place. She died in 1883.

From “Ain’t I A Woman?”

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me!

And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Then that little man in black there, he says women can’t have as much rights as men, ’cause Christ wasn’t a woman! Where did your Christ come from? Where did Christ come from? From God and a woman! Man had nothing to do with Him.

Note to teacher: Ask students to read the excerpt from “Ain’t I A Woman?” Once they have completed the reading, ask students to reflect on her main message. While it deals with equal rights for women, she also includes several spiritual themes. Ask students to speculate why she did this, and what impact adding religious themes to her speech might have had.

Elijah P. Lovejoy



- Started abolitionist newspaper in St. Louis
- Moved to Alton, Illinois
- Founded the *Alton Observer*
- Killed when a pro-slavery mob destroyed his printing press in 1837

Elijah P. Lovejoy started his career as a school teacher, and then became a Presbyterian minister in the early 1830s. After observing a slave burned at the stake, Lovejoy founded a religious newspaper in St. Louis and became a fervent abolitionist. He began to speak out strongly against slavery, earning the hatred of both Southerners and slaveholders in Missouri and other border states. After a pro-slavery mob destroyed his printing press, he moved to Alton, Illinois, where he continued his abolitionist writings and founded *the Alton Observer* newspaper.

While in Alton, three of his presses were destroyed and dumped into the Mississippi River by pro-slavery mobs. In November 1837, a pro-slavery mob set fire to the newspaper warehouse in an effort to destroy a fourth press. Lovejoy was on the roof of the warehouse attempting to put out the fire when he was shot and killed.

After his death, his brother Owen became the leader of the Illinois abolition movement. Many viewed Lovejoy a martyr for the abolitionist cause, and he is considered by some to be the first casualty of the Civil War.

An Attack on an Abolitionist

...I could hear the epithets, "The infernal scoundrel, the d—d amalgamating Abolitionist, we'll have his heart out yet," &c &c. They were armed with pistols and dirks, and one person was discharged, whether at any person or not, I did not know. The fellow from Mississippi seemed the most bent on my destruction. He did not appear at all drunken, but both in words and actions manifested the most fiendish malignity of feeling and purpose. He was a ruined man, he said, had just as lief die as not; but before he died he "would have my blood"...

I have no doubts that four-fifths of the inhabitants of this city are glad that my press has been destroyed by a mob, both once and again. They hate mobs, it is true, but they hate Abolitionism a great deal more. Whether creditable to them or not, this is the state of public sentiment among our citizens.

Letter by Elijah P. Lovejoy to a friend on October 3, 1837

Note to teacher: This excerpt is from the text of a letter Elijah P. Lovejoy wrote a friend (not identified) on October 3, 1837, approximately a month before he was murdered. Again, either read this aloud to the class or choose a student to do so.

The Grimké Sisters



Angelina Grimké Weld
and Sarah Grimké

- Abolitionists and women's rights activists
- Born in South Carolina, they witnessed firsthand mistreatment of slaves
- First women to speak publicly against slavery
- Criticized by clergy and others for threatening the "female character"

Angelina and Sarah Grimké were daughters of John Faucheraud Grimké, the chief judge of the South Carolina Supreme Court and a prominent plantation owner. He was also a strong supporter of slavery. However, after observing the mistreatment of slaves at an early age, Sarah became a staunch abolitionist. After she took her father to Philadelphia for medical treatment, she joined the Quaker faith. Returning to South Carolina, she converted Angelina to the Quaker faith, and the sisters moved to Philadelphia.

After Angelina wrote a letter to the editor of William Lloyd Garrison's *The Liberator*, the sisters were rebuked by the Quaker community for "threatening the female character"; however, they won the notice of prominent abolitionists and soon became fully immersed in the anti-slavery cause. They received training as speakers, and became the first women to publicly condemn slavery. As a result, they became the focus of a great amount of criticism, especially by those who felt that the sisters shouldn't be so outspoken in a "man's world." As a result, not only did the sisters become well-known in the abolitionist movement, but in the women's rights movement as well.

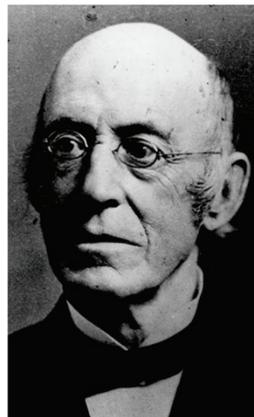
Angelina Grimké, 1838 Speech

As a Southerner I feel it is my duty to stand up here to-night and bear testimony against slavery. I have seen it—I have seen it. I know it has horrors that can never be described. I was brought up under its wing: I witnessed for many years its demoralizing influences, and its destructiveness to human happiness. It is admitted by some that the slave is not happy under the *worst* forms of slavery. But I have *never* seen a happy slave. I have seen him dance in his chains, it is true; but he was not happy. There is a wide difference between happiness and mirth. Man cannot enjoy the former while his manhood is destroyed, and that part of the being which is necessary to the making, and to the enjoyment of happiness, is completely blotted out. The slaves, however, may be, and sometimes are, mirthful. When hope is extinguished, they say, “let us eat and drink, for tomorrow we die.” [Just then stones were thrown at the windows, —a great noise without, and commotion within.] What is a mob? What would the breaking of every window be? What would the leveling of this Hall be? Any evidence that we are wrong, or that slavery is a good and wholesome institution? What if the mob should now burst in upon us, break up our meeting and commit violence upon our persons—would this be any thing compared with what the slaves endure?

Note to teacher: This excerpt is from a speech Angelina Grimké gave at Pennsylvania Hall, May 17, 1838. Again, either read this aloud to the class or choose a student to do so.

William Lloyd Garrison

- Joined anti-slavery effort at age 25
- Originally member of American Colonization Society
- Founded *The Liberator* in 1831
- Believed the Constitution supported slavery



One of the more famous abolitionist leaders was William Lloyd Garrison, an outspoken opponent of slavery who joined the abolitionist movement at age 25. He had originally been a member of the American Colonization Society; however, he left the group because he believed its main purpose was only to reduce the number of free blacks in the U.S., therefore further entrenching slavery in America.

After working as co-editor of the newspaper *The Genius of Universal Emancipation*, Garrison established his own newspaper, *The Liberator*, in 1831. While early distribution of *The Liberator* was small (with only approximately 400 readers), subscriptions soon grew, and the paper continued publication until the end of 1865, after the ratification of the 13th Amendment.

At one point, Garrison was a friend of Frederick Douglass; however, their friendship ended with a disagreement about the impact and importance of the U.S. Constitution. Douglass believed that the Constitution supported emancipation of slaves, while Garrison held that it actually supported slavery, calling it “a covenant with death and an agreement with Hell.” In later speeches and public addresses, Garrison called the document “pro-slavery”, and publicly burned copies of the Constitution.

After the abolition of slavery with the passage of the 13th Amendment, Garrison became a staunch supporter of the temperance and women’s suffrage movement. He died in 1879.

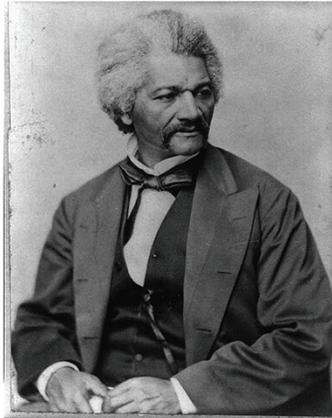
Garrison in *The Liberator*

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or to speak, or write, with moderation. No! no! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present.

I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

Note to teacher: This excerpt is from the first edition of *The Liberator*, 1831. Again, either read this aloud to the class or choose a student to do so.

Frederick Douglass



- Born Frederick Augustus Washington Bailey in 1818
- Escaped from slavery, self-educated
- Became a renowned author and orator
- Inspired by William Lloyd Garrison

One of the best known abolitionist leaders and orators was former slave Frederick Douglass. Born Frederick Augustus Washington Bailey in 1818, his mother was a slave and his father may have been a white man. As a boy, he was sent to Baltimore to work as a ship's carpenter. Eventually, he was returned to the Maryland countryside and sold to a "slavebreaker," Edward Covey. Barely fed and continuously beaten, Douglass resolved to escape; in 1838, he did.

In 1841, he saw noted abolitionist William Lloyd Garrison speak, and the two became allies, with Garrison helping Douglass become a noted abolitionist lecturer as well as an author, including his autobiography *Narrative of the Life of Frederick Douglass, an American Slave*. He also published the anti-slave newspaper *The North Star*.

As mentioned earlier, Douglass and Garrison later entered into a bitter philosophical dispute. While Garrison believed that secession would further the cause of abolition, Douglass believed that secession would further isolate Southern slaves.

During the Civil War, Douglass advised President Lincoln and also helped recruit African Americans to join the Union Army. After the war, he continued to work for both civil rights and women's rights.

**From *Narrative of the Life of
Frederick Douglass***

“The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slave the double relation of master and father.”

“Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and hastening the glad day of deliverance to the millions of my brethren in bonds—faithfully relying upon the power of truth, love, and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause,—I subscribe myself,
FREDERICK DOUGLASS.”

Note to teacher: Again, either read this aloud to the class or choose a student to do so.

Discussion Questions

1. After reviewing the leading abolitionists of the period, which one do you feel most effectively promoted the anti-slavery cause? Which do you feel was the least effective or was “disruptive”? Explain.
2. Why didn’t abolitionists such as Garrison support David Walker?
3. By calling the Constitution “a covenant with death and an agreement with Hell,” do you think Garrison helped or hurt the abolitionist cause? What might he have hoped to gain by making such a statement?

1. Many students may believe that Frederick Douglass most effectively promoted the abolitionist cause since he was African American and had also experienced slavery firsthand. Others may feel the Grimké sisters were the most effective since they had to overcome not only opposition for their views on slavery, but also criticism because of the fact that they were women speaking out in what had been considered a “man’s world.” Some students may note that because Walker was so radical (supporting slave insurrections), he most likely would have been considered the most “disruptive” of the movement. However, others may point to Garrison as disruptive since he publicly criticized the Constitution and favored letting the South secede.
2. While Garrison was one of the most outspoken of the abolitionist leaders, he (as well as other abolitionists) probably opposed Walker’s radical views because he feared that many moderates might desert the abolitionist movement if it embraced violence or advocated slave rebellion.
3. Answers will vary, but most students will probably say that by attacking one of America’s most cherished political documents, he hurt the abolitionist cause. Answers to the second question will also vary, but one possible reason is that Garrison wanted to shock people and to get them to seriously consider how much government was on the side of the slaveholder and spur people on the fence about abolition to join the anti-slavery side.

The Underground Railroad

- Vast organization helping runaway slaves
- More blacks than whites involved
- Locally based rather than nationwide
- Larger significance



Of all the organizations and groups supporting abolition, none was more famous—or perhaps more successful—than the so-called “Underground Railroad.” The organization, run primarily by African Americans but which also included several committed whites, effectively moved hundreds of runaways North every year. “Passengers” were escaped slaves; “conductors” were those who sheltered them in safe houses or guided them to the next “station.”

The Underground Railroad had no central organization or national directors; instead, it was made up of several local cells strung together in an informal network. Generally, “conductors” and safe houses along the route north only had contact with adjacent “stations” and had little information about the larger scope of the Underground Railroad as a whole. However, they were highly successful: by some estimates, more than 100,000 slaves gained their freedom in the period from 1810 to 1850 by using the Underground Railroad.

However, the Underground Railroad did more than just help slaves escape. It undermined the belief of many white slaveholders that blacks were intellectually inferior because African Americans demonstrated intelligence in their ability to plan escapes. The fact that thousands of slaves risked life and limb to escape via the Underground Railroad also proved that slavery was a harsh, brutal system and that blacks would do anything to escape from it. In addition, the Underground Railroad provided a rare opportunity for black-white cooperation, undermining the idea that if slaves were freed, the two races wouldn’t be able to coexist.

Harriet Tubman



- Most famous “conductor”
- Known as “Moses”
- Personally escorted over 300 slaves to freedom
- Used various techniques to help slaves escape
- Southern slaveholders offered \$40,000 for her capture

Of all the “conductors” on the Underground Railroad, none was better known than Harriet Tubman. Herself a runaway slave, she personally helped escort 300 slaves to freedom during her “service” on the Railroad. Because of her ability to help lead runaways, she became known as “Moses,” leading slaves to the “promised land” of the North.

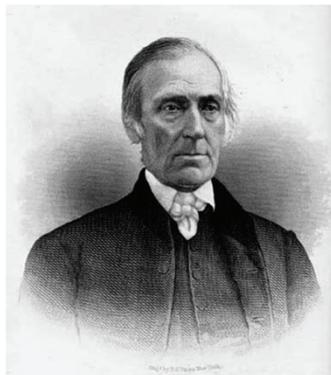
Tubman was born in Maryland around 1820. As a child, she worked in the home of her master; however, as a young woman she had to go work in the fields. Around 1844, she married a free black named John Tubman, but when she found that all the slaves on the plantation which she lived would be sold, she decided to escape. Making it to Philadelphia by following the North Star, she worked for two years before returning to Maryland several times to help members of her family escape. While she found her husband had taken another wife, she still continued to make trips into the South to aid runaway slaves.

She employed various tactics to help avoid capture, such as using the master’s own horse and wagon to transport runaway slaves, traveling south instead of north with runaways in order to avoid slave catchers, and sedating crying babies so that they wouldn’t give away their position to slave catchers. By 1860, Tubman had even rescued her own 70-year old parents.

By 1856, southern slaveholders had become so enraged by Tubman’s actions that they announced a bounty of \$40,000 for her capture and return to the South. During the Civil War, she worked as a cook, nurse, and Union spy. She died in 1913.

Levi Coffin

- Provided “safe haven” to thousands of slaves en-route North to freedom from the late 1820s through 1840s
- Considered the “President” of the Underground Railroad
- Supposedly depicted in “Uncle Tom’s Cabin”



While Harriet Tubman was the main “conductor” on the Underground Railroad, Levi Coffin became known as the “President of the Underground Railroad” for his personal efforts in guiding thousands of runaway slaves northward from his home in Newport (now Fountain City), Indiana, as they traveled along major escape routes from Cincinnati, Madison, Indiana, and Jeffersonville, Indiana.

Coffin and his wife, Catharine, assisted so many slaves from their home that it soon became known as the Underground Railroad’s “Grand Central Station.” Harriet Beecher Stowe supposedly used one of the refugees in the Coffins’ home as the model for the character “Eliza” in her novel *Uncle Tom’s Cabin*, and the Coffins are supposedly represented in the work by the characters Simeon and Rachel Halliday.

When asked why he risked arrest in order to assist slaves in gaining their freedom, Coffin replied that he "read in the Bible when I was a boy that it was right to take in the stranger and administer to those in distress, and that I thought it was always safe to do right. The Bible, in bidding us to feed the hungry and clothe the naked, said nothing about color, and I should try to follow out the teachings of that good book." It's estimated that the Coffins helped more than 100 slaves gain their freedom each year.

Underground Railroad Routes

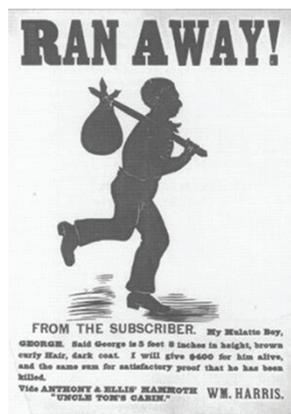


- Runaway slaves took several routes to freedom
- Many slaves sought to escape to Canada
- Other slaves actually went farther south, looking for escape to Mexico, Cuba, or other locations

Most runaways hoped to relocate somewhere in the North and settle down; however, the passage of the Fugitive Slave Law as one of the planks of the Compromise of 1850 made it increasingly dangerous for ex-slaves in the North, since it forced authorities to return escaped slaves to their masters in the South. Many slaves seeking freedom via the Underground Railroad therefore frequently looked for other locations in which to settle—places beyond the reach of slave catchers and the Fugitive Slave Law. Several thousand slaves left the United States and fled to Canada, establishing settlements near Quebec, Ontario, as well as in other locations. Others sought refuge in Caribbean nations, including Haiti, where slaves in 1804 had revolted against the French and won their independence.

Runaway Slaves

- Escape extremely difficult
- Many runaways left family behind; relatives might be punished as retribution
- Recaptured slaves severely punished
- Underground Railroad made escaping somewhat easier



Though many slaves dreamed of running away, few slaves had navigation skills or the ability to live off the land for an extended period of time, and the journey from slave territory to free land was difficult. Even more difficult was the knowledge that escaping slavery most often also meant leaving family behind. Frequently, a male slave would run away, leaving his wife and children still in bondage. Slaves also ran the risk of severe punishment if captured. In several instances, captured runaways were flogged to near death by their masters in an attempt to dissuade them from attempting escape again, or to set an example to ensure other slaves on the plantation wouldn't follow suit and try to escape.

The Underground Railroad made escaping slightly easier, and as the network grew more and more, slaves attempted to find their way to the North. In response, Southerners were able to secure passage of the Fugitive Slave Law, which required Northern officials to return fugitive slaves and set severe punishments for whites who attempted to aid runaways.

Slave Revolts



Illustration depicting Nat Turner and other slaves plotting their revolt

- Slaves sometimes revolted against their masters to gain their freedom
- Several revolts occurred from the mid-1600s until 1859
- Revolts often made owners more fearful of and oppressive toward slaves

Sometimes, slaves rebelled against their masters in an attempt to gain their freedom. The first recorded slave rebellion occurred in 1663 in Virginia: it was crushed when a fellow slave informed slave owners of the plot.

Larger slave revolts such as the Stono Rebellion and those led by Gabriel Prosser and Denmark Vesey were eventually put down, but not before several whites and blacks were killed. During Nat Turner's rebellion, more than 60 whites were killed before the invasion was crushed, and Turner was captured and executed.

As a result of slave rebellions, whites became fearful of the possibility that they and their families might be murdered by their slaves, and masters responded by treating slaves even more harshly and oppressively.

Stono Rebellion

- Attempted rebellion by South Carolina slaves
- Slaves believed masters were weakened
- Rebellion was crushed; 20 whites and 44 slaves died



One of the earliest known slave revolts occurred in 1739 in South Carolina, where slaves organized and initiated an unsuccessful rebellion along the banks of the Stono River. Led by an educated slave known as “Jemmy,” the rebels believed that an epidemic of yellow fever had reduced the strength of slave owners. They also believed a possible war between Britain and Spain was imminent, and if Spain won the war, slaves might receive their freedom.

The revolt spread as slaves burned seven plantation farms and killed 20 whites. However, white militia troops eventually caught up with the rebellious slaves. Forty-four slaves were killed in suppressing the rebellion.

As a result of the Stono Rebellion, authorities placed a ten-year moratorium on the importation of slaves into Charleston, and a harsh slave code, or set of laws governing the lives and movement of slaves, was put into effect.

Denmark Vesey

- Plotted what might have been one of the largest slave revolts in U.S. history (1822)
- Born a slave, later able to buy his freedom
- Vesey and his followers planned to kill whites and temporarily seize the city of Charleston
- Plans leaked, and Vesey and over 100 others arrested on charges of conspiracy
- Vesey and 35 others hanged

Perhaps no slave revolt plot was larger than that of Denmark Vesey, a slave who, along with other slaves and free blacks, planned to kill their masters and seize control of the city of Charleston, South Carolina. Vesey, a slave born in the West Indies, had been sold as a youth to a master of Charleston. After winning \$1500 in a city lottery, Vesey was able to buy his freedom and worked in Charleston as a carpenter. He also co-founded a branch of the African Church in Charleston, which white authorities shut down in 1820.

Angered at the closing of his church and inspired by the success of the Haitian slave rebellion nearly 20 years earlier, Vesey began to plot a rebellion of his own. After the revolt, the conspirators planned to sail to Haiti. However, two slaves leaked details of the plot to white authorities, who arrested more than 130 slaves and freed blacks on charges of conspiracy. Vesey and 35 other blacks were hanged after being convicted on conspiracy charges.

Nat Turner

HORRID MASSACRE IN VIRGINIA



Nat Turner plans his slave revolt with other blacks

- Took solar eclipse as a sign to start rebellion
- Killed master's family as they slept
- More than 50 killed in rebellion
- Turner eventually captured and executed
- More than 200 blacks (most innocent) killed by white mobs

The most famous—and bloodiest—slave revolt occurred in Virginia in 1831. Nat Turner, a slave who had frequently had “visions,” witnessed a solar eclipse, which led him to believe that he had been divinely ordained to lead a slave rebellion. According to an account Turner later gave, he and his followers “quickly agreed [that] we should commence at home on that night, and until we had armed and equipped ourselves, and gathered sufficient force, neither age nor sex was to be spared.” After killing his master and his family, Turner and his followers went from house to house across the Virginia countryside, killing any white person they saw. When the rebellion finally ended, more than 50 people had been murdered.

Turner hid out for several weeks after the revolt ended. Captured, he was tried and sentenced to death. Executed by hanging, his body was eventually skinned by the execution detail, while passersby took parts of his corpse as souvenirs.

Even after the execution of Turner, many whites did not feel satisfied that justice had been done. White vigilantes continued to look for blacks they thought may have been involved in the uprising. More than 200 blacks were accused of involvement in the uprising and killed. Many of those who died had been innocent of any involvement. Slaves from as far away as North Carolina were unjustly implicated and executed after the rebellion.

The *Amistad* Case

- Blacks revolted onboard a slave ship and killed several members of the crew
- Unable to return to Africa, they landed on U.S. shores instead
- Various legal cases arose regarding ownership of ships and cargo (slaves)
- U.S. Supreme Court ruled that blacks were not slaves but instead were free

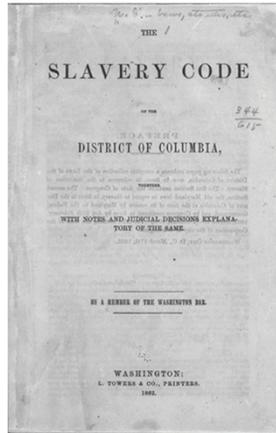


Cinque
(Sengbe Pieh)

One of the most significant cases involving abolition and slave revolts occurred in 1841 regarding the *Amistad*, a Spanish slave ship. In 1840, led by a slave known as “Cinque” (Sengbe Pieh), slaves freed themselves from their shackles and overtook the ship. Unable to navigate the vessel back to Africa, the slaves instead traveled north to Long Island, New York. Once in New York, the U.S. Navy confiscated the ship and imprisoned the slaves. The authorities levied charges of murder and mutiny against Cinque and the other slaves. Other claims were filed in court, including ones by the sailors who discovered the *Amistad*, believing they had property rights of salvage; the Spanish government, which believed that since the *Amistad* was a Spanish ship, the slaves were Spanish property and should be returned to Spain; and the slaves themselves, who believed that they were not slaves at all but free, and therefore should be allowed to return to Africa.

In the lower courts, the charges of mutiny and murder were soon dropped. However, President Martin Van Buren, concerned about his reelection chances and gaining votes in the South, sided with the Spanish and asserted that the Africans were still enslaved and should be returned to Spain. U.S. abolitionists saw the *Amistad* case as an opportunity to win a major victory for their cause, and they represented the slaves in court. The lower courts ruled in favor of the slaves, and Van Buren ordered the case appealed. In appeals courts, the abolitionists won again, but the case was appealed again to the U.S. Supreme Court. Former U.S. President John Quincy Adams agreed to argue the abolitionists’ case. In March, 1841, the Supreme Court ruled that the Africans were not guilty of a crime, but instead had been unlawfully kidnapped with the intent of being forcibly required to become slaves. The Court directed that the slaves be freed and returned to their homeland, which they were early in 1842.

Backlash Against Revolts



- Many owners believed that giving slaves privileges and education encouraged revolt
- Slave owners tightened controls on slaves
- Slaves lost legal and social rights as a result of new state laws called “slave codes”
- Blacks also forbidden to learn how to read and write

As a direct result of revolts such as the Stono Rebellion and Nat Turner’s uprising, slaveholders took steps to ensure that slaves would not be able to again rise up against their masters. In many areas, laws known as “slave codes” significantly restricted the rights of African Americans. Slaves were no longer allowed to carry weapons, meet in public, or even preach unless “respectable slaveholders” were on hand to supervise. Free blacks lost the right to vote, and could no longer testify in court, nor own property.

In addition, since many slaveholders believed that black literacy helped foster rebellion, it became illegal for Africans to learn to read and write, and a crime for whites to teach them how. In many areas, skilled free blacks also lost the right to own their own businesses, and were forced to work under white shop owners.

Discussion Questions

1. What significance did the Underground Railroad have besides helping slaves escape?
2. Why do you think relatively few slaves revolted against their masters?
3. What effect do you think slave uprisings had on slaves themselves and on slavery in general?
4. In your view, what impact did the *Amistad* case ruling have on the abolitionist movement and on the slavery issue? Explain your answer.

1. The Underground Railroad proved that blacks were not intellectually inferior, but had the capability to devise a system to assist runaways and to deceive white masters. In addition, it showed that blacks and whites could work together to reach a common goal.
2. Students will probably speculate that most slaves did not have the ability to collaborate or communicate in order to plan slave rebellions. Since it was nearly impossible to coordinate the actions of the large number of slaves necessary for a successful rebellion, most slaves did not even attempt to do so. In addition, many probably feared that they would be executed if they failed, or that family and friends left behind would suffer reprisals from whites seeking vengeance, as occurred after Nat Turner's rebellion.
3. In general, slave revolts definitely had a negative effect on the lives of slaves. Many owners became highly fearful of their slaves, and took measures preventing slaves from interacting in private. Slaveholders also restricted rights and privileges allowed to blacks, and made it a crime for a slave to learn how to read and write.
4. Many students may view the *Amistad* decision as a major victory for the abolitionist movement, since the Supreme Court ruled that the Africans had been illegally kidnapped and forced into slavery. However, some students may believe that since slavery continued for nearly 20 years after the *Amistad* decision, the impact of the case was negligible. Other students may note that since the blacks who revolted against the *Amistad's* crew did eventually win their court case and return to Africa, slaveholders may have come to fear that participants in future slave revolts could win similar legal victories and become free.

The “Resurrection” of Henry “Box” Brown



- Born a slave; rest of his family sold
- Shipped himself in a box from slave to free territory
- Arrived in Philadelphia after a 27-hour journey
- Became a renowned speaker

While many slaves found ingenious ways to escape bondage, none was as unique as the case of Henry “Box” Brown. Born a slave in 1815, Brown married a fellow slave, Nancy. She and their three children were later sold to a slave trader in North Carolina. Unable to stop the sale of his family, Brown decided to try to escape to the North. With the help of a freedman in the South and a sympathetic white store owner in the North, he concocted a scheme to ship himself in a box as “dry goods” from Virginia to Philadelphia.

Brown reported that during the box’s journey to Philadelphia, he traveled by several means, including wagon, railroad, steamboat, and ferry. He also noted that in several instances, the box was placed upside-down, or handled roughly. However, during the 27-hour journey from Virginia to Philadelphia, Brown did not make any noise or give any indication that he was inside. Once he was “delivered” in Philadelphia, he reportedly emerged from the box saying, “How do you do, gentlemen?” to the men who had taken delivery of it, and also sang a psalm celebrating his freedom. As word of his escape spread, Brown became a renowned speaker, and later performed as a mesmerist. However, after the passage of the Fugitive Slave Law as part of the Compromise of 1850, Brown fled to England, where he remarried and started a new family.

Unfortunately for most slaves, Brown’s escape was unique.

Uncle Tom's Cabin

- Written by Harriet Beecher Stowe in 1852
- Publication fueled abolition in the North
- Book sold more than 300,000 copies in its first year, 2 million copies over its first 10 years
- Southerners saw the book as an unfair indictment of the slave system



In 1852, the publication of a novel called *Uncle Tom's Cabin or Life Among the Lowly* inflamed both Northern and Southern passions regarding slavery. Written by Harriet Beecher Stowe, a member of a famous abolitionist family, the book told the story of kindly slaves Uncle Tom and Eliza—who, in a memorable scene flees with her child across ice floes in the Ohio River in order to escape slave catchers—and the cruel overseer Simon Legree, who whipped, beat, and mistreated the slaves under his control. Stowe had personally never seen a plantation, but many still saw the novel as an accurate depiction of the horrors of slavery.

The book sold over 300,000 copies in its first year of publication, and more than 2 million over its first 10 years of publication. The story also translated well to the stage, and many experienced it for the first time in the theater.

However, many Southerners did not feel the book fairly portrayed the slave system and Southern way of life. They viewed the work as slanderous, and saw Stowe as guilty of intense fanaticism. The book helped to further polarize an already divided nation, making compromise over slavery even more remote than it already was.

Southern Justifications for Slavery



- Traditional view about constitutional protection of property
- Religious, historical, economic justifications
- Many Southerners saw slavery as beneficial to slaves
- White “equality”

Those who argued in favor of slavery became known as “apologists,” an ancient Greek term referring to someone who’s trying to defend an intellectual position that has come under attack. Southern apologists used several arguments to justify the institution of slavery, citing legal, religious, historical, economic, moral, social, and pseudoscientific reasons why blacks should remain in bondage.

- Legal: Many proslavery whites pointed to the Constitution’s protection of private property stated in the 5th Amendment as a fundamental excuse to maintain slavery.
- Religious: Southern slaveholders often pointed to references to slavery in the Old and New Testament, believing that if the Bible did not condemn slavery, then it was all right.
- Historical: Proslavery apologists sometimes used the existence of slavery in ancient civilizations such as Greece and Rome in order to justify using slaves to help develop the South.
- Economic: Some Southerners pointed to the importance of cotton to the economy of the United States, and argued that without slavery, America’s cotton output would drop greatly and plunge the country into a panic or depression.
- Moral: Some Southern apologists asserted that enslaved blacks actually lived under better conditions than free blacks or even poor whites in the North. We can see this view in the illustration in this slide, which shows a sick, destitute white man ending up in the poorhouse while a sick slave lies in a comfortable bed, attended to by caring whites.
- Social: An underlying defense of slavery was that it guaranteed to white males the Declaration of Independence’s promise that “all men are created equal.” The reasoning went like this: Any Southern white, no matter how poor or little land he owned—or even if he did not own a slave—could consider himself superior to any black person, and would therefore be on an equal footing with even the most wealthy Southern white.
- Pseudoscientific: Some proslavery apologists used spurious scientific “evidence” to show that blacks were more like animals than humans and were physiologically and mentally suited to being slaves.

Though these arguments seem ridiculous from a modern standpoint, many were taken quite seriously at the time. Regardless, they do reveal the extents to which Southerners were willing to go to rationalize the institution of slavery.

Sectional Tensions Develop

- Dred Scott Decision
- John Brown
- Fugitive Slave Law



Dred Scott



John Brown

As the debate over slavery intensified, sectional tensions between North and South escalated. Three significant events increased these tensions:

- In 1857, the U.S. Supreme Court ruled in the case of *Dred Scott v. Sanford* that Scott, a slave who was moved from slave to free territory with his master, did not gain his freedom. The Court asserted that as a slave, Scott was not a citizen, and did not have a right to sue in U.S. courts. The Court also ruled that slaves were property protected by the 5th Amendment to the Constitution, and that masters could therefore take their slaves anywhere. This effectively made the Missouri Compromise unconstitutional, and made the Civil War inevitable.
- John Brown's abortive raid on the federal arsenal at Harpers Ferry, Virginia, was another pivotal event in the sectionalism struggle. Brown, who believed he was divinely appointed to lead a slave rebellion, had planned to use the weapons in the arsenal to arm slaves and spark a general slave uprising. Captured by army troops led by Colonel Robert E. Lee, Brown was tried for treason against the state of Virginia and sentenced to death. While many in the North did not agree with Brown's tactics, Southerners still became fearful that all Northerners supported this type of violent action against slavery and were willing to follow Brown's example.
- While the Compromise of 1850 temporarily soothed tensions between North and South, one plank of the Compromise, a more effective Fugitive Slave Law, angered many in the North. The new law required Northern authorities to capture and return fugitive slaves back to their masters in the South. This provision obviously enraged abolitionists, and made many black slaves who had already escaped from the South afraid that they would be captured and sent back. Many of them fled to Europe or Canada in order to escape the Fugitive Slave Law.

Civil War and the End of Slavery



“Contraband” ex-slaves wearing old Union Army uniforms

- Fought as a struggle to end slavery
- Emancipation Proclamation
- “Contrabands”
- 13th Amendment

Sectional tensions finally went beyond the breaking point with the election of Abraham Lincoln as president in 1860. While Lincoln’s own feelings about the rights of blacks were somewhat ambivalent, he and many other Republicans believed that slavery should extend into new territories acquired by the U.S. Southerners, fearing that a Republican administration would issue an order freeing all the slaves, threatened to secede from the Union if Lincoln was elected. In December 1860, South Carolina became the first state to secede. In April 1861, the Confederates fired on Fort Sumter, heralding the start of the Civil War.

While Lincoln at one point acknowledged that if he could save the Union without freeing the slaves, he would do so. He also recognized that slavery was a cause that could rally many Northerners to continue to fight. In the fall of 1862, after Union troops barely prevailed in the battle of Antietam, Lincoln announced that slaves in any seceding state would be free as of January 1, 1863. On that date, he signed the Emancipation Proclamation, which freed slaves in territories in rebellion.

As Northern soldiers advanced through Southern territory, more and more slaves began to escape and take refuge behind Union lines. The first such slaves to do this made their way to Fort Monroe in eastern Virginia in 1861; the commander, Union General Benjamin Butler, considered them “contraband”—enemy property seized during wartime—and refused to return them to their Southern owners. During the course of the war, increasing numbers of “contrabands” found their way to Fort Monroe, and ended up constructing a tent city outside the nearby city of Hampton.

Slavery wasn’t completely abolished as a legal institution in the U.S. until the ratification of the 13th Amendment in 1865, shortly before the end of the Civil War. However, it took the bloodiest war in U.S. history—with nearly 625,000 Americans dead—to end slavery.

Slave Histories

- Collected in the 1930s by the Federal Writers' Project of the Works Progress Administration
- More than 9500 typewritten pages and 500 photographs collected
- Histories now housed at the Library of Congress
- Provides a direct insight into lives of slaves



While slaves were forbidden to learn how to read and write, many slaves who survived into the Great Depression had their lives documented by the Federal Writers' Project, part of the Works Progress Administration of Franklin D. Roosevelt's New Deal. During the Depression, members of the FWP interviewed ex-slaves in 17 states in order to take down their life stories. In some instances, the FWP took photographs of the interviewees and their homes as well. In 1939, the FWP lost its funding and its collections were sent to the Library of Congress. In 1941, a 17-volume set of slave narratives was published, and with the introduction of the electronic age, many of the narratives collected have now been posted online.

Sarah Frances Shaw Graves



“I was brought to Missouri when I was six months old, along with my mama, who was a slave owned by a man named Shaw, who had allotted her to a man named Jimmie Graves, who came to Missouri to live with his daughter Emily Graves Crowdes. I always lived with Emily Crowdes.

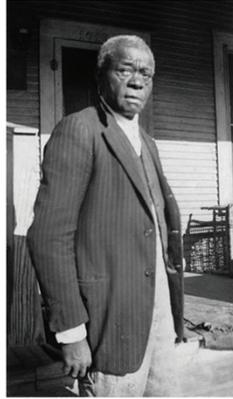
“Yes’m. Allotted? Yes’m. I’m goin’ to explain that,” she replied. “You see there was slave traders in those days, jes’ like you got horse and mule an’ auto traders now. They bought and sold slaves and hired ‘em out. Yes’m, rented ‘em out. Allotted means somethin’ like hired out. But the slave never got no wages. That all went to the master. The man they was allotted to paid the master.

“I was never sold. My mama was sold only once, but she was hired out many times. Yes’m when a slave was allotted, somebody made a down payment and gave a mortgage for the rest. A chattel mortgage...

“Allotments made a lot of grief for the slaves,” Aunt Sally asserted. “We left my papa in Kentucky, ‘cause he was allotted to another man. My papa never knew where my mama went, an’ my mama never knew where papa went.”

Note to teacher: Either read this aloud to the class or choose a student to do so.

William Moore



“Some Sundays we went to church some place. We allus liked to go any place. A white preacher allus told us to ’bey our masters and work hard and sing and when we die we go to Heaven. Marse Tom didn’t mind us singin’ in our cabins at night, but we better not let him cotch us prayin’.

“Seems like niggers jus’ got to pray. Half they life am in prayin’. Some nigger take turn ’bout to watch and see if Marse Tom anyways ’bout, then they circle theyselves on the floor in the cabin and pray. They git to moanin’ low and gentle, ‘Some day, some day, some day, this yoke gwine be lifted offen our shoulders.’

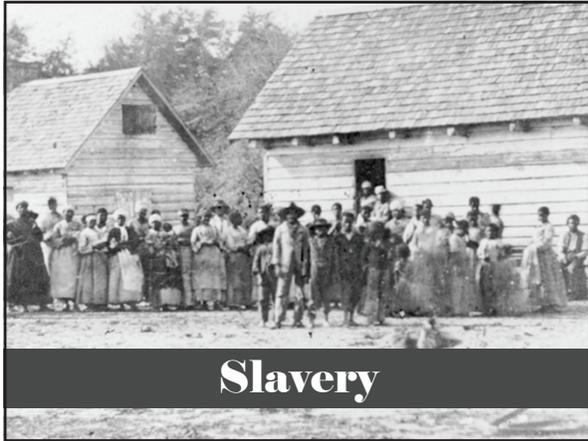
“Marse Tom been dead long time now. I ’lieve he’s in hell. Seem like that where he ’long. He was a terrible mean man and had a indiff’ent, mean wife. But he had the fines’, sweetes’ chillun the Lawd ever let live and breathe on this earth. They’s so kind and sorrowin’ over us slaves.”

Note to teacher: Again, either read this aloud to the class or choose a student to do so.

Discussion Questions

1. Why do you think the story of Henry “Box” Brown gave a boost to the abolitionist movement? Why do you suppose other slaves didn’t try to escape north the way Brown did?
2. What impact did the publication of *Uncle Tom’s Cabin* have on the slavery issue? Did the novel offer a fair depiction of slave life? Explain.
3. Why do you think it was important for “slave narratives” to be recorded in the 1930s? Do you think this was a worthwhile project? Why or why not?

1. The unique way in which Henry “Box” Brown achieved his escape from slavery soon became a very popular story, and Brown became a celebrity. Abolitionists certainly could have promoted his escape as innovative, proving that slaves were intellectually the equal of whites because they could devise complex methods to gain their freedom. However, relatively few other stories exist of ingenious methods that slaves used to escape, possibly because they lacked the resources and support that Brown did; for example, they may not have had abolitionist friends in the North who would accept a delivery of a box. Also, some slaves may have been concerned about the dangers involved in trying to gain their freedom in the manner Brown did, and did not think it was worth it to try.
2. *Uncle Tom’s Cabin* had a major impact on the slavery issue. It became a runaway best seller, and more than 300,000 copies were sold in its first year of publication. In addition, the book was adapted into a popular stage play, and many who did not read the book saw the story on stage. Harriet Beecher Stowe, author of the book, had never been on a slave plantation before she wrote *Uncle Tom’s Cabin*. Many in the South felt her portrayal of slavery and slave conditions was unfair, and that the book amounted to little more than abolitionist propaganda.
3. Many students will probably note that the Federal Writers Project collecting slave narratives gave struggling writers jobs during the Depression, and that at the time the task may have been seen by many as simple “busy work.” However, other students may note that the project gave later generations insights into life as a slave that few could understand otherwise, since many emancipated slaves couldn’t read and write, and thus had no other means to tell their stories to a larger audience.



Essential Questions

- Why were African Americans more desirable as slaves than indentured servants or Native Americans?
- What sort of conditions did Africans endure on their voyage to the New World?
- What impact did slavery have on both sides in the American Revolution?
- What impact did slavery have on the writing of the Constitution and the Northwest Ordinance?
- How were slaves' family and personal lives different than those of other Americans?
- What sorts of conditions affected the development and growth of slavery in the North? In the South?
- What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?
- How did blacks and whites seek to assist those who wanted to escape slavery?
- How did slavery lead to the rise of sectionalism and the beginning of the Civil War?

Slavery in Africa

- Slaves represented the bottom stratum of African society
- Different from slavery as it developed in the Americas
- Most African slaves were captives of war
- Slavery in Africa not permanent or hereditary
- Assimilation



Africans enslaved by other Africans

Indentured Servitude



A certificate of indenture

- A means for people to get to the New World
- Master paid for passage to America
- Indentured servant then owed 5–7 years of work
- Once indenture was paid, servant became free
- Indentured servants initially more desirable than slaves

The Origins of American Slavery

- First African slaves in America brought to Jamestown in 1619
- Slavery institutionalized in many states by 1640
- Slaves became “chattel property”



African slaves landing at Jamestown, 1619

Development of Slavery in the New World



South American Indians captured as slaves by Europeans

- Using Native Americans as slaves problematic
- African slaves became more cost effective than indentured servants
- Colonists viewed blacks as inferior
- Slaves were servants for life

The Middle Passage

- Voyage of slaves from Africa to the New World
- Slaves tightly packed in ships' holds
- Filthy conditions
- Disease outbreaks
- Some 20% died during the voyage to America

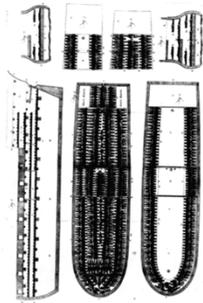


Diagram of a tightly packed slave ship

The Triangular Trade

- Involved Europe, Africa, and the Americas
- Trade goods carried to Africa for slaves
- Slaves taken to the Americas and traded for raw materials
- Raw materials sent to Europe to be made into trade goods



Slave Auctions



Slave auctions such as the one depicted here were common in the colonial era and after the Revolutionary War

- Slaves "seasoned"
- Slaves auctioned in a manner similar to livestock
- Inspected by potential buyers
- "Grab and go" auctions

African Americans in the Revolution



Crispus Attucks, a former slave, was one of those killed by British troops in the 1770 Boston Massacre

- Blacks fought for both sides
- British promised freedom to slaves
- Washington originally denied black enlistments
- Rhode Island free black regiment

Slavery and the Constitution

- Slavery a major issue at Constitutional Convention
- Northern delegates wanted to count slaves for taxation, but not legislative representation
- Southern delegates wanted to count slaves for representation, but not taxation
- “Three-fifths compromise”



State Constitutions and Slavery

| State | Date slavery abolished |
|-------|------------------------|
| VT | 1777 |
| PA | 1780 |
| NH | 1783 |
| MA | 1783 |
| CT | 1784 |
| RI | 1784 |
| NY | 1799 |
| NJ | 1804 |

- Northern states abolish slavery in their constitutions
- Vermont first with “conditional abolition”
- Other state constitutions established gradual emancipation
- Constitutions in New York and New Jersey eliminated slavery, but enacted “apprenticeship” programs

Slavery and the Northwest Ordinance

- Ordinance designed to create from three to five new states out of the Northwest Territory
- Slavery not permitted in the new states
- Some settlers brought slaves with them to the territories



Discussion Questions

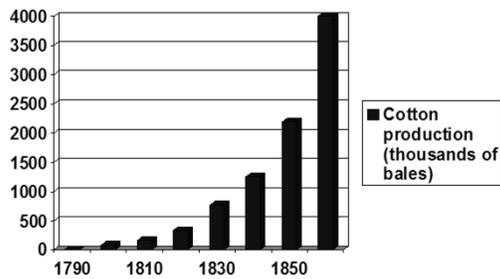
1. What were the major differences between slavery in Africa, slavery in the Americas, and indentured servitude?
2. How did the Triangular Trade function? How did it fuel the rise of slavery in the Americas?
3. What compromises regarding slavery did the U.S. Constitution include? Why were these compromises so important to the ratification of the document?
4. Why was the Northwest Ordinance important in the history of slavery in the United States?

Slavery and the Cotton Gin



- Machine separates cotton "lint" from seeds
- Invented by Eli Whitney
- Made cotton production more efficient and profitable
- Increased need for slaves in the South

Explosion in Cotton Production



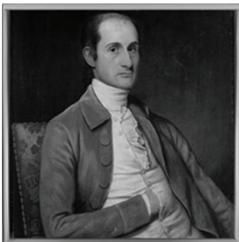
Slavery in the North

- Northern colonies relied less on agriculture; thus, fewer slaves needed
- Northern slaves mostly in cities or small farms
- Northern slaves had more legal rights than Southern slaves
- However, many Northern whites still considered blacks inferior



A slave being sold in New York, 1643

Decline of Slavery in the North



John Jay, the first Chief Justice of the Supreme Court, campaigned to outlaw slavery in New York state

- States pass laws abolishing slave trade
- Abolitionist societies grow in North
- Religious groups take the lead
- Congregational Church; Quakers create groups
- Slavery less an economic necessity in the North

Economic Impact of Slavery on the North

- Provided work for many skilled and unskilled workers involved in processing slaves
- British mercantile policies affected the slave trade, which affected New England's economy
- New England goods contributed to the "Triangular Trade"
- Slave trade made some wealthy



Enslaved Africans landing at an American port

Slavery in the South

- Many worked as field hands; the rest were artisans or house servants
- Slavery entrenched in Southern society by 1860
- Nearly one in every four Virginia families owned slaves
- More than 2,300,000 slaves in the lower South
- More than 1,200,000 slaves in upper South
- Nearly 430,000 slaves in the border states

Why Slavery Flourished Economically in the South

- Fewer urban centers
- Predominantly agricultural
- "King Cotton"
- Tobacco still a staple crop



Discussion Questions

- Why did the cotton gin increase the number of slaves in the South? Had the cotton gin not been invented, would slavery have declined in the South? Explain.
- Why do you think Northern slave owners gave slaves more legal rights than their Southern counterparts, but still treated them inhumanely? Explain.
- What factors led to the decreased need for slave labor in the North? Why did slavery flourish economically in the South?

Slave Children

- Slave infant mortality rates high
- Children generally malnourished
- Children forced to work at an early age
- Most labor involved unskilled work



"Picking Cotton on a Georgia Plantation"
Note the children working side-by-side with the adults in the field.

Life as a Slave



- Most slaves worked as agricultural laborers
- Some served as house servants and semi-skilled labor
- Slaves worked long hours in difficult conditions
- Some slaves given land to grow their own food

Discipline of Slaves

- Slave owners used a range of punishments
 - Denying passes to leave plantation
 - Whipping
 - Shackles and chains
 - Imprisonment in private jails
- A few rewards existed



Slave Family Life



- Slave marriages not legally recognized
- Families vulnerable to separation
- Slave children often put in separate cabins from parents

The Gullah

- African Americans in the South Carolina “Low Country”
- Preserved language and cultural heritage
- Gullahs served in the Union Army during Civil War
- Low Country slaves first freed



A 1790 painting showing Gullah slaves dancing and playing West African-style musical instruments

Impact of Religion on Slaves



A religious revival meeting

- Religion an equalizer; both whites and blacks worshipped same God
- Negro spirituals
- Black churches

Follow The Drinking Gourd

When the Sun comes back
And the first quail calls
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the Drinking Gourd.

The riverbank makes a very good road.
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the Drinking Gourd.

The river ends between two hills
Follow the Drinking Gourd.
There's another river on the other side
Follow the Drinking Gourd.

When the great big river meets the little river
Follow the Drinking Gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

Swing Low, Sweet Chariot

Chorus:
Swing low, sweet chariot,
Comin' for to carry me home;
Swing low, sweet chariot,
Comin' for to carry me home.



I looked over Jordan,
And what did I see,
Comin' for to carry me home,
A band of angels comin' after me,
Comin' for to carry me home.

Repeat chorus:

If you get there before I do,
Comin' for to carry me home,
Tell all my friends I'm comin' too,
Comin' for to carry me home.

Pharaoh's Army Got Drowned

Well if I could I surely would
Stand on the rock where Moses stood
Pharaoh's army got drowned
O Mary don't you weep



O Mary, don't you weep, don't you mourn
O Mary, don't you weep, don't you mourn
Pharaoh's army got drowned
O Mary, don't you weep

Well Mary wore three links of chain
on every link was a Jesus's name
Pharaoh's army got drowned
O Mary don't you weep

O Mary, don't you weep, don't you mourn
O Mary, don't you weep, don't you mourn
Pharaoh's army got drowned
Oh, Mary, don't you weep

Go Down, Moses

When Israel was in Egypt's land,
Let My people go!
Oppressed so hard they could not stand,
Let My people go!

Refrain:

Go down, Moses,
Way down in Egypt's land;
Tell old Pharaoh
To let My people go!
No more shall they in bondage toil,
Let My people go!
Let them come out with Egypt's spoil,
Let My people go!
Oh, let us all from bondage flee,
Let My people go!

Discussion Questions

1. List at least three things that prove that owners discouraged strong slave families. Why do you think whites opposed allowing slaves to form strong family bonds?
2. Why do you think slave owners made slaves' lives so harsh and difficult? Explain your answer.
3. Think about the words to the Negro spirituals. What specific references to abolition or escaping can you find in the lyrics? How might these songs have been effective tools in the antislavery movement? Explain your answer.

The Abolitionist Movement



Broad­sides such as this one helped promote the abolitionist cause

- Influences:
 - The Enlightenment
 - Earlier religious groups
 - The Second Great Awakening
- Included religious and political groups
- Included both radicals and moderates, pragmatists and idealists

Quakers in the Abolitionist Movement

- Played major role in abolitionist movement
- Among first in America to oppose slavery
- Believed that ending slave trade would eliminate slavery



An illustration of Quakers and Indians in colonial Pennsylvania

1688 Germantown Quaker Petition

“There is a saying, that we should do to all men like as we will be done ourselves; making no difference of what generation, descent, or colour they are.... To bring men hither [to America], or to rob and sell them against their will, we stand against. In Europe there are many oppressed for conscience-sake; and here there are those oppressed which are of a black colour....Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children.”

The Pennsylvania Abolition Society

- Originally led by Quaker antislavery activists
- Later members included leaders of the American independence movement
- Worked with legislators to amend state laws regarding slavery



An illustration of Pennsylvania Abolition Society founder Anthony Benezet

The *Address to the Public*

- Written by Benjamin Franklin
- Highlighted logical reasons for freeing slaves
- Also revealed a belief in the inferiority of slaves, due either to natural causes or the harshness of being treated as a “brute animal”

“Slavery is such an atrocious debasement of human nature, that it’s very extirpation, if not performed with solicitous care, may sometimes open a source of serious evils.”
—Benjamin Franklin,
Address to the Public

Franklin Petitions Congress to Abolish Slavery and Slave Trade



Franklin's petition

- Franklin became opposed to slavery after ratification of Constitution
- Introduced petition to Congress in February, 1790
- Sparked heated debate
- Senate failed to act; House referred it to Committee
- Petition tabled; Franklin died soon afterward

Discussion Questions

1. What reasons did Quakers give in their 1688 Germantown petition for opposing slavery? How do you think the petition might have been received by other groups in Pennsylvania at the time?
2. Why do you think leaders such as Benjamin Franklin waited until later in life to embrace abolitionism?
3. Why didn't Congress act on the petition that Franklin and the Pennsylvania Abolition Society drafted? In your view, how might American history have been different had Congress passed legislation approving the petition? Explain.

Gradual vs. Immediate Emancipation

- Occurred mainly in the North
- Some states emancipated slaves immediately without any conditions (Vermont, Massachusetts)
- Other states emancipated slaves gradually
- In some Southern states, slave owners could free their slaves through a court order



Calls for Immediate Emancipation



William Lloyd Garrison

- Many early abolitionists believed in gradual emancipation
- Later abolitionists, such as Garrison, became supporters of immediate emancipation
- Other abolitionists supporting immediate emancipation include Douglass, Weld, Forten, and Beecher

The Colonization Movement

- Supported sending freed slaves to Africa
- Leading supporters included Clay, Monroe, and Lincoln
- American Colonization Society
- Founding of African colony in Liberia



Liberia

Other Emigration



Austin Steward, a former slave who later served as president of the Wilberforce Colony in Canada

- Some ex-slaves decided to move to other areas
- Haiti and Canada became popular destinations
- “Haytian Union” and Wilberforce Colony created

Compensated Emancipation

- Some abolitionists supported paying slave owners for the loss of their property
- Cited 5th Amendment protection of property
- Lincoln’s compensation plan
- Most Northern responses to Lincoln’s plan were negative

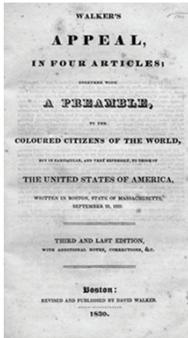


An 1862 cartoon, possibly referring to Lincoln’s compensation plan

Discussion Questions

1. Why might some have favored gradual emancipation over immediate emancipation of slaves?
2. Do you believe slave owners should have been given any compensation for freeing their slaves? Defend your point of view.
3. Do you think Lincoln's views on colonization and compensation for slave owners undermine the popular view of him as the "great emancipator"? Explain.

David Walker's *Appeal*



- Walker was a free black
- *Appeal* written in 1829
- Considered radical because it called for slaves to revolt
- Many mainstream abolitionists objected to Walker's view

From Walker's *Appeal*

The whites have had us under them for more than three centuries, murdering, and treating us like brutes... Now, I ask you, had you not rather be killed than to be a slave to a tyrant, who takes the life of your mother, wife, and dear little children? Look upon your mother, wife and children, and answer God Almighty; and believe this, that it is no more harm for you to kill a man, who is trying to kill you, than it is for you to take a drink of water when thirsty;

Garrison's Response to Walker

Believing, as we do, that men should never do evil that good may come; that a good end does not justify wicked means in the accomplishment of it; and that we ought to suffer, as did our Lord and his apostles, unresistingly—knowing that vengeance belongs to God, and he will certainly repay it where it is due; — believing all this, and that the Almighty will deliver the oppressed in a way which we know not, we deprecate the spirit and tendency of this Appeal... We say, that the possibility of a bloody insurrection at the south fills us with dismay...

Sojourner Truth

- Born a slave; escaped to freedom
- Became an outspoken abolitionist and women's rights advocate
- Best known for her speech "Ain't I A Woman?"



From "Ain't I A Woman?"

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me!

And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did Christ come from? From God and a woman! Man had nothing to do with Him.

Elijah P. Lovejoy



- Started abolitionist newspaper in St. Louis
- Moved to Alton, Illinois
- Founded the *Alton Observer*
- Killed when a pro-slavery mob destroyed his printing press in 1837

An Attack on an Abolitionist

...I could hear the epithets, "The infernal scoundrel, the d—d amalgamating Abolitionist, we'll have his heart out yet," &c &c. They were armed with pistols and dirks, and one person was discharged, whether at any person or not, I did not know. The fellow from Mississippi seemed the most bent on my destruction. He did not appear at all drunken, but both in words and actions manifested the most fiendish malignity of feeling and purpose. He was a ruined man, he said, had just as lief die as not; but before he died he "would have my blood"...

I have no doubts that four-fifths of the inhabitants of this city are glad that my press has been destroyed by a mob, both once and again. They hate mobs, it is true, but they hate Abolitionism a great deal more. Whether creditable to them or not, this is the state of public sentiment among our citizens.

Letter by Elijah P. Lovejoy to a friend on October 3, 1837

The Grimké Sisters



Angelina Grimké Weld and Sarah Grimké

- Abolitionists and women's rights activists
- Born in South Carolina, they witnessed firsthand mistreatment of slaves
- First women to speak publicly against slavery
- Criticized by clergy and others for threatening the "female character"

Angelina Grimké, 1838 Speech

As a Southerner I feel it is my duty to stand up here to-night and bear testimony against slavery. I have seen it—I have seen it. I know it has horrors that can never be described. I was brought up under its wing: I witnessed for many years its demoralizing influences, and its destructiveness to human happiness. It is admitted by some that the slave is not happy under the *worst* forms of slavery. But I have *never* seen a happy slave. I have seen him dance in his chains, it is true; but he was not happy. There is a wide difference between happiness and mirth. Man cannot enjoy the former while his manhood is destroyed, and that part of the being which is necessary to the making, and to the enjoyment of happiness, is completely blotted out. The slaves, however, may be, and sometimes are, mirthful. When hope is extinguished, they say, “let us eat and drink, for tomorrow we die.” [Just then stones were thrown at the windows, —a great noise without, and commotion within.] What is a mob? What would the breaking of every window be? What would the leveling of this Hall be? Any evidence that we are wrong, or that slavery is a good and wholesome institution? What if the mob should now burst in upon us, break up our meeting and commit violence upon our persons—would this be any thing compared with what the slaves endure?

William Lloyd Garrison

- Joined anti-slavery effort at age 25
- Originally member of American Colonization Society
- Founded *The Liberator* in 1831
- Believed the Constitution supported slavery

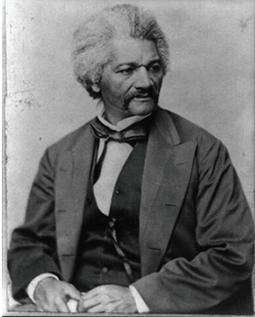


Garrison in *The Liberator*

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or to speak, or write, with moderation. No! no! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present.

I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

Frederick Douglass



- Born Frederick Augustus Washington Bailey in 1818
- Escaped from slavery, self-educated
- Became a renowned author and orator
- Inspired by William Lloyd Garrison

From *Narrative of the Life of Frederick Douglass*

“The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slave the double relation of master and father.”

“Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and hastening the glad day of deliverance to the millions of my brethren in bonds—faithfully relying upon the power of truth, love, and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause,—I subscribe myself,
FREDERICK DOUGLASS.”

Discussion Questions

1. After reviewing the leading abolitionists of the period, which one do you feel most effectively promoted the anti-slavery cause? Which do you feel was the least effective or was “disruptive”? Explain.
2. Why didn’t abolitionists such as Garrison support David Walker?
3. By calling the Constitution “a covenant with death and an agreement with Hell,” do you think Garrison helped or hurt the abolitionist cause? What might he have hoped to gain by making such a statement?

The Underground Railroad

- Vast organization helping runaway slaves
- More blacks than whites involved
- Locally based rather than nationwide
- Larger significance



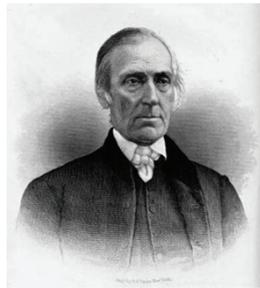
Harriet Tubman



- Most famous “conductor”
- Known as “Moses”
- Personally escorted over 300 slaves to freedom
- Used various techniques to help slaves escape
- Southern slaveholders offered \$40,000 for her capture

Levi Coffin

- Provided “safe haven” to thousands of slaves en-route North to freedom from the late 1820s through 1840s
- Considered the “President” of the Underground Railroad
- Supposedly depicted in “Uncle Tom’s Cabin”



Underground Railroad Routes



- Runaway slaves took several routes to freedom
- Many slaves sought to escape to Canada
- Other slaves actually went farther south, looking for escape to Mexico, Cuba, or other locations

Runaway Slaves

- Escape extremely difficult
- Many runaways left family behind; relatives might be punished as retribution
- Recaptured slaves severely punished
- Underground Railroad made escaping somewhat easier



Slave Revolts



Illustration depicting Nat Turner and other slaves plotting their revolt

- Slaves sometimes revolted against their masters to gain their freedom
- Several revolts occurred from the mid-1600s until 1859
- Revolts often made owners more fearful of and oppressive toward slaves

Stono Rebellion

- Attempted rebellion by South Carolina slaves
- Slaves believed masters were weakened
- Rebellion was crushed; 20 whites and 44 slaves died



Denmark Vesey

- Plotted what might have been one of the largest slave revolts in U.S. history (1822)
- Born a slave, later able to buy his freedom
- Vesey and his followers planned to kill whites and temporarily seize the city of Charleston
- Plans leaked, and Vesey and over 100 others arrested on charges of conspiracy
- Vesey and 35 others hanged

Nat Turner



Nat Turner plans his slave revolt with other blacks

- Took solar eclipse as a sign to start rebellion
- Killed master's family as they slept
- More than 50 killed in rebellion
- Turner eventually captured and executed
- More than 200 blacks (most innocent) killed by white mobs

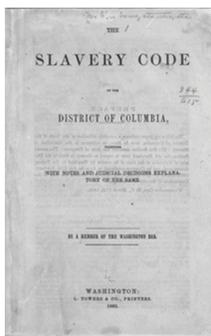
The *Amistad* Case

- Blacks revolted onboard a slave ship and killed several members of the crew
- Unable to return to Africa, they landed on U.S. shores instead
- Various legal cases arose regarding ownership of ships and cargo (slaves)
- U.S. Supreme Court ruled that blacks were not slaves but instead were free



Cinque
(Sengbe Pieh)

Backlash Against Revolts



- Many owners believed that giving slaves privileges and education encouraged revolt
- Slave owners tightened controls on slaves
- Slaves lost legal and social rights as a result of new state laws called “slave codes”
- Blacks also forbidden to learn how to read and write

Discussion Questions

1. What significance did the Underground Railroad have besides helping slaves escape?
2. Why do you think relatively few slaves revolted against their masters?
3. What effect do you think slave uprisings had on slaves themselves and on slavery in general?
4. In your view, what impact did the *Amistad* case ruling have on the abolitionist movement and on the slavery issue? Explain your answer.

The “Resurrection” of Henry “Box” Brown



- Born a slave; rest of his family sold
- Shipped himself in a box from slave to free territory
- Arrived in Philadelphia after a 27-hour journey
- Became a renowned speaker

Uncle Tom's Cabin

- Written by Harriet Beecher Stowe in 1852
- Publication fueled abolition in the North
- Book sold more than 300,000 copies in its first year, 2 million copies over its first 10 years
- Southerners saw the book as an unfair indictment of the slave system



Southern Justifications for Slavery



- Traditional view about constitutional protection of property
- Religious, historical, economic justifications
- Many Southerners saw slavery as beneficial to slaves
- White “equality”

Sectional Tensions Develop

- Dred Scott Decision
- John Brown
- Fugitive Slave Law



Dred Scott



John Brown

Civil War and the End of Slavery



"Contraband" ex-slaves wearing old Union Army uniforms

- Fought as a struggle to end slavery
- Emancipation Proclamation
- "Contrabands"
- 13th Amendment

Slave Histories

- Collected in the 1930s by the Federal Writers' Project of the Works Progress Administration
- More than 9500 typewritten pages and 500 photographs collected
- Histories now housed at the Library of Congress
- Provides a direct insight into lives of slaves



Sarah Frances Shaw Graves



"I was brought to Missouri when I was six months old, along with my mama, who was a slave owned by a man named Shaw, who had allotted her to a man named Jimmie Graves, who came to Missouri to live with his daughter Emily Graves Crowdes. I always lived with Emily Crowdes. "Yes'm. Allotted? Yes'm. I'm goin' to explain that," she replied. "You see there was slave traders in those days, jes' like you got horse and mule an' auto traders now. They bought and sold slaves and hired 'em out. Yes'm, rented 'em out. Allotted means somethin' like hired out. But the slave never got no wages. That all went to the master. The man they was allotted to paid the master. "I was never sold. My mama was sold only once, but she was hired out many times. Yes'm when a slave was allotted, somebody made a down payment and gave a mortgage for the rest. A chattel mortgage. . . "Allotments made a lot of grief for the slaves," Aunt Sally asserted. "We left my papa in Kentucky, 'cause he was allotted to another man. My papa never knew where my mama went, an' my mama never knew where papa went."

William Moore



"Some Sundays we went to church some place. We allus liked to go any place. A white preacher allus told us to 'bey our masters and work hard and sing and when we die we go to Heaven. Marse Tom didn't mind us singin' in our cabins at night, but we better not let him catch us prayin'." "Seems like niggers jus' got to pray. Half they life am in prayin'. Some nigger take turn 'bout to watch and see if Marse Tom anyways 'bout, then they circle themselves on the floor in the cabin and pray. They git to moanin' low and gentle, 'Some day, some day, some day, this yoke gwine be lifted offen our shoulders.'" "Marse Tom been dead long time now. I 'lieve he's in hell. Seem like that where he 'long. He was a terrible mean man and had a indiff'ent, mean wife. But he had the fines', sweetes' chillun the Lawd ever let live and breathe on this earth. They's so kind and sorrowin' over us slaves."

Discussion Questions

1. Why do you think the story of Henry "Box" Brown gave a boost to the abolitionist movement? Why do you suppose other slaves didn't try to escape north the way Brown did?
2. What impact did the publication of *Uncle Tom's Cabin* have on the slavery issue? Did the novel offer a fair depiction of slave life? Explain.
3. Why do you think it was important for "slave narratives" to be recorded in the 1930s? Do you think this was a worthwhile project? Why or why not?
