

Weeks of May 11-22

If you have any questions email me at shaney@nfschools.net or remind (class code @mrshaney1) text this to 81010

Monday	Tuesday	Wednesday	Thursday	Friday
11 th	12 th Slavery in America 1. Fill out the K and W in the KWL 2. Go through Slavery in America Notes- Fill out L and reflection	13 th :	14 Events leading to the Civil War 1. Read each of the Events and Complete the complete chart	15 th
18 th : Election of 1860 Stimulation 1. Read through speeches and fill out charts	19 th	20: Analysis of the 1860 Results 1. Look through the Charts and complete the questions with it.	20st	22 nd : Online Quiz: Sent on Remind

Name: _____

Side A


Slavery K-L Chart

First, fill out what you already know about each of the questions. As you learn more about slavery during the lesson, fill out the "What I learned" column.

What I already know	What I learned
What is slavery?	
What was it like to be a slave?	
How did enslaved people resist the efforts of their enslavers?	
How was slavery ended?	

Side B

Imagine that you are a slave in America in 1860. What does freedom mean to you? Would you be willing to risk everything to run away for a chance to be free? Or is it better to stick with the life that you know and hope that things get better? What would you do? Explain your feelings about freedom in a paragraph.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Slavery in America

Questions and Answers about the Slave Trade

1

What is slavery?

2

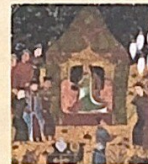
Slavery is a condition where humans are owned by other humans.

3

Slavery has existed in many cultures since ancient times.



Ancient Greece



Mongolian Empire



Colonial America

4

Slavery in the Americas



Sacagawea, who famously helped the Lewis and Clark Expedition, was taken captive as a young girl by the Hidatsa people. She was later sold to a French fur trader named Charbonneau.

Slavery existed among some Native American societies before European settlement.

Many of these societies enslaved war captives. After a period of time, the enslaved captives were sometimes adopted into the tribe.

5

Slavery in the Americas

European colonists in North America bought, sold, and enslaved Native Americans.



Native Americans enslaved by Spaniards

6

Slavery in Africa

Slavery was also practiced in parts of Africa, especially in larger African kingdoms like the Kongo and Asante.



7

Slavery in Africa



In many African societies, war captives were enslaved. Sometimes these individuals were freed as they learned the customs of their captors' community.



The children of African slaves were not always considered slaves.

8

The Atlantic Slave Trade

European slavers participated in and changed the existing slave trade in Africa.

Portuguese explorers were the first Europeans to buy slaves from Africa. Spain, England, the Netherlands, and other nations soon joined the slave trade.



9

The Atlantic Slave Trade

Enslaved Africans were brought to the New World to work on large, lucrative farms called plantations.



The creation of more and more plantations created a high demand for slaves.

10

The Atlantic Slave Trade

In Africa, warring tribes would take prisoners and enslave the captured men, women, and children. Tribes would also sometimes kidnap Africans from enemy tribes and sell them to white slave traders.



Slave trade along the Senegal River, kingdom of Cayor

11

Atlantic Triangular Slave Trade

The Atlantic slave trade had three stages:

1. Slave ships from Europe sailed to Africa carrying goods such as cloth, guns, and alcohol. These goods were traded for people who had been captured or bought by slave traders.



12

Atlantic Triangular Slave Trade

The Atlantic slave trade had three stages:

2. The enslaved Africans were packed onto ships and taken to the New World. This long, dangerous journey was called the "Middle Passage." Once they arrived, the surviving slaves were sold to the highest bidder.



13

Atlantic Triangular Slave Trade

The Atlantic slave trade had three stages:

3. With the money made from the sale of enslaved Africans, goods like sugar, coffee, and tobacco were purchased and taken back to Europe for sale.



14

The Middle Passage

The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas. Enslaved people endured traumatic conditions on slave ships, including cramped quarters, shackles, little food, humiliation, and abuse.



A plan of the British slave ship, Brookes, showing how hundreds of slaves were fit onboard.

15

The Middle Passage

An estimated 12% of enslaved Africans died at sea. Many died from disease and malnutrition. Others were so miserable that they refused to eat or jumped overboard.



Image showing how slaves were transported on the ships

16

How many were enslaved?

During the period of the Atlantic Slave Trade, from approximately 1526 to 1867, about 12.5 million slaves were shipped from Africa. Approximately 10.7 million arrived in the Americas.

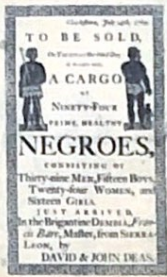
More than 90% of enslaved Africans were taken to the Caribbean and South America. About 6% of enslaved Africans were sent to British North America. African slaves lived in all thirteen colonies. However, the majority of slaves lived in the South.

17

What was it like to be a slave?

18

Slave Auctions



When enslaved Africans arrived in the Americas, they were sold through a public auction or a "scramble" in which buyers simply grabbed whomever they wanted. Slaves were treated like property, not like people.

19

Families

Some slaves stayed with their family members. However, many families were separated.



20

Life on Rice Plantations



The task system was widely used on rice plantations in the United States. Each slave was assigned a task based on their physical ability. Once the task was finished, an enslaved laborer was finished working for the day.

21

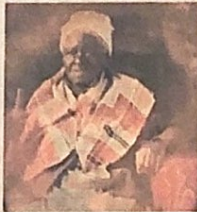
Life on Cotton Plantations

Gang labor was used on cotton plantations in the United States. This more brutal system required enslaved individuals to work from sunrise until sunset with few breaks.



22

Plantation Life



"Mauma Mollie" took care of her enslavers' children on a plantation in Florida

Many enslaved women and, some men, were given domestic duties like cooking, cleaning, laundry, and taking care of white children.

23

Plantation Life

On large plantations, some enslaved men and women learned trades like blacksmithing and carpentry.



24

Literacy



Slaves were not allowed to learn to read because enslavers felt that it would give them power. Still, many enslaved people secretly taught each other how to read and write.

25

Punishment

Many slaves were punished for disobedience or just so their masters could show that they were in charge. Slaves were abused, whipped, and imprisoned.



Scars of Peter, a whipped Louisiana slave, photographed in April 1863

26

How did enslaved people resist the efforts of their enslavers?

27

Acts of Resistance

Enslaved individuals resisted against their enslavement in many ways.

Some everyday acts of resistance included:

- Working slowly
- Breaking tools
- Pretending to be sick
- Feigning ignorance to avoid work
- Running away

28

Running Away



Enslaved people who successfully escaped were called "fugitive slaves." Escape was so common that there was a system of patrols to catch people escaping from slavery. Some men made a living catching fugitives.

29

Religion

Religious worship, which focused on the dignity and humanity of enslaved people, was another form of resistance.

Singing religious songs created community bonds. Slaves would sing about freedom using coded words to hide their meaning from slaveholders.



30

Violent Rebellions



Nat Turner's slave rebellion was the deadliest rebellion by enslaved people in the United States.

Violent rebellions by slaves were rare in the United States. One famous example was Nat Turner's 1831 rebellion in Southampton, Virginia.

31

How was slavery ended?

32

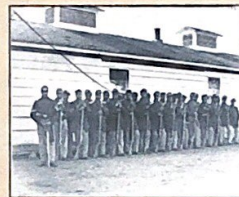
Abolitionists

People who wanted to end slavery were called abolitionists. In the northern United States, abolitionists tended to be Quakers, white women, and free blacks. Enslaved men and women also argued for their own freedom.



33

During the Civil War



Union soldiers in Company E of the Fourth Colored Infantry

Enslaved people fought for their freedom in various ways during the Civil War. About 180,000 black soldiers joined the Union army.

34

During the Civil War



Harriet Tubman worked as a spy for the Union.

In the South, thousands of enslaved people freed themselves by fleeing to the North. This affected the Confederacy's ability to feed its soldiers. Some slaves who remained on plantations worked as spies for the Union army.

35

The End of Slavery

In 1863, President Abraham Lincoln issued the Emancipation Proclamation which freed the slaves in the South.

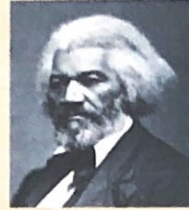
In 1865, The states ratified the 13th Amendment which freed all slaves in the United States.

36

Quotes from Formerly Enslaved People

37

"What, to the
American slave, is
your 4th of July? A
day that reveals
to him...the gross
injustice and
cruelty to which
he is constant
victim."



Frederick
Douglass,
former slave

38

"I had crossed the
line of which I had
so long been
dreaming. I was
free... to this
solemn resolution I
came ... they
should be free
also...I would bring
them all there!"



Harriet Tubman,
former slave

39

Antebellum Times

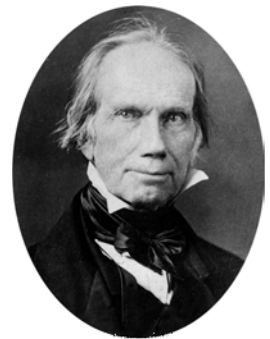
Volume 1 Issue 1

Fall 1850

The Great Compromise

The North and the South both receive victories and a civil war is avoided.

This summer was a busy and contentious one for Congress. Faced with admitting California into the Union, senators argued over whether California should be a free or slave state. Henry Clay, a Senator from Kentucky, drafted a compromise with both Northern and Southern victories. This Great Compromise, a package of 5 laws, was passed this September. Northerners are pleased because California was admitted as a free state. Although Southerners lost California, they are contented that the Union gained two territories (Utah and New Mexico) with no slavery restrictions. As part of the deal, the slave trade is now prohibited in D.C, but slaveholding is still allowed there. In addition, Texas surrendered some of its territory to New Mexico and received 10 million dollars.



Henry Clay, drafter of the compromise

Finally, and most importantly for Southerners, a Fugitive Slave law was passed. This law requires Northerners to return runaway slaves to their owners. Northerners are outraged and claim the law is unfair. Although each side agrees the plan is far from perfect, the country can breathe a sign of relief. We have avoided a civil war.



The United States **before** the compromise. Light gray indicates states while dark gray indicates territories.



The United States **after** the compromise. California is admitted as a free state, Texas trades territory for money, and New Mexico and Utah become territories with slavery undecided.

Antebellum Times

Volume 1 Issue 2

Spring 1852

Uncle Tom's Cabin: The Most Popular Novel of Our Day! 300,000 Copies Sold!

Author Harriet Beecher Stowe has created a sensation! She wrote one of the best-selling books of the year, second in sales only to the Bible. Her novel, Uncle Tom's Cabin, tells the fictional story of Uncle Tom, a kind and long-suffering slave. He interacts with several characters including Eva, a white girl whom he befriends and Eliza, a slave who runs away with her son to the North. In the book, the slaves are portrayed as intelligent, kind-hearted people while Simon Legree, a cruel, heartless slave owner, is Tom's enemy. Stowe is clearly arguing that slavery is morally **evil**. Southerners are outraged! Some say the book is slanderous and criminal! Others have responded with their own novels portraying kind, parental slave holders taking care of happy, childlike slaves. In the North, more and more people are declaring that slavery must be ended. Surely, no one expected such anger and discord from one fictional book!



Illustration of Tom and Eva from the book.



Eliza telling Tom that he has been sold and that she is running away to save her child.



Cassy helping Tom after his whipping.



Author Harriet Beecher Stowe

Antebellum Times

Volume 1 Issue 3

Fall 1856

Bleeding Kansas

The conflict in Kansas between Free Staters and Proslavers has become a war!

In 1854, a law called the Kansas-Nebraska Act overruled the Missouri Compromise (which declared that Northern states would be free and Southern states would be slave). This new law allows the residents of Kansas and Nebraska to **vote** on if they want to be a free or slave state. This law prompted about 1,000 New Englanders to flee to Kansas. These Free Staters hoped to vote and secure the territory's fate as a free state. They fear that slave plantations in Kansas would prevent their small farms from making money. However, thousands more came from the South to vote for slavery. When the votes were tallied, Kansas was declared a slave state. The Free Staters were outraged and decided to set up their own legislature. Kansas actually had two governments, both outlawing the other! **Violence has erupted on both sides!** Dozens were tarred and feathered, kidnapped, and murdered. Last May, a group of proslavery men entered Lawrence, Kansas, where they ransacked and burned homes and stores. In retaliation, an abolitionist named John Brown led men to Pottawatomie Creek to kill five proslavery men. Governor John W. Geary restored order this month. In all, fifty-five people were killed in the conflict called "Bleeding Kansas." Is the violence in Kansas representative of the turmoil facing our country? Can the United States remain united?



Painting by George Caleb Bingham depicting violence in the area

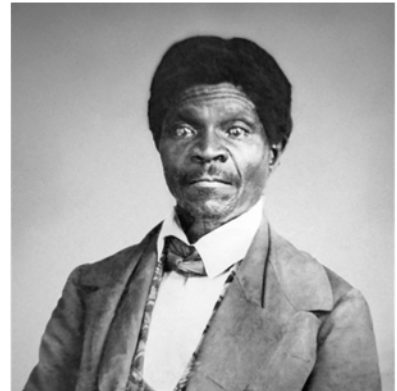
Antebellum Times

Volume 1 Issue 4

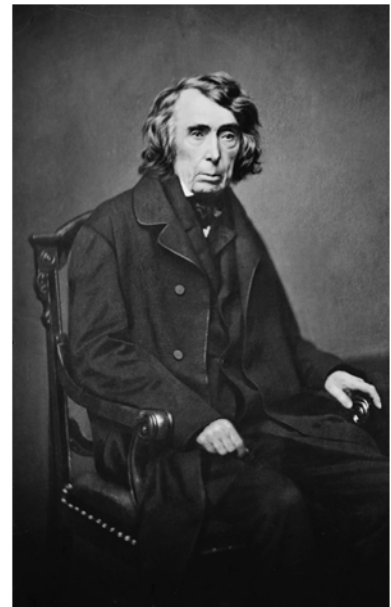
Spring 1857

Supreme Court Declares: “Negros are Not Citizens” Dred Scott vs. Sanford

The recent Supreme Court decision *Dred Scott vs. Sanford* has everyone talking! Dred Scott is a slave who was born in Virginia. In 1833, Scott was sold to Dr. John Emerson who took him to Wisconsin Territory where slavery is banned. After several years, Scott, his new wife, and their children, moved to St. Louis with Dr. Emerson. When Emerson died, he left the slaves to his wife Eliza Irene Sanford. In 1846, the Scotts tried to buy their freedom from Sanford, but she refused. Scott then sued the court claiming that he and his family were legally free since they had lived in a territory where slavery was banned. The court upheld Scott's claim; however, the case was appealed until it reached the Supreme Court. **In a landmark decision, the Court declared that people of African American heritage are not citizens.** Chief Justice Roger B. Taney argued that Dred Scott did not have a right to sue in court since he was not a citizen. He went on to declare that Congress could not ban slavery in the territories because “slaves are property” and property is protected by the 5th Amendment. Some Northern newspapers have reviled and criticized the decision. Abolitionist groups say that the decision goes against the Constitution, liberty, and the idea that all men are created equal. Supporters of slavery celebrate the Court's opinion. Despite the Supreme Court ruling, it seems the matter of slavery is far from settled.



Dred Scott, slave



Chief Justice Roger B. Taney

Antebellum Times

Volume 1 Issue 5

Fall 1859

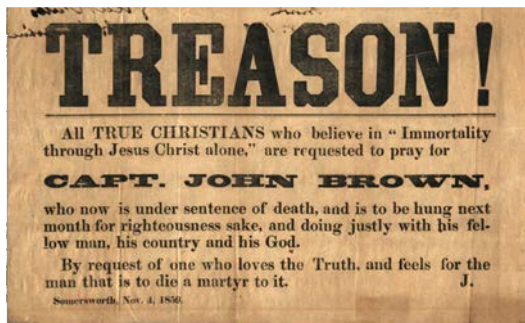
John Brown Raids Ferry Brown & his men take hostages & fail to start a slave uprising.

On the evening of October 16, 1859, John Brown, an abolitionist, led an army of eighteen men into Harper's Ferry, Virginia. His plan was to seize guns, arm the local slaves, and begin a slave rebellion. He did succeed in taking over the armory and arsenal and sent men to distribute weapons to nearby slaves. He also captured several prominent townspeople and held them hostage. Then Brown waited for a mob of angry slaves to join his cause. No one came. Instead, Brown was bombarded with gunfire from local citizens and the town militia. Two locals were killed along with eight of Brown's men. The militia cut off all escape routes. By early afternoon of the next day, federal troops from Washington arrived and arrested Brown. John Brown was tried and hanged on December 2nd. During his short trial, he defended his actions as Christian and just. Some abolitionists celebrate Brown's attempt to start a slave rebellion. Southern slave owners are outraged and feel that their lives and property



Photograph of John Brown

were threatened. A storm of anger and hate sets the stage for the upcoming 1860 presidential election. Some Southerners have sworn that they will never vote for a Northerner, especially not Abraham Lincoln, whom they view as a John Brown sympathizer.



A notice asking Christians to pray for Brown.

Name: _____

Side B

EVENTS LEADING TO THE CIVIL WAR: (JIGSAW GROUP)

Use the information given by each expert to answer the following two questions about each trigger event of the Civil war.

The Great Compromise (1850)

1. What happened? (Give a short summary of the event.)
2. Why was it important?

Uncle Tom's Cabin (1852)

1. What happened? (Give a short summary of the event.)
2. Why was it important?

Bleeding Kansas (1854-1861)

1. What happened? (Give a short summary of the event.)
2. Why was it important?

Dred Scott v. Sanford (1857)

1. What happened? (Give a short summary of the event.)
2. Why was it important?

John Brown's Raid (1859)

1. What happened? (Give a short summary of the event.)
2. Why was it important?

Stephen A. Douglas's Speech

I would like to begin by declaring that **we are all friends of the Union**. We all believe that our lives, our liberties, and our hopes depend upon the states remaining together as one country. However, my ideas about how to keep the states united are very different from Mr. Lincoln's ideas. I believe that the Union must be preserved by strictly following the Constitution given to us by our wise Founding Fathers.

The Constitution gives states **the choice to have slavery or to not have it**. You cannot force a free state upon an unwilling people! You cannot force a slave state upon an unwilling people! It is our highest privilege as Americans to decide for ourselves what is good and what is bad and then **vote**. As the Western territories become states, the citizens of each territory should be able to vote on whether they wish to allow slavery or not! It is their freedom to do so. This freedom is what our Revolutionary fathers died for! As the Southern states wish to have slavery, they should be allowed to do so! This right is protected in the Constitution.

On the other hand, Mr. Lincoln wants to preserve the Union by taking away the power of each state. How can you strengthen something by weakening each of its parts? He wants to have a strong federal government. I disagree with this plan! The Constitution gave **each state** the power to govern itself. I am for states rights and the voice of the people.

I will repeat: I am a friend of the Union. The states must feel more connected. We can connect each state by building a transcontinental railroad. This railroad would connect the Atlantic States to the Pacific States. A railroad would allow citizens to trade and travel. Perhaps a railroad could even reduce disagreements and tensions as citizens get to know each other better. I also support free homesteads. I believe that if a territory decides it wants homesteads, then it has every right to have them.

I am a democratic man through-and-through. I dearly esteem the right to vote and the voice of the people. These are gifts given to us by the Founding Fathers through the Constitution. It is now time for you to exercise your gift to vote. I ask you to carefully consider this question: **What kind of man do you want leading the Union?** Thank you.

Abraham Lincoln's Speech

Ladies and Gentlemen, we meet today to discuss many important issues. The first is an old and familiar question: Should the federal government be allowed to control the spread of slavery in our Western territories? In response, Senator Douglas says, "No!" As he said in a recent speech, "Our fathers, when they framed the government under which we live, understood this question just as well, and even better, than we do now." I agree with Senator Douglas that our Founding Fathers, the thirty-nine signers of the Constitution, **did** understand the powers of the federal government. I have studied the actions and writings of each founder and twenty-one of them (including George Washington) believed that the federal government **does indeed** have the right to prohibit slavery in the Western territories. These twenty-one men, a clear majority of the Founding Fathers, voted on bills to limit slavery in the territories and thus made their feelings clear. I will follow the lead of these wise founding fathers who understood "better than we." Slavery is not for the Western territories.

I now wish to speak to the Southerners in the audience. You boldly declare that the Republicans stir up rebellions among your slaves. You point to John Brown, an abolitionist who used violence at Harper's Ferry in an attempt to liberate slaves. I declare that John Brown was **not** a Republican! Not one man involved in that rebellion was a Republican. True, we believe, like our Founding Fathers did, that slavery is wrong. But, we **do not** aim to end slavery in the South.

Instead, we must focus on unifying as a nation. **A house divided against itself cannot stand.** Ladies and Gentlemen, we **must** come together! This nation must be tied together with a transcontinental railroad. This will connect communities from California to New York. This would also help honest farmers move West in search of a better life. The government should give homesteads, or free land, to these men. I believe in homesteads because I believe in opportunity. After all, opportunity is what makes this country great. Opportunity is what makes this country a place where a poor farm boy like me can grow up to become a presidential candidate.

To the Northerners I say: We must not be frightened by false accusations against us. Let us have faith that **right makes might**, and in that faith let us, to the end, dare to do our duty as we understand it. Thank you.

John C. Breckinridge's Speech

Neighbors and friends, I feel grateful to stand before you today. The circumstances by which I stand here are unusual. I did **not** submit my name as a presidential candidate. My name, however, was presented, and I felt I could not refuse to accept the nomination, without abandoning my principles and betraying my friends. So here I stand.

Some Northerners and Southerners have accused me of trying to break up the Union. Nothing could be further from the truth! All I seek is to follow the Constitution and the rulings of the Supreme Court. It's interesting how those who disagree with my ideas are the first ones to accuse me of driving a rift in the Union! As I explain my arguments, I hope that all those in the audience will remain open-minded.

As you know, the Supreme Court has ruled that men may take their slaves with them when they travel to the territories. Despite this Supreme Court decision, Mr. Douglass declares that territories still have the right to ban slavery! How can he say that the voice of the people is more important than our Constitution? What can be higher than the highest law of the land? **We should be able to take our slaves to any territory.** In fact, there should be codes and laws protecting our rights as property owners!

Others have accused me of sympathizing with abolitionists. I challenge anyone in the audience to name a time when I have sympathized with freeing the slaves! **You cannot do it.** I believe in **preserving slavery in the South** and expanding our rights as slave holders elsewhere. Our Southern rights, beliefs, and even our way of life is being attacked! We must look to the Constitution to protect us.

My friends, we must be wary of those supporting a homestead act. This act would fill the West with non-slave-holding Northerners. It is better that the West not be settled at all! **It would upset the balance if there were more free states than slave states.**

In addition, some have called for a transcontinental railroad. I would support a railroad connecting a Southern city to the West. I do not support a railroad that bypasses the South and **does not benefit us at all.**

I think I have piled up a pyramid of fact and argument which I ask every intelligent man to consider. If you vote for me, I will use the Constitution as my guide to protect **our way of life.** Thank you!

John Bell's Speech

It is an honor to speak here today. Today I will not discuss heated and controversial issues. **I will not** argue for or against slavery, homesteads, or a railroad. Instead, I would like to describe my political party.

I do not run as a Democrat, nor do I run as a Republican. I run under the party that I believe will be the party of the country: the Constitutional Union Party.

This party holds three simple truths. First, we recognize no political principle other than the **Constitution** of the United States. Second, we are dedicated to preserving the **Union**. Third, we believe in enforcing the **laws** of the land.

We believe that it is pointless to discuss issues like slavery or homesteads. These are heated issues that drive people apart! Nothing but contention and anger will come of discussing these things. We must remember that our **ultimate goal** is to keep the states together in the Union.

I truly believe that most people in the North and South love the Union as I do. However, both Democrats and Republicans use **fighting words** which tear the country apart.

It is my hope that this party can usher in a **new era** of politics. An era where all parties follow the Constitution, enforce laws, and preserve the Union. Thank you for this opportunity to speak today.

Name: _____

Side A

The Election of 1860

Listening Guide

It is 1860—the year of an important election! Everywhere you go, people are passionately discussing the four candidates. You have the great opportunity to hear a speech from each candidate! Use the table below to record the four candidates' thoughts on each issue.

	Slavery in the South	Slavery in the Territories	Westward Expansion (homesteads)	A Trans-continental Railroad
Stephen A. Douglas				
Abraham Lincoln				
John C. Breckinridge				
John Bell				

Name: _____

Side B

The Election of 1860

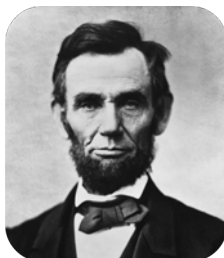
Listening Guide

Use the articles from Day 1 to answer the questions below.

1. Which candidate do you think the Northern workers would have voted for? Explain why.
2. Which candidate do you think the Southern farmers would have voted for? Explain why.
3. Which two candidates do you think received the most votes? Do you think it was a close election? Explain why.



**Stephen A.
Douglas**



**Abraham
Lincoln**



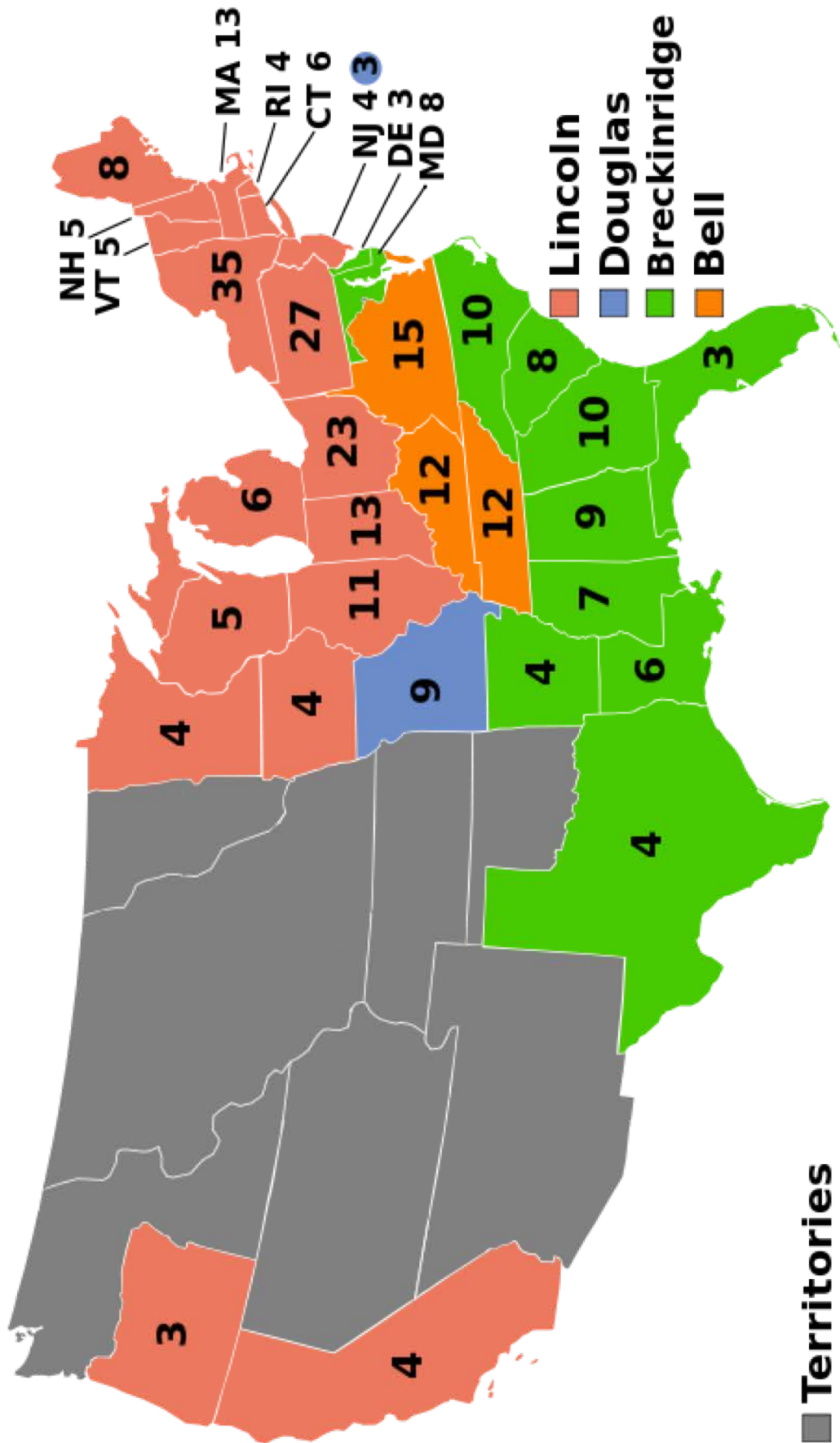
**John C.
Breckinridge**



John Bell

ELECTION OF 1860 RESULTS MAP

(Note: The numbers represent electoral votes.)



Name: _____

Side A

ELECTION RESULTS WORKSHEET

Presidential Candidate	Political Party	Electoral Votes		Popular Votes	
Abraham Lincoln	Republican	180	59.4%	1,865,908	39.9%
John C. Breckinridge	Southern Democratic	72	23.8%	848,019	18.1%
John Bell	Constitutional Union	39	12.9%	590,901	12.6%
Stephen A. Douglas	Democratic	12	4.0%	1,380,202	29.5%

Voting and the Electoral College

In the United States, citizens do not directly vote for president. Instead, we use a system called the Electoral College. Here is how it works:

1. Citizens in each state vote for their favorite candidate. This is called the **popular vote**.
2. Each state tallies up the number of votes each candidate received. Then they figure out which candidate got the most votes. The candidate with the most votes in that state, receives all the **electoral votes** from that state.
3. Each state does **not** have the same number of electoral votes. All states have at least three. However, states with larger populations get more votes. For example, in 1860 Delaware had three electoral votes while New York had thirty-five! Winning a more populous state was more impactful.
4. In 1860, there were a total of 303 electoral votes. The candidate who received the most electoral votes (Abraham Lincoln) won.

Interesting Facts

- In nine Southern states, Abraham Lincoln received zero votes because he was not even on the ballot.
- In California, Abraham Lincoln barely won the electoral votes. 32.3% of voters chose Lincoln while 31.7% of voters chose Douglas. Despite this being a close vote, Lincoln won a higher percentage of votes so he got all four electoral votes from California.
- Unusually, New Jersey decided to split their electoral college by giving four votes to Lincoln and three to Douglas.

Name: _____

Side B

ELECTION RESULTS WORKSHEET

Use the chart, map, and your understanding of the Electoral College to answer the following questions.

1. Which candidate received the most electoral votes and therefore won the election? How many votes did he receive?
1. Which candidate received the second most electoral votes? How many votes did he receive?
1. Which candidate received the most popular votes? How many votes did he receive?
1. Which candidate received the second most popular votes? How many votes did he receive?
1. Explain why Douglas received so few electoral votes while receiving so many popular votes? Use the map to help you.
2. Identify which region voted for each candidate (ex. North, Upper South, etc.)
1. Explain how the results of the election demonstrated that the nation was divided?