

Unit 3 Part 3

- Contrast the economies, societies, and political views of the North and the South.
- Analyze why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue.

Sectionalism

Dred Scott

John Brown Raids



Causes of the Civil War





Causes of the Civil War



Missouri Compromise of 1820
- Problem:

Solution or Compromise:

Compromise of 1850
- Problem:

Solution or Compromise:

Fugitive Slave Law
- This law said...

Result:

Kansas-Nebraska Act of 1854
- This law said...

Result:

DOCUMENT 1-LIFE UNDER SLAVERY

- While slave women were pregnant, they did not receive extra food, intensive working the fields did not decrease during pregnancy, worked until the baby was born, and some women died after childbirth.
- Slave children died so early in life because low weight at birth, undernourished, their diet lacked protein, vitamin D, calcium, and magnesium. Children also suffered from ailments like night blindness, abdominal swellings, swollen muscles, bowed legs, skin lesions, and convulsions.

DOCUMENT 2: SLAVE LABOR

- The jobs that slaves were expected to do on a plantation were planting, cultivating and harvesting cotton, boatmen, waiters, cooks, drivers, housemaids, blacksmiths, coopers, masons, carpenters, butchers, silversmiths, tailors, cabinetmakers, metalworkers, bricklayers, wheelwrights, spinners, weavers, and tanners.
- During the day, slaves were expected to work 15 to 16 hours a day during planting and harvesting times and during the rest of the year they worked 10 or more hours.
- Slaves were harshly punished because slaves had no direct incentive to work hard, runaways, being disobedient, and refusal to work.

I don't work hard=I get whipped

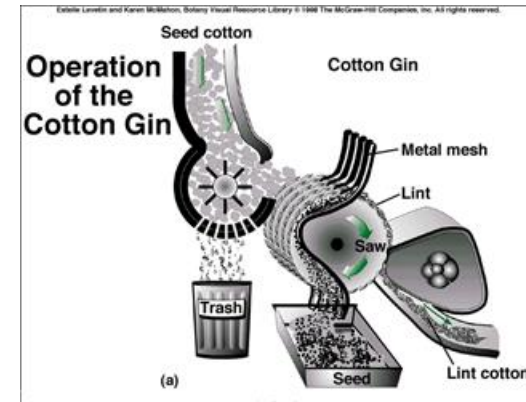
I work hard=I don't get whipped

DOCUMENT 3-SLAVE FAMILY LIFE

- The slave family was torn apart by the plantation owners. The marriages of slaves were not considered legal by American law. Slaves were considered property and property did not have rights like American citizens.
- The role of family was still important to the slave community. The adults on the plantation protected and looked after all children even though they may not be their own children like adopted or foster parents today.

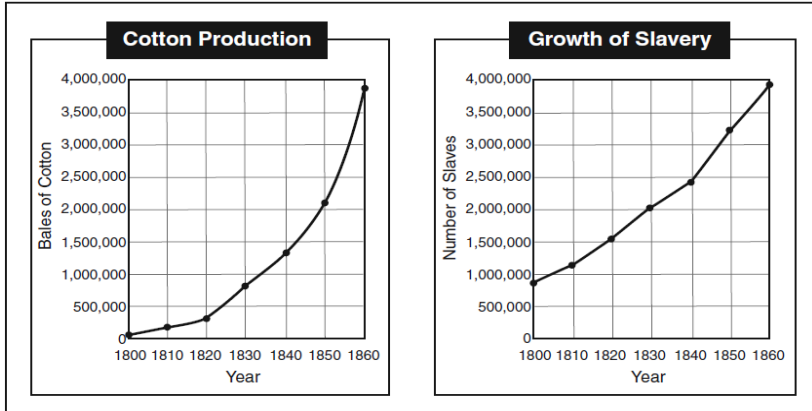
According to documents 1 & 2 , what were two hardships experienced as a slave?

The Industrial Revolution greatly increased the demand for southern cotton. Why??



DOCUMENT FOUR-SLAVE RESISTANCE and REVOLTS

- A "maroon colony" was a natural refuge like a swamp, mountains, or frontier regions (unsettled west). The slaves would also move south and were able to live with Native American communities like the Seminole Indians (Florida).
- Slaves used the following ways to resist or revolt against slavery break tools, fake illnesses, stage slowdowns, commit acts of arson and sabotage, runaway, revolts, and live in "maroon colonies."

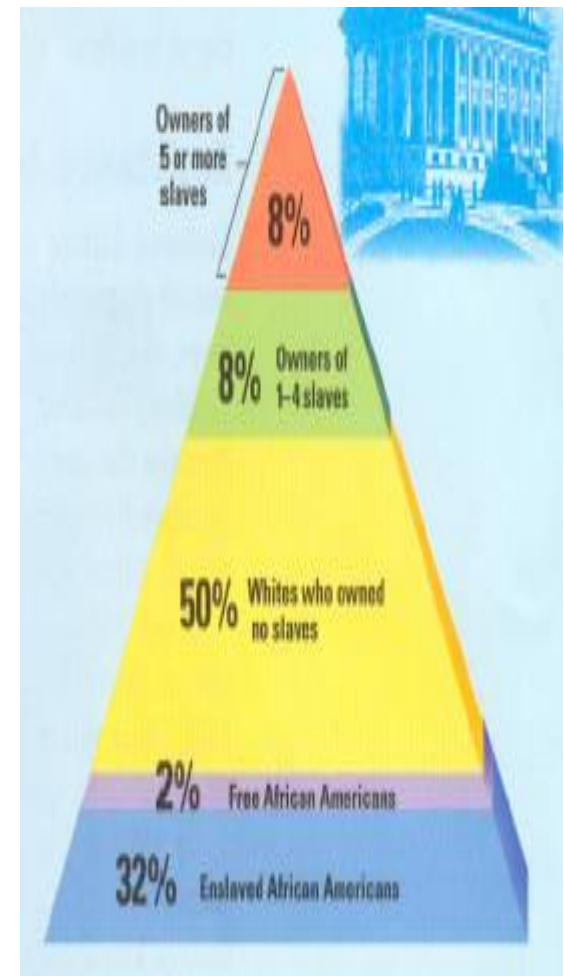


Source: Historical Statistics of the United States, Colonial Times to 1970 (adapted)

1) **Cottonocracy** · owners of 50 or more slaves; less than 1% of the population.
 · they made huge \$\$\$\$\$ from cotton using slave labor

2) **Small Farmers**
 · 75% of southerners · plain folk that owned the land they farmed.
 · might own one or two slaves and unlike planters, they would work the fields with the slaves.

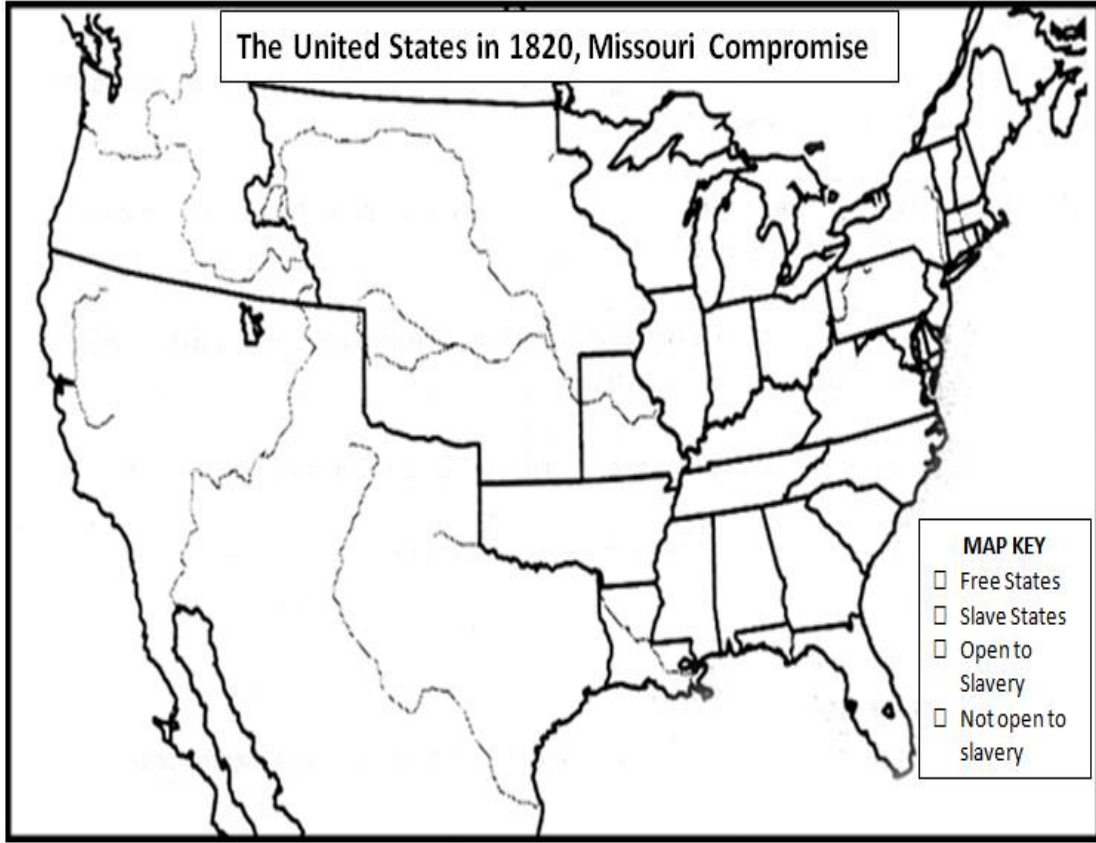
Enslaved African Americans
 · by 1860, slaves made up 1/3 of the South's population.



How did the social structure of the South reflect the importance of slavery?

Based on these graphs, state *one* relationship between cotton production and the growth of slavery between 1800 and 1860.

The United States in 1820, Missouri Compromise



Missouri Compromise (1820)

Texas and Florida became slave states, Iowa and Wisconsin became free states (equal) – with the new land obtained from the Mexican War, both North and South wanted to increase their power in Congress and will debate the issue of slavery in the new territories – California (1849’ers) will become the next territory to have a large enough population to become a state – they will choose to be free (not equal)

The Missouri Compromise admitted Maine and Missouri as the 23rd and 24th states – this allowed equal representation between free and slave states – the compromise also set up a boundary at 36° 30° N that stated no slave states could be formed north of the boundary

Compromise of 1850

According to Howard Zinn, what were two methods used by abolitionists to achieve their goals?

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

. Kansas Nebraska Act (1854)

Abolitionists and pro-slavery settlers in the Kansas and Nebraska fought over whether slavery should be permitted in the new territories – the fighting was very brutal and bloody on both sides

According to Wendy McElroy, what were two impacts of the abolitionist movement?

Historical Background:

John Brown was an abolitionist, or someone who opposed slavery. Like many others during his time, Brown not only believed slavery to be wrong, but believed it to be abominable in God's eyes. He was a very religious man. He formed a plan to raid the United States Armory at Harper's Ferry, Virginia. He would gather men to help him take the arms and ammunition, then proceed with them through Virginia and much of the South, arming the slaves and urging them to fight their way northward. Brown expected hundreds of men, white and black alike, to join his crusade to end slavery. However, only sixteen white men and five black men followed him to Harper's Ferry.

On Sunday evening, October 16, 1859, Brown and his men entered the sleeping town of Harper's Ferry. Throughout the night, they spread out through the town taking hostages from their beds and taking them to a small engine house at the corner of the town. Not everything went as smoothly as planned. By Monday morning, several of the townspeople discovered what Brown and his men were up to, so they called a town meeting and sent a messenger to alert the militia in neighboring towns. News of an insurrection spread quickly, and by the time the news reached the president in Washington, the story had been blown out of proportion. The president sent the Marines under the leadership of Colonel Robert E. Lee (who would later break his ties with the United States and become General of the Confederate Army).

Meanwhile, the townspeople had collected squirrel rifles and any other weapons they could find and began to fight Brown and his men, trapping most of them in the engine house with their hostages. Several people from both sides lost their lives in the fighting. Then, early Tuesday morning, October 18, 1859, Colonel Lee sent Lieutenant J. E. B. Stuart to demand Brown's surrender. The town and the engine house were surrounded by militia and United States Marines. Despite the odds against him, Brown refused to surrender. It didn't take much effort for Colonel Lee and Lieutenant Stuart to capture Brown and his men. They used a ladder to ram the door to the engine house and swarmed it with soldiers. Brown went to trial on October 27. The jury found him guilty of treason, conspiracy of slave rebellion, and murder on October 31. On November 2, 1859, John Brown was sentenced to death by hanging. His execution was carried out exactly one month later on December 2, 1859. 7

Dred Scott v. Sandford (1856)

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the "mistakes" of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word "female" in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women's rights movement was rekindled in a backlash of anger....

Source: Wendy McElroy, "The Abolitionist Adventure," The Independent Institute, July 1, 2003

John Brown's Raid (1859)

Abolitionist Collective Card



Name: Harriet Tubman

Born in the state of Maryland in the year 1820

Status: Slave, escaped to Philadelphia in 1849

How did she fight slavery?
Harriet Tubman helped 300 slaves escape to freedom using the Underground Railroad. She was also a nurse in the Civil War and helped poor African Americans after the War.

Harriet Tubman's Story...

Harriet Tubman was born as a slave in Maryland. When she was 28 years old, she ran away 90 miles to the North to freedom. She then decided to go back to the South and help other slaves escape to freedom. She became a famous "conductor," or leader, on the Underground Railroad. During the Civil War, she helped the North, and after the War, she raised money for black schools in New York and helped poor and elderly African Americans. Harriet Tubman was truly a great abolitionist!

Abolitionists: Those Who Said NO to SLAVERY!

Objective: We will understand and retell the contributions of famous African Americans and abolitionists to fighting slavery before the Civil War

Assignment:

You will create 7 ACCs, or **Abolitionist Collectable Cards**, using the information below and your creativity! ACCs are valuable, so put great care into making and keeping your cards. Like other sports cards and collectables, the value of these cards can increase over time with completeness and correctness!

Abolitionist Collectable Card Example:

In order to increase in value, your ACCs MUST have the following on EACH card:

Side with NO LINES:

- Picture showing abolitionist or contribution (20 points)
- Name of abolitionist (10 points)
- State and year of birth (10 points)
- Status (slave, escaped slave, white abolitionist, etc) (10 points)
- How did he or she fight or go against slavery? (30 points)

Side WITH LINES:

- Story of abolitionists IN YOUR OWN WORDS (at least 5 sentences) (30 points)

Abolitionist Collective Card

Name:

Born in

Status:

How did she fight slavery?

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