

Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



The Slavery Controversy and the Meaning of Freedom

A Google Sites Role Play Activity

Grade Level

AP US History (can also be adapted for 8th grade)

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North Canton, OH

Duration: 3 Days

Overview

This lesson allows students to explore the slavery controversy and the meaning of freedom in the antebellum period through a role-play Google Sites activity. Nineteenth century contemporaries will communicate using twenty-first century technology. Learners will discover that antebellum Americans held a variety of views on the issue of slavery, with most falling somewhere between Northern abolitionists on the one side and Southern “fire-eaters” on the other. Through their examination of primary and secondary sources, through their examination of the sites created by classmates portraying other roles, and through their communications with the other role-players, students will be able to explain how the term “freedom” took on different meanings relative to slavery in the years preceding the Civil War. Learners will also offer their own conclusions regarding the methods that they think would be justified to achieve freedom.

Ohio Academic Content Standards (Current)

Standard: **History**

Benchmark G: Analyze the causes and consequences of the American Civil War.

Indicator 9: Explain causes of the Civil War with emphasis n:

- a. Slavery;
- b. States' rights;
- c. The different economies of the North and South;

- d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
- e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
- f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
- g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.

Standard: People in Societies

Benchmark B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Indicator 4. Analyze the economic, geographic, religious and political factors that contributed to:

- a. The enslavement of Africans in North America;
- b. Resistance to slavery.

Ohio Academic Content Standards (Revised)**Grade Eight Social Studies**

Strand: History

Topic: Expansion

Content Statement 10. Westward expansion contributed to economic and industrial development debates over sectional issues, war with Mexico and the displacement of American Indians.

Topic: Civil War and Reconstruction

Content Statement 11. Disputes over the nature of federalism, complicated by economic development in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

Strand: **Geography**

Topic: Human Systems

Content Statement 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

College Board Advanced Placement United States History Course Description**Themes:**

1. **American Diversity** – The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
2. **Reform** – Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor temperance, women's rights, civil rights, gay rights, war, public health, and government.

3. **Slavery and Its Legacies** – Systems of slave labor and other forms of unfree labor in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

Topic Outline

8. Religion, Reform, and Renaissance in Antebellum America
10. The Crisis of the Union

Historical Background

The Slavery Issue in Antebellum America

Because it marked the first time so many reformers in the United States focused on so many issues almost simultaneously, the antebellum period signifies a key turning point in American history. The key for many of these reform movements was the idea that individuals were free moral agents, capable of improving themselves and the world around them. The enhancement of personal freedom and the perfection of society became twin goals for many reformers. Several factors impacted American culture and society in the years before the Civil War. The religious revivals of the Second Great Awakening, the changes brought by early industrialization and the expansion of the market economy, and the prevailing sense of American optimism in the early nineteenth century helped to fuel a spirit of social reform in areas such as education, treatment of the mentally ill, temperance, peace, labor, and women's rights. Meanwhile, Transcendentalist writers emphasized the primacy of individual judgment over existing social arrangements, the benevolence of God and nature, and the divinity of man as they rejected both secular and church authority. Utopian and religious communities also turned away from traditional American values, and sprang up throughout the country. The reform movement that eventually overshadowed the others, however, was the antislavery crusade, a movement brought on by a small but vocal minority.

Antislavery drew on the ideas of individuals as free moral agents and the perfection of society. Slavery was not only a sin, but also contradicted the ideas enshrined in the Declaration of Independence. But those who opposed slavery disagreed on how best to end it and on the question of black equality. Some supported colonization. White Americans had discussed the idea of sending free blacks back to Africa, the Caribbean or Central America even before the Revolution. In 1816 proponents of this view created the American Colonization Society, which gathered the support of such notables as James Monroe, Henry Clay, Daniel Webster and Abraham Lincoln with a plan to lobby for gradual emancipation and for sending free blacks back to Africa. The group established Liberia on Africa's West coast as a proposed haven for blacks, who in the view of colonizationists could never be equal to whites or overcome racism. While some abolitionists believed that free blacks would enjoy a better quality of life in Africa than in the United States, some slave owners supported colonization fearing the prospect that free blacks might one day lead slave rebellions. Although the idea waned after the 1830s,

as the division over slavery in America worsened, colonization was revisited into the 1860s.

Abolitionism emerged in the 1830s. David Walker, a free black in Boston, published *An Appeal to the Colored Citizens of the World* in 1829, which condemned slavery and called for blacks to gain freedom – by force if necessary. The movement to emancipate all slaves gained greater footing after 1831, the year William Lloyd Garrison founded the *Liberator* in Boston. A number of factors contributed to the growth of abolitionist sentiment in the North. The evangelical work of Charles G. Finney, the organizing and financial contributions of Arthur and Lewis Tappan, the effects of the much publicized debate among the students of Lane Seminary in Cincinnati in 1834, the withdrawal of antislavery students from Lane and their removal to Oberlin College along with the widespread antislavery agitation of Theodore Dwight Weld, all impacted the origins of abolitionism.

As a journalist fighting what he considered a moral crusade, Garrison not only offended proslavery southerners, but he also alarmed many in the North, both within and outside the abolitionist movement. Garrison's program was based on agitation. Methods of emancipation did not concern him. Calling the Constitution a "compact with the devil," he demanded immediate universal emancipation. In 1833 Garrison formed the American Antislavery Society, and became its leading voice and one of abolitionism's most controversial figures. The other was Frederick Douglass. In his autobiography, *The Narrative of the Life of Frederick Douglass* and his newspaper, *North Star*, Douglass wrote and lectured on the wrongs of slavery and inequality and the need for war.

Other abolitionists separated themselves from the radicalism of Douglass and Garrison, and supported political abolitionism. This movement promoted the idea of working through the government to abolish slavery. However, political abolitionists were also divided between those who favored working within the two major parties and those who advocated the formation of a third party, such as the Liberty Party in the 1840s. Nevertheless, freedom for abolitionists meant freedom for everyone, regardless of color.

Despite the urgent pleas of the abolitionist movement, it is important to remember that abolitionism, even in the North, was a minority movement. Most northerners sought to maintain a solid relationship with southerners, and looked upon the abolitionists as extremists and troublemakers. State laws that restricted the rights of free blacks were common in the northern states before the Civil War. An Ohio law in 1804, for example, stipulated that no black or mulatto person could reside in the state without producing proof through a court that attested to his or her freedom. Most northerners viewed freedom in terms of individual liberties for whites. Thus, abolitionists had difficulties winning over the hearts of many whites in the North.

The most vigorous defense of slavery came from a group of Southern leaders dubbed the "fire-eaters." To these men, such as John C. Calhoun, the South's entire system was under attack from outsiders; moreover, by the 1850s they believed that the national government was simply doing the bidding of Northerners determined to crush slavery.

For the fire-eaters, the only justifiable remedy was secession. Just as most northerners were not abolitionists, most white southerners did not own slaves. Even as the secession crisis grew deeper, many in the South did not long for secession. In the upcountry areas of many states like Virginia and Georgia, whites there resented the power of slaver owners. Yet, they supported the institution as part of the southern way of life. The plantation was the central focus of southern society, and by the 1850s the plantation had come to play an ever-increasing role in the economic and social life of the Old South. As W.J. Cash noted in *The Mind of the South*, the plantation gentry became “the model for social aspiration. As abolitionists stepped up their attacks on slavery, southern whites, who feared the possibility of slave revolts, became more vocal in defense of their “peculiar institution.” For many southern whites, freedom meant being able to continue their way of life, without the interference of abolitionists or the national government.

Enduring Understandings/ Essential Questions

Enduring Understandings:

- Both the meaning of “freedom” and the condition of freedom contract and expand through historical time periods.
- The meaning of freedom a person articulates often depends upon that person’s social and economic background.
- The desire for freedom and the desire for social order often conflict.

Essential Questions:

- What are the economic, social, and political factors that expand or contract the meaning of freedom?
- How and why has the meaning of freedom changed?
- What tactics should or should not be used to achieve one’s concept of freedom?

Instructional Strategies

Prior to the lesson students have read Chapters 16 - 19, in the textbook, *The American Pageant*, 13th edition, 2006, by David Kennedy, Lizabeth Cohen, and Thomas Bailey, and completed worksheets on each chapter. This will put the antislavery movement in its historical context for the learners. Teachers may use their own textbooks to provide students with information on the political, economic and social causes leading up to the Civil War to prepare students for this lesson. This particular book is referenced in this lesson plan under Print Sources.

This lesson could be completed in **three** class periods. However, if you prefer not to have students complete some of this for homework, you will need **four** class periods.

Day 1 (Monday)

- Response Group Activity. Students work in small groups – Brainstorm. Identify five events that you think led to conflict over the issue of slavery in America from 1820 – 1860.

- Student responses could include the following: the Missouri Compromise, publication of David Walker's *Appeal*, Nat Turner's rebellion, the emancipation debates in the Virginia legislature, 1831-1832, the publication of *The Liberator*, the formation of the American Anti-Slavery Society, the Lane Theological Seminary dispute, the Gag Resolution, the murder of Elijah Lovejoy, The *Amistad* affair, the formation of the Liberty and later the Free Soil parties, the annexation of Texas, the war with Mexico, the Wilmot Proviso, the Compromise of 1850, including the Fugitive Slave Law, the Underground Railroad, the publication of *Uncle Tom's Cabin*, the Kansas-Nebraska Act, the formation of the Republican party, Bleeding Kansas, the Dred Scott case, the Lincoln-Douglas debates, the Oberlin-Wellington rescue, and the raid on Harpers Ferry.
- Whole Group Activity. Each group reports its events to the class. Compile a summary list. Ask the following questions:
 - What made these events controversial at the time?
 - Northerners and Southerners were often at odds over these events, but did all northern whites agree with each other?
 - Did all southern whites agree with each other?
 - Did all African Americans agree with each other?
 - Why do you think there was disagreement?
- Assign each student a role. See list of possible roles on *Names and Sources (Appendix E)* sheet. This sheet is posted on the Project Home Page.
- Explain the Google Sites activity to the class – Overview. Students will work with the Project Home Page and with their own Character Home Page. (**Appendices B and C**)
- Students will read the Student Instructions form located on the Project Home Page.
- Students read the documents and complete #s 7 and 8 in Appendix C, the Document Analysis Form (**Appendix F**), and research two events/issues, for homework.

Day 2 (Tuesday in class, and complete for homework on Tuesday and Wednesday. Or, you could spend two class periods on this instead with no HW)

- Learners complete #s 9 – 13 in class, Biographic Introduction, Graphics/Images, Excerpts, Slogan, and Timeline.
- For homework over the next two days, students complete #s 14 – 17, My Definition of Freedom, Communication with Other Participants, the Assessment Response, and the Project Assessment Form.

Day 3 (Thursday)

- Debrief. Response group instruction. Discuss Assessment Responses, and discuss the first two Essential Questions of the activity in groups of three or four.

- Whole Group Activity. Report out to the whole class key elements of small group discussions.
- Exit Ticket. Each student answers the third Essential Question in two or three sentences. What tactics should or should not be used to achieve one's concept of freedom?

Classroom Materials

Resources and Materials

Online Sources

John Quincy Adams, *Argument of John Quincy Adams, before the Supreme Court of the United States* : in the case of the United States, appellants, vs. Cinque, and others, Africans, captured in the schooner Amistad, by Lieut. Gedney, delivered on the 24th of February and 1st of March, 1841, Courtesy of the Library of Congress, American Memory, Slaves and the Courts, 1740 – 1860, **llst 025** urn:hdl:loc.law/llst.025, <http://hdl.loc.gov/loc.law/llst.025>, [http://memory.loc.gov/cgi-bin/query/r?ammem/llst:@field\(DOCID+@lit\(llst025\)\):@@@SREF\\$](http://memory.loc.gov/cgi-bin/query/r?ammem/llst:@field(DOCID+@lit(llst025)):@@@SREF$) (accessed April 5, 2011).

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Other Lesson Materials

- Appendix A –Extended Response Rubric
- Appendix B – Project Assessment Form
- Appendix C – Student Instructions for the project
- Appendix D – List of Events/Issues
- Appendix E – List of Names and Sources for Role Play
- Appendix F – Written Document Analysis Worksheet
- Appendix G – Cartoon/Image Analysis Worksheet
- Appendix H – Additional Sources List

Written Document Analysis Worksheet and Cartoon Analysis Worksheet were adapted from the National Archives website, Teachers' Resources, Teaching With Documents, <http://www.archives.gov/education/lessons/>

Summative Assessment

Assessment Instrument

Learners will use information from the primary and secondary sources related to their roles and to the events/issues of the era along with information from the websites created by classmates, to construct an extended response (between 250 and 450 words) that will:

1. explain how and why contemporaries of the mid-nineteenth century defined freedom differently by referring to two events/issues of the antebellum period, and
2. identify methods that could be used to achieve freedom, indicating if there should be limits to these methods, and providing reasons for their conclusions.

Assessment or Answer Key

Responses to part 1 of the assessment instrument should indicate an awareness of the complexity of the slavery issue in the antebellum period. Responses should show that abolitionists viewed freedom in terms of emancipation, but not all agreed on equality of the races. They should point out that slavery apologists interpreted freedom to mean the right to own property without interference from abolitionists or from the federal government. They should indicate that many whites in the North opposed abolitionism and defined freedom by applying the principles of American liberty primarily to white males. They should support their conclusions by referring to any two of the following events/issues of the day: the economics of slavery, the morality of slavery, the Gag Rule, the Fugitive Slave law, the *Amistad* case, the Lane Seminary debates, Nat Turner's Rebellion, the extension of slavery issue as applied to any of the following: Missouri controversy, popular sovereignty, the Kansas Nebraska Act, the *Dred Scott* case, or the raid on Harpers Ferry.

Responses to part 2 of the assessment instrument could include but are not limited to the following tactics: peaceful protests, the use of print or published sources, demonstrations, speaking engagements, churches, local, state, and federal government platforms, political parties, disobedience, defiance of the law, threats, and violence. Some students may say there should be limits to these methods while others might disagree. Either opinion is acceptable as long as the student provides sound and thoughtful reasoning, and considers the consequences and the effectiveness of limiting and not limiting the methods in achieving freedom.

Assessment Rubric

- See Appendices A and B.

Appendices

Appendix A –Extended Response Rubric

Appendix B – Project Assessment Form

Appendix C – Student Instructions for the project

Appendix D – List of Events/Issues

Appendix E – List of Names and Sources for Role Play

Appendix F – Written Document Analysis Worksheet

Appendix G – Cartoon/Image Analysis Worksheet

Appendix H – Additional Sources List

Rubric: The Controversy of Slavery and the Meaning of Freedom – Extended Response

Part 1				Student Assessment	Teacher Assessment
Awareness of perspectives 9 points	Shows an awareness of the three major perspectives on freedom in the antebellum period and clearly shows how each defined freedom. 8-9 points	Shows an awareness of only two perspectives, or does not clearly show how each defined freedom. 4-7 points	Shows only a limited understanding of perspectives and/or does not show how some or all defined freedom. 1-3 points		
Two antebellum events/issues that illustrate the differences of opinion 9 points	Relates two events/issues of the era to the concept of freedom by clearly and thoughtfully indicating how the three general groups differed on each issue. 8-9 points	Relates only one event/issue to the concept, or does clearly indicate how the three general groups differed on each. 5-7 points	Does not relate the differences of opinion to any event/issue of the period, or does not indicate how the groups differed on the issues. 0-4 points		
Part 2					
Identifies methods that could be used to achieve freedom 3 points	Identifies at least four methods that could be used to achieve freedom 3 points	Identifies two or three methods that could be used to achieve freedom. 1-2 points	Does not identify any method that could be used to achieve freedom. 0 points.		
Indicates whether there should be limits to the methods, and thoughtfully provides reasons for conclusions 9 points	Indicates whether there should be limits to the methods, and thoughtfully provides clear and logical reasons for your conclusions. 8-9 points	Indicates whether there should be limits, but does not provide clear reasons, or provides reasons that are not entirely logical. 5-7 points	Indicates whether there should be limits, but does not provide reasons or logic that support the conclusion. 0-4 points		

PROJECT ASSESSMENT
Google Sites Project – Controversy of Slavery

NAME _____ ROLE PLAYED _____

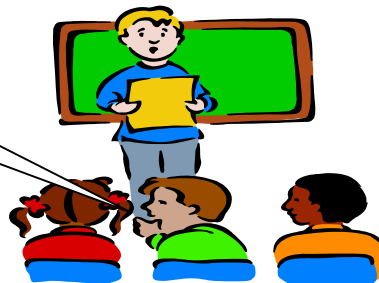
		Points Possible	Student Assessment	Teacher Assessment
1.	Sources	10		
	<ul style="list-style-type: none"> At least 3 sources used in addition to text and general encyclopedias. Proper citation. 			
	<ul style="list-style-type: none"> At least two are primary sources indicated with an * 			
	<ul style="list-style-type: none"> Sources used include those on the <i>Names and Sources</i> sheet and the <i>Additional Sources List</i> for your character and sources listed on the Project Home Page. 			
2.	Preparation and Site Appearance	30		
	<ul style="list-style-type: none"> Document Analysis form is completed thoughtfully for one of the primary sources and submitted on the Project Home Page. 			
	<ul style="list-style-type: none"> I have researched two events/issues that apply to my character. 			
	<ul style="list-style-type: none"> Biographic introduction on my Character Page is one or two paragraphs. It is accurate and indicates thorough research. 			
	<ul style="list-style-type: none"> Biographic information includes an explanation of how my character relates to the slavery controversy and to two events/issues on the Events/Issues sheet. 			
	<ul style="list-style-type: none"> My Character Page contains an image that depicts my character if available. If not, it directly relates to my character. 			
	<ul style="list-style-type: none"> My Character Page contains at least two other graphics/images are primary sources that represents the issue of slavery in a way that relates to my character. 			
	<ul style="list-style-type: none"> My Character Page contains two excerpts from primary sources that best illustrate my character's beliefs. 			
	<ul style="list-style-type: none"> My Character Page contains an original and creative slogan that I developed based on the personality/beliefs of the character. 			
	<ul style="list-style-type: none"> I have used the Project Home Page <i>Digital History</i> site Timeline to create my own timeline of five events/issues important to my character. 			
	<ul style="list-style-type: none"> My Character Page contains my character's definition of freedom. Two or three thoughtful sentences. 			

	<ul style="list-style-type: none"> I have read at least four other character definitions of freedom developed by my classmates. 			
	<ul style="list-style-type: none"> I have read at least the Character Pages of two other participants. 			
	<ul style="list-style-type: none"> My response comments to the other two characters are thoughtful and based on the likely reaction of my character. Responses should be two or three sentences to each character. These are posted on the Project Home Page. 			
	<ul style="list-style-type: none"> My Character Page is clever, creative, and neatly done. 			
	<ul style="list-style-type: none"> I have used the Project Home Page to fulfill the requirements of this project. 			
3.	Extended Response	30		
	<ul style="list-style-type: none"> I have followed all guidelines on the Assessment Instrument for the extended response. 			
	My extended response is clear and coherent, and I have assessed myself on the Instrument form.			
	Total Points	70		

Student Comments: What suggestions do you have to make this project better next year?

Teacher Comments _____

I love this Google Sites Project!



Student Instructions for the Google Sites Project

1. Read all information on the Project Home Page, including the Timeline from the *Digital History* website.
2. Follow the guidelines below and on the APUSH Project Assessment form as you do this activity.
3. There are two important parts to this Google Sites project, your Character Home Page and the Project Home Page. Submit your work to the appropriate location.
4. Character Home Page. Be clever and creative in developing your Character Home Page.
5. Research your character. Each student researches biographic information on his/her character by using the sites listed for your character and any other sites you choose.
6. Bibliography. Students must use at least three sources **in addition to** the text or any general encyclopedia (Note: *Wikipedia* is a general encyclopedia). These sources must include the primary sources given for their characters on the *Names and Sources* sheet. The sources must also include at least one from the *Additional Sources List* found on the Project Home Page. Each student must have a bibliography posting on his/her Character Home Page. Follow the guidelines on the *Preparing Bibliographic Entries* form on the Library Home Page of the Hoover High School website to cite references properly.
7. Document Analysis. Each learner will complete a Document Analysis Form (can be acquired on the Project Home Page) for **one** (not all) of the primary sources examined. The completed Document Analysis form will be submitted on the Project Home Page.
8. Research two events/issues. Each student researches the events/issues that apply to the character. The events/issues are located on the Events/Issues sheet on the Project Home Page.
9. Biographic Introduction. Each student must create a biographic introduction of your character (two to three paragraphs). Be sure to indicate in this introduction how the character relates to the slavery controversy and to two of the events/issues on the Events/Issues sheet. This biographic information must be posted on your Character Home Page.
10. Graphics/Images. Each learner will locate and place three Images or Graphics on the Character Home Page. One should be an image of the character. This should be prominently displayed on the Character Home Page. If an image of your character is not available, acquire an image that directly relates to your character. Two other images/graphics must be primary sources that represent the issue of slavery in a way that relates to your character. One can be an editorial cartoon.
11. Excerpts. Select two brief excerpts (no longer than two sentences each) that you feel epitomizes your character. The excerpts should be from the character's own words. These excerpts should be posted on the Character Home Page.
12. Slogan. Create a slogan based on the personality/beliefs of your character. Make the slogan your own creation, not a slogan already used by the character. The slogan should be placed on the Character Home Page.

13. **Timeline.** Create your own timeline of the five events/issues that you feel are most important to your character. You are free to use events indicated on the Digital History site Timeline, but you may also use other events/issues if you wish. Put your Timeline on the Character Home Page.
14. **My Definition of Freedom.** Assuming the role of your character, explain in two or three sentences what freedom means to you.
15. **Communication with Other Participants.** You will be assigned to read the Character Home Page of two other participants. Then, you should post your character's reaction to their beliefs/actions, definitions of freedom, Timelines, and/or images/graphics. Put your comments on the Project Home Page as if you were responding directly to them. So you will need to make two separate postings for your comments to others; one for each person. Your comments should be thoughtful. Be sure to notice the date of any event you refer to. Respond as your character would have in that year. Your responses should be two or three sentences to each character.
16. **Assessment Essay.** After completing all of the above components, write a response of approximately 250 to 300 words that (1) explains how and why contemporaries of the mid-nineteenth century defined freedom differently by referring to two events/issues of the antebellum period, and (2) identify methods that could be used to achieve freedom, indicating if there should be limits to these methods, and providing reasons for your conclusions.
17. **APUSH Project Assessment form.** Complete the student assessment and student comment portions of the Project Assessment form. Submit to the Project Home Page.

List of Events/Issues

Below is a list of some events and/or issues that related to the slavery controversy in the antebellum period. Your character was very concerned about some or all of these. The list is not intended to be complete. You may, if you wish, come up with additional events or issues of the period relative to slavery.

Select at least two of the following that would have been very important to your character. Then, refer to these in your biographic introduction.

- 1820 – Missouri Compromise
- ?-1865 – Underground Railroad system helps slaves escape
- 1829 – Publication of David Walker’s *Appeal*
- 1831 – Nat Turner’s rebellion
- 1831 – Publication of *The Liberator*
- 1831-1832 – Emancipation debates in the Virginia legislature
- 1833 – Formation of the American Anti-Slavery Society
- 1834 – Lane Theological Seminary dispute
- 1835 – Mob drags William Lloyd Garrison through the streets of Boston and nearly lynches him
- 1836 – African Americans attacked by angry mobs in race riots in Cincinnati
- 1836 – Gag Resolution passes in the US House of Representatives
- 1837 – Abolitionist Elijah Lovejoy is murdered by an anti-abolitionist mob in Illinois
- 1839-1841 – *Amistad* incident and case
- 1840 and 1848 – Formation of the Liberty and Free Soil parties
- 1845 – US annexes Texas
- 1846-1848 – War with Mexico
- 1846 – Wilmot Proviso
- 1850 – Compromise of 1850, including the Fugitive Slave Law
- 1851 – Publication of Uncle Tom’s Cabin begins
- 1854 – Kansas-Nebraska Act is passed
- 1854 – Republican party forms
- 1854-1858 – Bleeding Kansas (includes the Pottawatomie Massacre)
- 1857 – Dred Scott decision
- 1857 – Hinton Helper publishes *The Impending Crisis*
- 1857 – George Fitzhugh publishes *Cannibals All*
- 1858 – Lincoln-Douglas debates
- 1858 – Oberlin-Wellington Rescue
- 1859 – John Brown’s Raid at Harpers Ferry, VA

THE SLAVERY CONTROVERSY – NAMES AND SOURCES

AA= *Annals of America* can be obtained in Hoover HS Library/Media Center, Mr. Collier’s classroom, or on the Infohio website. Copies of *The American Spirit* can be signed out of Mr. Collier’s classroom. Documents from *Ohio’s War* can be obtained from Mr. Collier’s classroom.

NAME	POSITION	PRIMARY SOURCE	STUDENT
Adams, John Quincy	AS 2	Argument Before the Supreme Court on the Amistad case, 1841 , from American Memory site, <i>Slaves and the Courts, 1740 - 1860</i> .	
Anderson, Oliver	AS 1	<i>Ohio’s War, 1859-1860</i> , The Kidnap and Return of Oliver Anderson, pp. 19 – 21.	
Baldwin, Roger	PS	Argument Before the Supreme Court on the Amistad case, 1841 , from American Memory site, <i>Slaves and the Courts</i> .	
Beecher, Catherine	N	An Essay on Slavery and Abolitionism by Catherine Beecher, 1837	
Bolokitten, Oliver, Esq. (pseudonym)	PS	A Sojourn in the City of Amalgamation, 1835 .	
Brown, John	AS 1	Final Speech to the Court, 1859 , from civilwarcauses.org Also read secondary source, Pottawatomie Massacre , from pbs.org	
Boyle, Dr. William H. - Democratic Newspaper Editor, Franklin County, PA, <i>Valley Spirit</i> , Chambersburg, PA	N	Perspective of Northern Democratic newspaper on various issues in 1850s. Click on Franklin and <i>African Americans/Race Relations and Politics</i> at the Valley of the Shadow site, University of Virginia. http://valley.lib.virginia.edu/VoS/newspapers/topics.html#eve	
Calhoun, John C.	PS	AA, Vol. 6, 1837, The Dangers of Abolitionist Petitions, pp. 346 – 350. Calhoun’s last speech to the Senate, 1850 , from civilwarcauses.org .	
Chase, Salmon P.	AS 2	Speech in the case of colored woman, Matilda , from American Memory site, <i>Slaves and the Courts, 1740 – 1860</i> .	
Child, Lydia M.	AS 2	AA, Vol. 6, 1833, Proposals for Equal Treatment of Negroes, p. 5 – 11. Excerpt from Antislavery Catechism in <i>Slavery Attacked</i> , pp. 63 – 69.	
Coffin, Levi	AS 1	AA, Vol. 8, 1851, The Underground Railroad, pp. 134 – 138.	
Dew, Thomas R.	PS	Thomas R. Dew Defends Slavery, 1852 from Norton Community College History site, and Review of the Debate in the Virginia Legislature, 1832 in <i>Slavery Defended</i> , @ 1963, pp. 21 – 33.	

Douglas, Margaret	AS 2	AA, Richard Baker: The Crime of Mrs Douglass in Teaching Colored Children to Read, 1854, pp. 224 – 226. For background info on Margaret Douglas, go to this site .	
Douglas, Stephen	N	Stephen Douglas’s Popular-Sovereignty Plea, 1854, and Northwestern Support for Douglas, 1854, from <i>The American Spirit</i> , Vol. 1, pp. 411 – 412 and 413 – 414.	
Douglass, Frederick	AS 1	AA, Vol. 7, 1848, A Negro View of the Mexican War, p. 422 – Frederick Douglass lecture, Rochester, 1855, <i>Frederick Douglass Reviews the Progress of Abolition</i> , from <i>Slavery Attacked</i> , pp. 126 – 131. What to the Slave is the Fourth of July , 1852, from TeachingAmericanHistory.org.	
Fitzhugh, George	PS	AA, Vol. 8, 1857, Slaves Without Masters, pp. 475 – 478. The Universal Law of Slavery , 1852	
Garrison, William Lloyd	AS 1	AA, Vol. 6, 1833, Declaration of the American Anti-Slavery Society, pp. 12 – 15.	
Grimke, Angelina	AS 1	No Compromise With the Evil of Slavery, 1854 , from civilwarcauses.org First Editorial of the Liberator , 1831 from Sewanee.edu/faculty/Willis An Appeal to the Christian Women of the South , select any portion. Speech at Philadelphia Hall , 1838 from pbs.org	
Harper, William	PS	AA, Vol. 6, 1837, The Inequality of Man, pp.340 – 346. This is also in <i>The American Spirit</i> , William Harper’s Apology, pp. 362 – 364.	
Langston, Charles	AS 2	<i>Ohio’s War</i> , 1859, Charles Langston Addresses the Court in the Oberlin-Wellington Rescue Case, pp. 21 – 26.	
Lovejoy, Elijah	AS 1	To the Citizens of St. Louis, 1835, from <i>Slavery Attacked</i> , pp. 47 – 51. Alton Trials and a History of the Rise and Progress of the Alton Riots from American Memory site.	
Mauzy, Richard – publisher of <i>Staunton Spectator</i> , Augusta Co, VA	PS – but against secession	Perspective of Southern Whig newspaper on various issues in 1850s. Click on Augusta and <i>African Americans/Race Relations</i> and <i>Politics</i> at the Valley of the Shadow site, University of Virginia. http://valley.lib.virginia.edu/VoS/newspapers/topics.html#eve	
McDuffie, George	PS	AA, Vol. 6, 1835, The Natural Slavery of the Negro, pp. 192 – 197.	
Michie, Henry B. – editor and publisher of <i>Staunton Vindicator</i> , Augusta Co, VA	PS – for southern rights, but not strongly secessionist	Perspective of Southern Democratic newspaper on various issues in 1850s. Click on Augusta and <i>African Americans/Race Relations</i> and <i>Politics</i> at the Valley of the Shadow site, University of Virginia. http://valley.lib.virginia.edu/VoS/newspapers/topics.html#eve	
Parker, John	AS 1	<i>Ohio’s War</i> , John Parker Recalls His Work on the Underground Railroad,	

			pp. 14 – 19.	
Phillips, Wendall	AS 1		A Letter From Wendall Phillips, 1845 , from Infoplease site.	
Redmond, Charles Lennox	AS 2		AA, Vol. 7, A Negro Protest Against Segregation, pp. 74 – 76. See also Negro Resolutions on Segregated Schools, pp. 202 – 203, in same volume.	
Ruffin, Edmund	PS		The Political Economy of Slavery, 1853, from <i>Slavery Defended</i> , @1963, pp. 69 – 85.	
Shipherd, Jacob	AS 1		History of the Oberlin-Wellington Rescue , 1859, from American Memory site. See also, Oberlin Rescuers photo from American Memory.	
Stowe, Harriet Beecher	AS 1		AA, Vol. 8, 1852, Uncle Tom Defies Simon Legree, pp. 200 – 202.	
Walker, David	AS 1		David Walker’s Appeal, 1829 . From PBS website.	
Webster, Daniel	AS 2		The Seventh of March Speech, 1850 ,	
Weld, Theodore Dwight	AS 1		American Slavery As It Is, 1839 , and Theodore Weld’s Reply to James Hall, 1834 .	
Whittier, John Greenleaf	AS 1		AA, Vol. 6, 1833, Man’s Property in Man, pp. 1 – 5.	

Hyperlinks are underlined and in blue above.

AS 1 = Militant antislavery

AS 2 = Moderate antislavery

PS = Proslavery

N = Northerner opposed to abolitionism

NAME _____ DOCUMENT _____

WRITTEN DOCUMENT ANALYSIS WORKSHEET

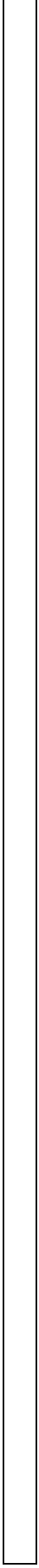
DATE(S) OF DOCUMENT:	_____
AUTHOR (OR CREATOR) OF DOCUMENT:	_____
A. Why do you think this document was written?	_____ _____ _____
B. What point is the source trying to convey?	_____ _____ _____
C. Quote one sentence from the document that attempts to justify the author's position.	_____ _____ _____
D. List one thing the document tells the reader about life in the United States at the time.	_____ _____ _____
E. Write an analytical question to the author that is left unanswered by the document.	_____

--

NAME _____ DOCUMENT _____

CARTOON OR IMAGE ANALYSIS WORKSHEET

DATE(S) OF CARTOON or IMAGE (if indicated):
CREATOR OF CARTOON or IMAGE (if indicated):
A. What is the caption or title of the cartoon? Or, what are the key components of the image? _____ _____
B. How are the objects, symbols, or people portrayed in the cartoon or image? _____ _____
C. Explain the message of this cartoon or image. _____ _____
D. Give two examples from the cartoon or image (a statement or graphic) that help to illustrate the creator's point. _____ _____
D. What groups would agree/disagree with the image or cartoon message? Why? _____ _____



Additional Sources for the Google Sites Lesson

Students should use the sites and print materials listed in the bibliography in addition to the specific sources listed for their characters on the *List of Names and Sources* handout (Appendix E). In addition, they are encouraged to use the following websites.

The Avalon Project, Documents in Law, History, and Diplomacy, Nineteenth Century Documents, from Yale Law School, http://avalon.law.yale.edu/subject_menus/19th.asp.

- Fugitive Slave Act, September 18, 1850
- Kansas-Nebraska Act, May 30, 1854
- Life, Trial, and Execution of John Brown, 1859
- The Narrative of Sojourner Truth, 1850
- A Plea for Captain John Brown, by Henry David Thoreau, October 30, 1859

Eyewitness to History, Nineteenth Century, <http://www.eyewitnesstohistory.com/19frm.htm>.

- Aboard a Slave Ship, 1829
- A Slave's Life
- Escape from Slavery, Frederick Douglas, 1838
- Life on a Plantation, 1854
- Return of A Fugitive Slave, 1854
- Slave Auction, 1859

From Revolution to Reconstruction, An Outline of American History, Chapter 6, Sectional Conflict, <http://odur.let.rug.nl/~usa/H/1994/chap6.htm>.

Library of Congress, *American Memory*, From Slavery To Freedom, The African-American Pamphlet Collection, 1822 – 1909, <http://memory.loc.gov/ammem/aapchtml/aapchome.html>.

Spartacus Educational, Slavery 1750 to 1870, <http://www.spartacus.schoolnet.co.uk/>.

Teach US History.org, The Kansas Nebraska and Bleeding Kansas and The Dred Scott Decision, Click on Resources, <http://www.teachushistory.org/>