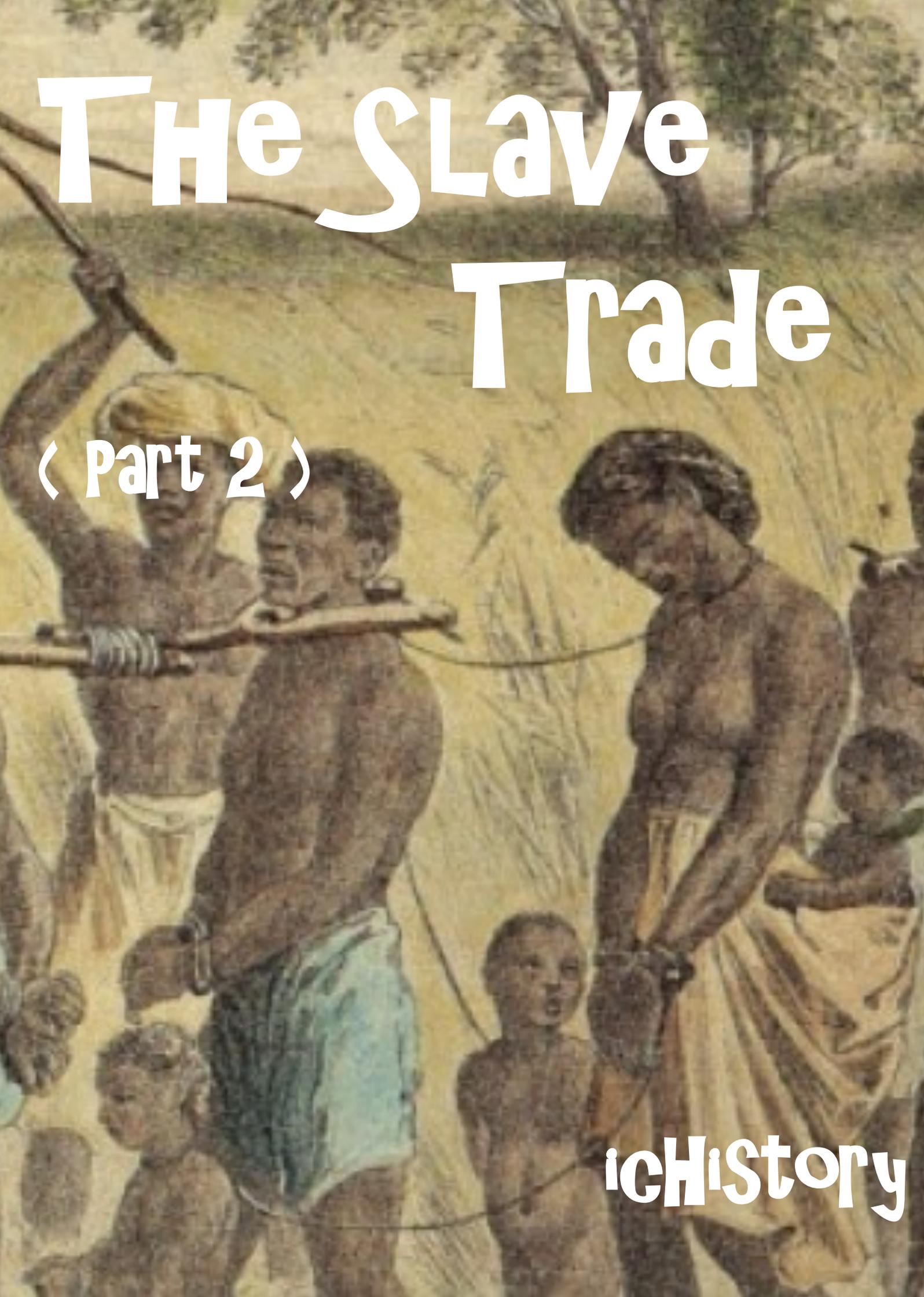


The Slave Trade

(Part 2)

icHistory



The Rebellion of Nat Turner: 1831.

Nat Turner was a slave born on a small plantation in Virginia, owned by slaveholder Benjamin Turner. Nat's mother was born in Africa and had been shipped to the United States as a slave. She taught her son to hate slavery. His master's son taught Turner to read. He grew up deeply involved in religion and served as a preacher to the slaves around him. Some of the slaves he preached to began to call him "*The Prophet*," owing to some of his ideas; he thought God had communicated to him in dreams.

In 1831, Nat Turner was sold to plantation owner and slaveholder Joseph Travis. In February of that year, an eclipse of the sun convinced Turner that it was a sign from God to start a rebellion, and lead his people out of slavery. Turner had started planning the uprising that was to take place on July 4, but fell ill, and it had to be postponed.

One week later, on August 21, the rebellion started. Turner and seven other slaves on the plantation killed Joseph Travis and his family while they slept. They set off on a campaign of brutal murders along the countryside, picking up slave recruits as they went from plantation to plantation.



Some of the slaves were on horseback, so they could run down anyone trying to escape the murderous rampage. The rebels killed all the white people they found, including women, children and the elderly. When the killing finally came to an end, 55 white people lay dead.

After 48 hours of rampaging and killing, the slaves were confronted by armed citizens and the state militia just outside Jerusalem, where most of its members were captured or killed. Nat Turner managed to escape and hid out for six weeks before he too was captured. (You will need to find out for yourself what happened to Nat Turner).

What followed was a reign of terror against all blacks in Virginia. State and federal troops beat, tortured, and murdered some 200 blacks, many of whom had nothing to do with the rebellion.

Virginians debated over abolishing slavery after the uprising, but instead enacted new slave codes to prevent future uprisings, including strict control of slaves' movements. In addition, educating slaves was outlawed.

Nat Turner is seen as a hero by large numbers of black people worldwide. No slave uprising, before or after the incident, had inflicted such a blow on the ranks of slaveholders and their families in the United States.



The Rebellion of Nat Turner.

 **Discover** : who Nat Turner was **Explore**: why he is so infamous **Skill**: literacy .



Past tense



Punctuation



Guess



Define



Choose



Biased?



Unscramble



Investigate



Fix me



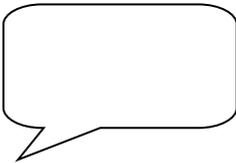
Nat Turner was a slave born on a large plantation in Africa, owned by slaveholder Bertie Turner.

1 _____ 2 _____ 3 _____ 

Nat's mother taught him to _____ slavery and he also learned to read and _____

Love Right Hate Write 

Write a sentence from a speech by Nat persuading others to join him



in 1831 nat was sold to another plantation owner joseph travis in the same year there was an eclipse of the sun nat saw this as a sign from god to start a rebellion How many punct'n errors? _____ 

On August 21st, the rebellion starts. Turner and seven other slaves on the plantation kill Joseph Travis and his family while they sleep.

1 _____ 2 _____ 3 _____ 



slaves went from plantation to picking plantation up other as they

They moved _____

_____ 

Some slaves rode _____ making it easier to catch any _____ person who tried to _____.



The Virginia Times



their emboldened terrorists and their members around the globe... As the Jewish people expressed their solidarity with India after 26/11, I believe the overwhelming majority of their... understand Israel's just struggle against the likes of Hamas and Hezbollah." Rabbi Cooper said. Cooper is a frequent visitor to... faith solidarity event in Mumbai last November in solidarity with the victims of 26/11. The centre is one of the largest Jewish human rights to body with over 400,000 member families in the US.

The murdering slaves brutally killed every white person they found, including innocent women, little children and even the elderly.

Yes / No : " _____ " 

A total of 55 white people lay dead after the first two days of the slave's rebellion. **In the left hand box create a biased headline from a Virginian paper dramatising the rebellion.**



After two days the slaves were confronted by a large group of white citizens and state militia.

Militia = _____
_____ 

Most of the slaves were captured or killed but Nat escaped. He was able to hide for six weeks before being caught. How was Nat killed?
_____ 

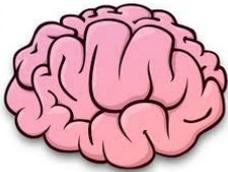
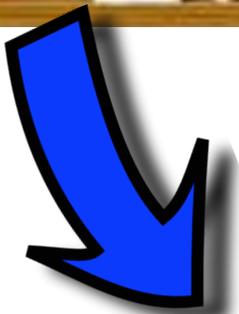


After the rebellion, white citizens and soldiers. killed over 200 black people, Most of whom had nothing to do with the rebellion
_____ 

Create an epitaph for Nat Turner on the tombstone to the left. It should contain his name, a word to describe his character and either the word:
HERO or CRIMINAL!

Nat Turner was a slave who was pushed too far. He led one of the most famous rebellions in U.S. history. The rebellion resulted in the deaths of white men, women and children.

But was Nat a hero or a criminal?



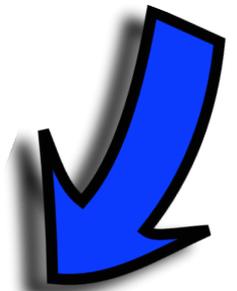
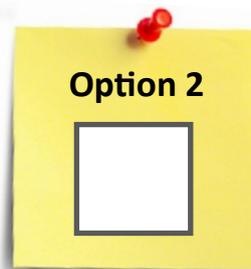
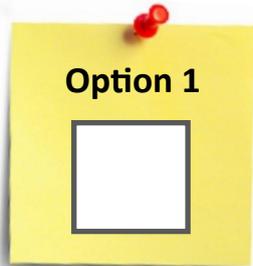
Option 1

Hero

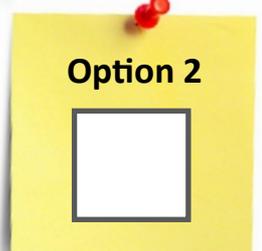
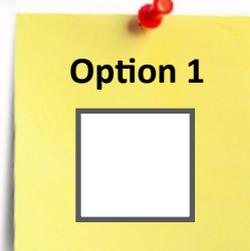
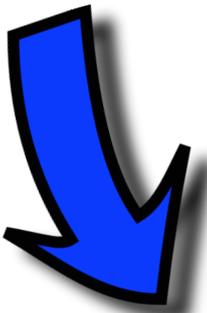
OR

Option 2

Criminal



CLASS Debate



Considering Context

To have a better understanding of history and ultimately be more successful studying it, it is important to be aware of **context**. Context means understanding the situation surrounding an event, how people felt about it, the factors leading up to it and the culture of that time. It is very easy to judge people from the past for their actions, but being aware of context may help

Describe what is happening in the image below .

1800'S USA



Try to explain WHY this may have happened.

Debate / discuss : can this man's actions ever be justified?

Could You Escape From a Mississippi Plantation?

Map Key



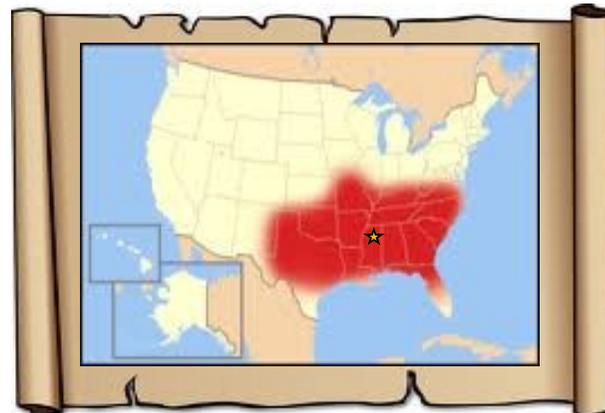
- 1 The Slave Quarters : you are here.
- 2 The Overseer's Hut
- 3 The Land Owner's House
- 4 Slave Quarters from other plantations
- 5 Other Overseers' Houses
- 6 A Farmhouse
There is rumour that an abolitionist lives here
- 7 A Rowing Boat
- 8 An Old Disused Cabin
- 9 A Secret Meeting Place for Slaves
A musket is hidden here
- 10 A Slave Owner's house.
Your sister was sold here 5 years ago
- 11 A Fishing Dock
- 12 State Militia HQ
- Guard Dogs



Useful Information

The river and walking times
 The river flows south.
 It is 35 metres across and it is medium flowing.

About 4 weeks to walk south to the Gulf of Mexico
 About 6 weeks to walk east to the Atlantic Ocean
 About 7 weeks to walk to the Free States
 About 3 months to walk west to the Pacific Ocean



Items list

Lantern		Fishing Line
Knife	10 matches	Metal Flint
Bug spray		Water Canteen
Reading book	Blanket	Map of USA
Compass	5 Apples	Cornbread
	Fishing hooks	

Your Escape Plan

1: Do you want to escape with friends or go alone?

2: Circle the season you will go.
 Spring : Summer : Autumn : Winter
 Which day of the week?
 Time of day or night?
 Weather conditions?

4: Will you tell other slaves you are going to run?

3: Take 5 items with you

- 1:
- 2:
- 3:
- 4:
- 5:

5: Are you prepared to hurt or kill a white?

6: You have heard rumours that a white Abolitionist lives in the area.
 What is an Abolitionist?

8: Plot your escape route on the local map.
 Briefly explain your plan below.

7: How will you stop the guard dogs from barking?

9: Explain your national escape plan.

What is your destination?
 How will you get there?
 Where will you be in 6 weeks?
 Where will you be in 6 months?

Items	/ 25
Decisions	/ 25
Local escape plan	/ 25
National escape plan	/ 25
Total:	/ 100
Successful escape ?	
Yes	Maybe No Way

A Regional Map of the USA in c1850.



Mission: to identify the different regions of the United States in c1850.

www.learner.org/biographyofamerica/prog10/feature/index_text.html

Map Colour Key

 *Free States (Blue)*

 *Mississippi (Black)*

 *Slave States (Light Red)*



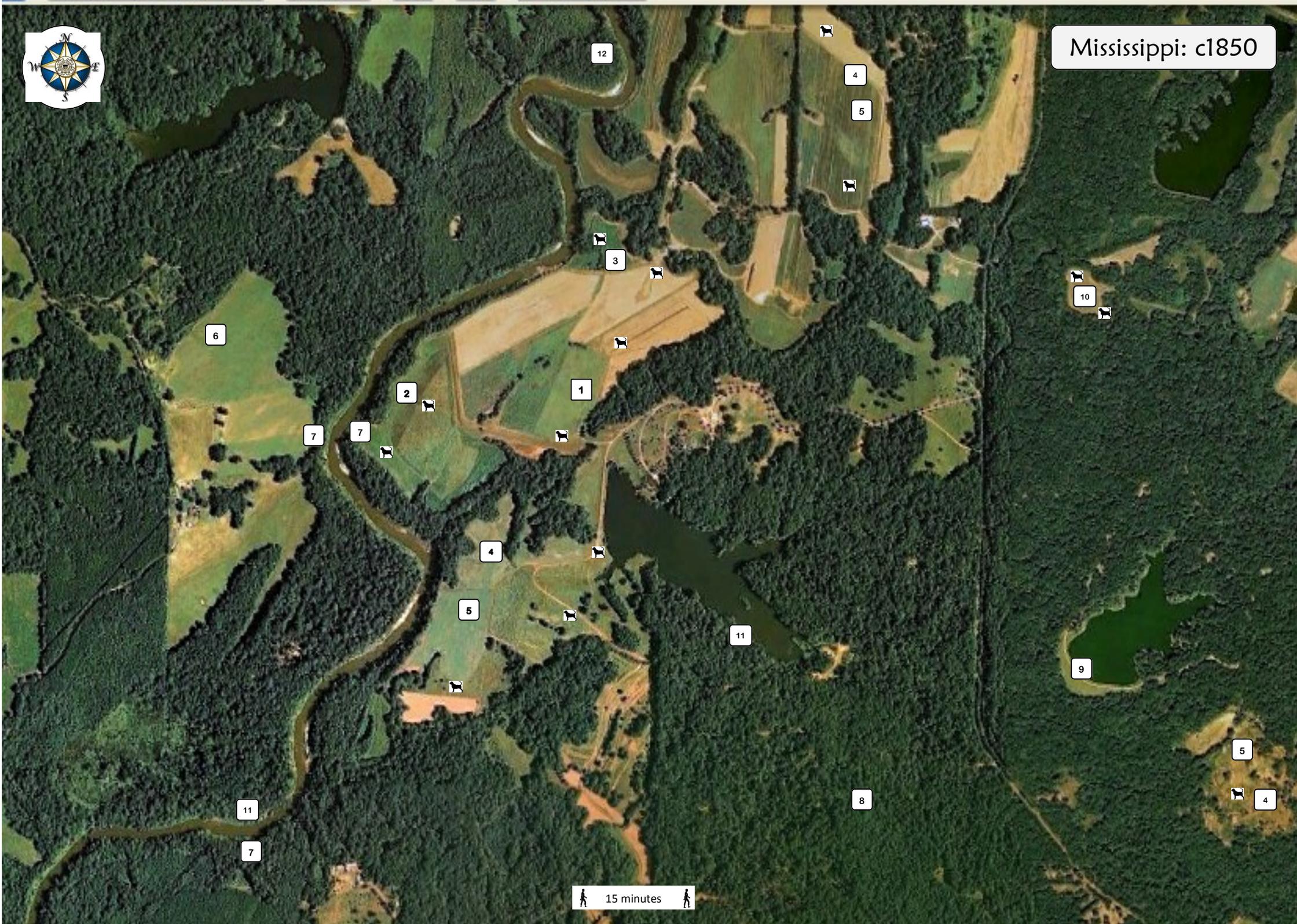
key continued

 *Deep South (Dark Red)*

 *Frontier (Green)*



Mississippi: c1850



6

12

4

5

3

10

2

1

7

7

4

5

11

9

11

7

5

4

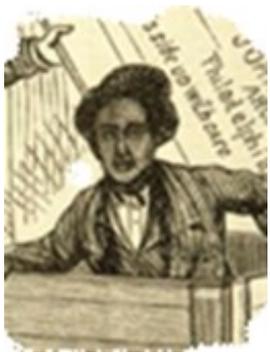
8

15 minutes

The Real Life Runaways.

 **Discover:** the accounts of slaves who escaped slavery **Explore:** how they did it.

Henry Brown



One of the most famous escapees was Henry Brown. With the help of a friend, Samuel Smith, a shop owner, he decided to try and escape. The two men made a plan in which Henry would post himself north in a wooden box to a Free State. Brown paid \$86 to Smith for his help and the cost of the postage. Henry climbed inside the box and Smith sent the box to Philadelphia on 23rd March, 1849. According to one account *"Brown's box traveled by horse pulled cart, railroad, steamboat, wagon, railroad, ferry, railroad, and finally delivery wagon. Many times during the long journey the box was tipped upside-down or thrown about very roughly. Henry Brown kept quiet and still throughout."* The box containing Brown was received by abolitionists William Still and James Miller McKim. Later Henry became a leading abolitionist speaker, but did not tell anyone about his escape until later. He is now known as Henry 'Box' Brown.

Harriet Tubman



Harriet Tubman was born into slavery in the slave state of Maryland, c1820. At five years old she was rented to a neighbor to do housework. She was never very good at housework and was beaten / hit by her owners. She was then put to work on the plantations. Harriet was a small woman but she was strong and determined / strong minded. At fifteen she was hurt when she tried to stop an overseer from attacking another slave. The overseer threw a heavy weight at the other slave but Harriet stood in the way and was hit in the head. In c1844 Harriet married John Tubman, a free black. In 1849, two things happened that made Harriet decide to escape. She heard that two of her brothers were about to be sold to the Deep South but also that her husband may sell her South too. She tried to persuade her brothers to escape with her, but they were too afraid and said no. Alone, she made her way north to Philadelphia and to freedom. A year later, she decided to return south to Maryland to free her sister and her sister's family. Over the next 12 years, she returned 18 or 19 more times, bringing a total of more than 300 slaves out of slavery along the Underground Railroad. They usually left on a Saturday evening to stop anyone noticing they were gone on the Sunday. She once famously said in all of her journeys *"I nebber run my train off de track and I nebber lost a passenger."*

Frederick Douglass



Frederick Douglass began his life working the fields. His mother was a slave and his father an unknown white man. At age 18, he was sent to Baltimore where he learned to repair ships. He was very intelligent if not well educated. He knew slavery was wrong and as he reached his manhood he knew it he had to escape from slavery or live the life of a slave forever. His first step to freedom was to borrow the identity papers of a free black man who worked as a sailor. With these papers, and dressed as a sailor, Douglass nervously got on a train heading north. He described what happens when the conductor (ticket collector) came into the negro carriage to check the ticket and identification papers of the black passengers. "This was a critical (important) moment in the drama (escape). My whole future depended upon the decision of this conductor. Agitated (scared) though I was I was stayed calm

He examining (looked at) several colored passengers before coming to me. He was harsh in tone and manner until he came to me, when, strange enough, and to my surprise and relief, his whole manner changed. Seeing that I did not give him my free papers he said to me, in friendly way.

'I suppose you have your free papers?' To which I answered:

'No, sir; I never carry my free papers to sea with me.'

'But you have something to show that you are a freeman, haven't you?'

'Yes sir,' I answered: 'I have a paper with the American eagle on it, and that will carry me around the world.'

With this I drew (took out) from my deep pocket my sailor's identification. The paper pleased him, and he took my fare and went on his way. The train was moving at a very high speed but to my mind it was moving far too slowly. Minutes were hours, and hours were days. After Maryland, I was to pass through Delaware - another slave State, where slave-catchers waited for their prey, for it was in the border states, that these human hounds (dogs) were most active. The heart of no fox or deer, with hungry hounds on his trail in full chase, could have beaten more. My free life began on the third of September, 1838, after a most dangerous journey (trip), I found myself in the big city of New York, as *free man* – my hands were my own.

Still scared of being caught even in the north, Douglass later moved to England and wrote several books about the horrors of slavery. He became a leading abolitionist and many were amazed that such an intelligent orator (amazing speaker) had once been working in the fields as a slave .

A collection of escapes



Historian Walter Hawkins says slaves always talked about escaping because they knew that slavery was as unjust (wrong) and cruel, Henry Bibb, a slave from Kentucky who escaped in 1837 wrote "One of the hardest things of my whole life was to leave my loving wife, with my dear little daughter in her arms, and with tears of sorrow in her eyes as she bid me a long farewell. It took all the moral courage I had to leave of my little family." Plantation slaves were more likely to try and escape than house slaves who were usually treated better and sometimes formed good relationships with their master, who may promise to free them upon their death, Henry Clay Bruce, a slave in Virginia, explained in his book, "When threatened with punishment slaves would escape to the woods or some other hiding place. But usually within a few days most runaways were brought back. Runaway slave Moses Roper was captured and brought back and whipped 200 times and this was only ended when the master's wife begged (asked) for him not to be killed. Slave owners would also put up posters describing the escapes slaves with money rewards for anyone who helped bring them back. Even those not caught were often forced to go back because of bad weather, no maps or lack of food. The lucky few that made it north by following the North Star arrived looking like skeletons. The Fugitive Slave Act of 1850 meant that escaped slaves found in the north, legally had to be returned to slavery.





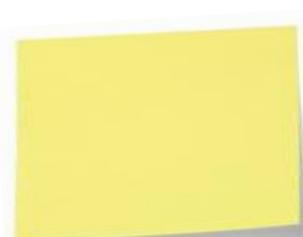
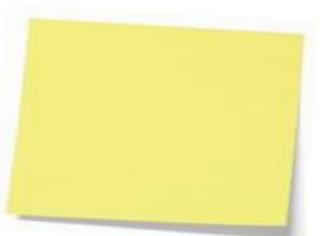
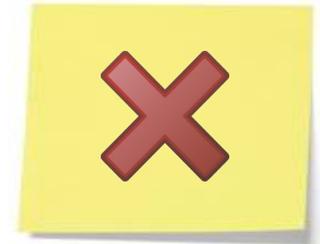
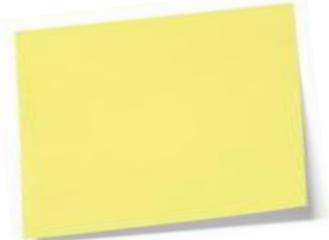
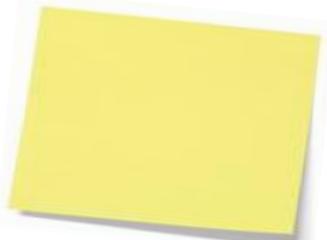
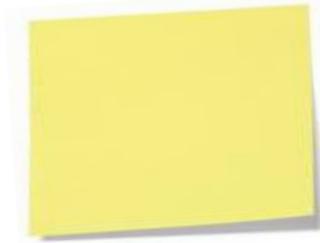
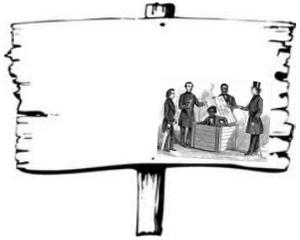
Reasons for escape

Escape Method

Problems Encountered

What they did after escaping

One other thing of interest



So what do you think?

Which reason for escaping is the most significant?

Which runaway slave was the smartest?

What was the biggest problem escaping slaves faced?

Which runaway was the bravest?

What did Harriet mean by this?
"I neber run my train off de track and I neber lost a passenger."

The Underground Railroad.

 **Discover:** what the Underground Railroad was **Explore:** how it worked **Skill:** predicting outcomes.



The Underground Railroad was not underground nor a railroad. It was actually a network of houses and other buildings used to help slaves escape to freedom in Free States or Canada. They used railway terms so they could keep their plan a secret. For example the paths the slaves took were called 'routes', the escaping slaves were called 'packages', safe houses were called 'stations' and the people who helped the slaves, were called 'conductors'. People who helped the slaves included white Abolitionist, free blacks, other slaves and religious groups such as the Quakers.

A historian's view of the railroad.

The idea that a large and well-organised "Underground Railroad" system helped slaves throughout the south is wrong. Usually, it was only when the escaped slave made it into a northern free states that they got help. It is thought that about one or two thousand slaves escaped each year mainly from the states closer to the north or to the coast where they left by hiding on boats. Once in the Free States, Abolitionist owned safe houses and other African Americans helped them make it onward to northern cities or to Canada. A few slaves did escape from the very Deep South, but the idea of an organised southern Underground Railroad was more myth than fact. Abolitionists often made up stories of escapes in anti-slavery newspapers, and slaveholders who wanted new laws that would allow them to bring escaped slaves back from the north spread stories about a large Underground Railroad with stations all over the South.

1-How many slaves escaped each year?

2-Does this source say that the Underground Railroad was more important in the southern slaves states or the northern free states?

3-Why did Abolitionists exaggerate stories of slave escapes?

Pathways to Freedom

- 1-What was it called when an owner freed their slave? (1)
- 2-Why were slaves scared of being sold further south? (3)
 - A:
 - B:
 - C:
- 3-How did slaves know which way was north? (3)
 - A:
 - B:
 - C:
- 4-What object did slaves use to tell others of an escape? (1)
- 5 : Stay with you brother. Go with your sister. (1)
- 6 : Where does your uncle say you should go to? (1)
- 7 : Hide in the daytime. Continue walking. (1)
- 8 : Look in the cornfield. Stay hungry. (1)
- 9 : Go to the house. Go past the house . (1)
- 10 What is the name of the city you arrive in? (1)
- 11-Are you completely safe in the Free States? (1)
- 12- Create one more decision to add to the web story. (3)



or



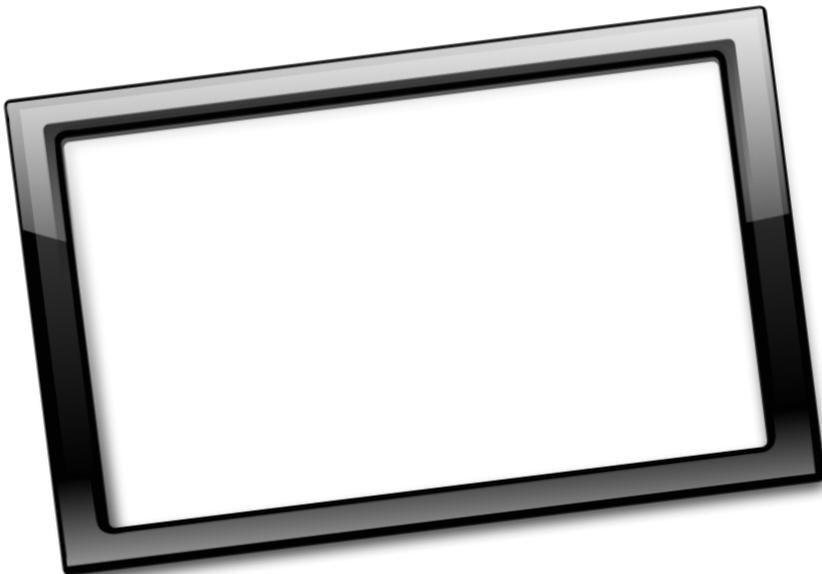
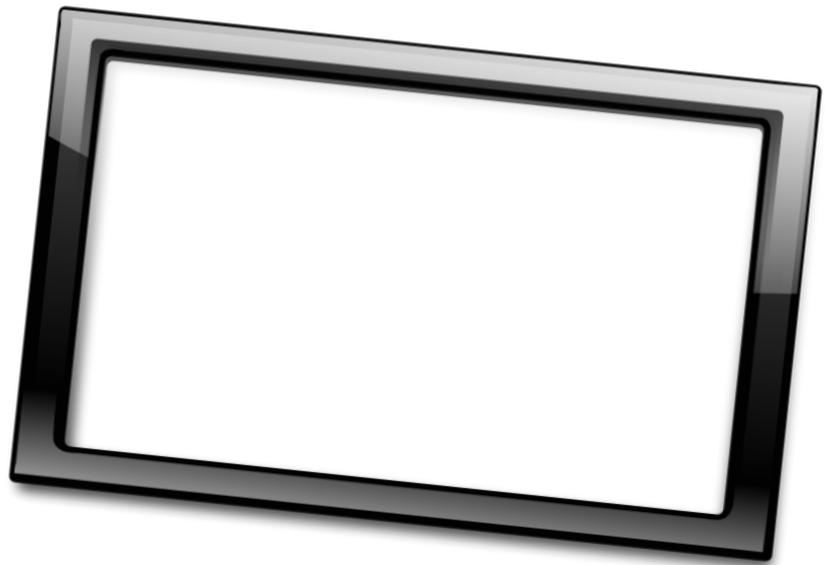
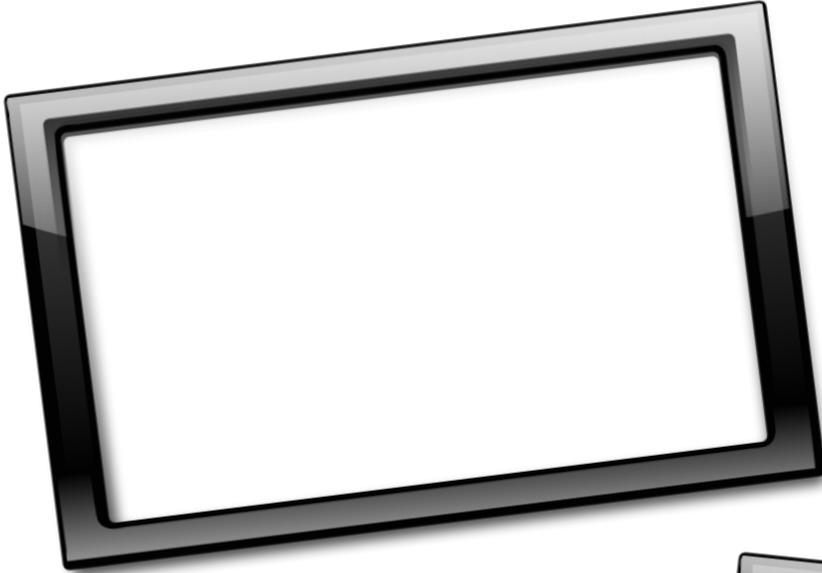
Name :

Class :

Snapshots of Slavery

Task: draw three neat, colorful scenes showing 3 aspects of slavery. Suggested choices:

- The Middle Passage
- A slave auction
- Life on the plantations
- Punishments
- A slave escape
- Other idea?



The Abolitionists: methods used to end slavery.

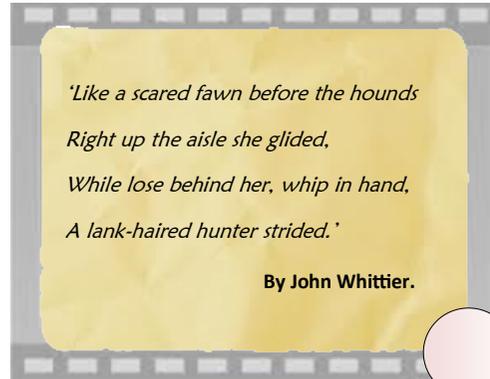
 **Task:** say why each method was effective and then rank them 1 - 7

The abolitionists were people who fought to abolish (end) slavery and they came in all shapes and sizes, both black and white, male and female. They used many different methods in their quest. Look at the methods outlined below and try to explain how each of them helped slavery get abolished in Britain by 1833 and the USA by 1865.

Which of the methods would be most effective? Can you think of a further method of your own?



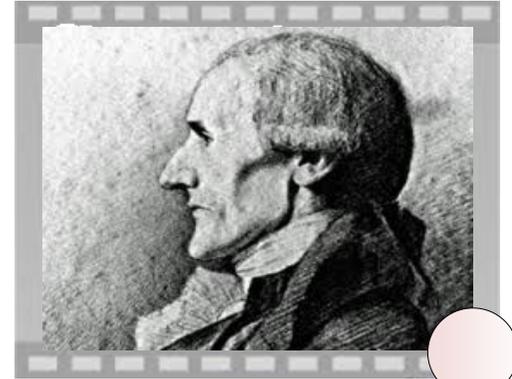
Anti-Slavery Newspapers



Songs and Poems



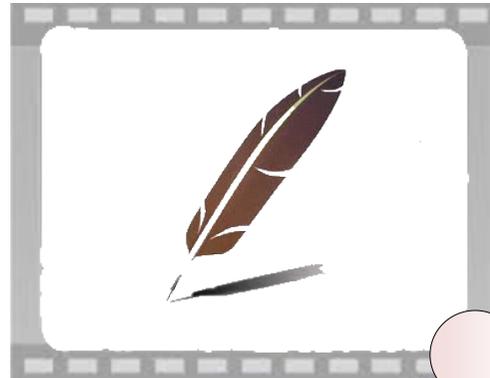
Church Groups



Lawyers and the Courts



Paintings



Letters to Politicians



The Sugar Boycott

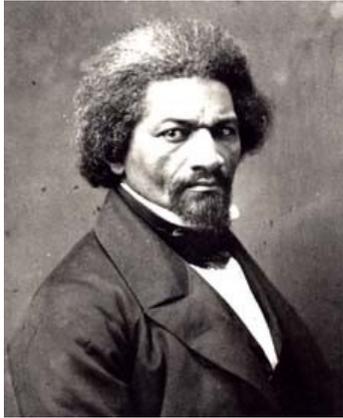


Another Method?

The Abolitionists - fighting to end slavery.

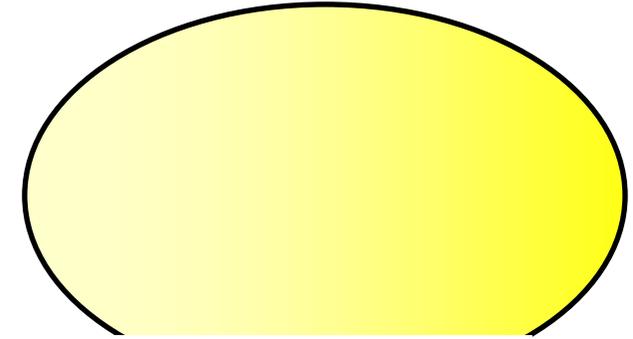
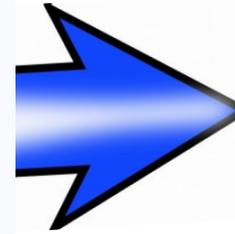


Task : research and make brief notes about those who campaigned to end slavery.



Abolitionist 1 : **Frederick Douglass**

* _____
* _____
* _____
* _____
* _____
* _____

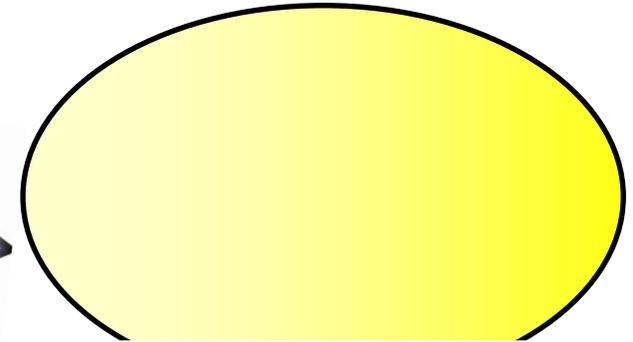
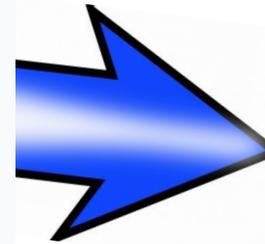


Key Quote



Abolitionist 2: **Solomon Northup**

* _____
* _____
* _____
* _____
* _____
* _____

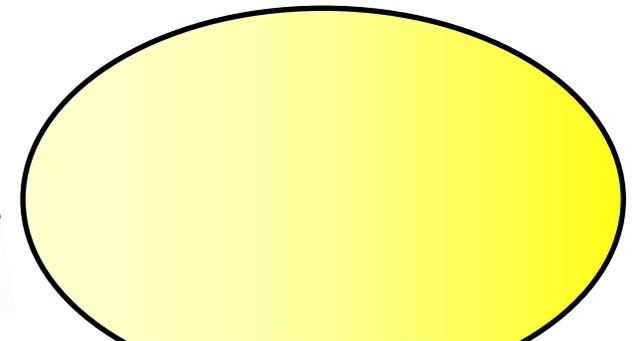


Key Quote



Abolitionist 3: **Harriet Beecher Stowe**

* _____
* _____
* _____
* _____
* _____
* _____



Key Quote



'The opinion that the number of slaves were said to be crowded in them is groundless (untrue). On the voyage from Africa to the West Indies, the Negroes are well fed, comfortable and have every attention paid to their health, cleanliness and convenience. When upon deck they amused themselves with dancing. In short, the voyage from Africa to the West Indies was one of the happiest periods of a negro's life.'

In 1778 British Members of Parliament met to talk about the conditions on board the slave ships. Slave trader , Robert Norris was called to give his views.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created: Year: ____ Century: ____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other : _____

What is the content of the source. Summarise this in your own words rather than just copy out lines.

Firstly the source says: _____

Furthermore it reveals: _____

Additionally it illustrates : _____

Finally it shows us : _____

Why was the source created. Is there a special reason or motive ? _____

Use the bias indicators below to help decide if the source is reliable or not. Think about 1:**Provenance**, the origins or where the source came from .
2:**Content**, what the source says 3: **Corroboration**, is the content supported by other sources or your own knowledge?

C O N T E N T	What		P R O V E N A N C E	Who	When	Where	Why
	Unreliable	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Not Corroborated		Reliable Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Corroborated	Could the person know things others do not? Do they have an important job? Is the person trustworthy? Could their 'audience' influence what is said or written?	Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using information that was not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person and a Jewish person may feel angry towards Germans even today.

Unreliable 1 2 3 4 5 6 7 8 9 10 **Reliable**

1: Source provenance may may not make the source reliable because: _____

Example from the source : " _____ "

2: The source content may may not make the source reliable because: _____

Example from the source : " _____ "

3: Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

The Pen is Mightier Than the Sword



Mission: to persuade important and influential Americans to help your battle to abolish slavery.

Imagine you are a white northern abolitionist living in Massachusetts, a northern free state in the USA. You have been invited to speak to an audience of important white Americans. Your aim is to give a powerful, persuasive speech attacking slavery and its place in America. You want to convince them to support your cause. The date is July 4th, 1851, also known as Independence Day. This is one of the most important days in the American calendar, celebrated every year, to commemorate freedom from Britain after the War of Independence that ended in 1783.

My Dear.... (how will you address your audience?)

1: Opening line : begin with a short, powerful opening statement that will grab the attention of your audience.

Read or listen to some great historical speeches for inspiration. The link at the bottom of the page may help you.

Examples: Martin Luther King, *I have a dream*: JFK, Inaugural address: Sojourner Truth, *Aint' I a woman?*

2: The Middle Passage : what are the conditions like on board the ships and how captured slaves are treated?

Use the evidence of Dr Falconbridge and refer to it in your speech and explain what happened on the Amistad.

Prompt words: cramped, terrified, hot, disease, bucket, filth, human waste, murdered, suicide, profit, chained.

3: Auctions : describe how slaves are sold.

Use the slave's story and your auction poster to help you.

Prompt words: dysentery, oil, humiliation, rope, bottom, family, heart breaking, goods, chattel, rice.

4: Work : explain the life of a plantation slave and compare it to that of those listening to you

Use the day in the life and life of a plantation slave as stimulus. Find out what picking cotton involves.

Prompt words: hard, labour, rest, exhaustion, back breaking, hot, cold, dawn, dusk, harvest, break time, food.

5: Punishment : explain how slaves are punished.

Use the work on slave codes and punishments as stimulus.

Prompt words: whip, flog, flay, sell, hang, chain, burn, collar, leg irons, auction.

6: The Negro: attack the idea that Negroes are inferior to white people.

Find examples of black people (north and south) who achieved great things, or made personal sacrifice at this time.

Examples: Harriet Tubman, Frederick Douglass, Henry Box Brown, Nat Turner?

7: Land of the free ? : show that America cannot be seen as a civilised, modern country whilst allowing slavery.

Listen to America's national anthem. Which parts are hypocritical?

Prompt words: slave codes, hypocrisy, all men created equal, abolition, constitution, Independence Day.

8: A personal story : Share a story about something you have seen or heard connected with slavery.

Use your imagination and a powerful, moving experience.

9: Other abolitionists: Share the words of some other great abolitionists to support your own.

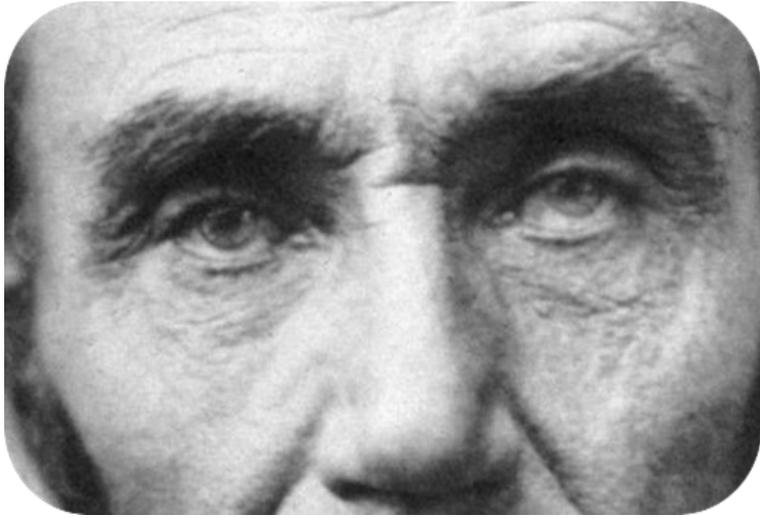
Examples: William Garrison, Harriet Beecher Stowe, Sojourner Truth, Frederick Douglass, John Brown.

10: Concluding statement: summarize your speech in a way that will leave a lasting impression on your audience. Repeat your key points but say it in a fresh way,

Was Lincoln really the Great Emancipator ?



Discover: why Lincoln is given this title. **Explore:** other reasons why slavery ended. **Skill:** extended writing.



Abraham Lincoln: The Great Emancipator?

Look at the eyes to the left. Do you recognise them? They belong to Abraham Lincoln, the president who freed the slaves in 1865. For doing this, Lincoln will be forever be known as the 'Great Emancipator'. But, does Lincoln really deserve this title, did he free the slaves out of the goodness in his heart or did he have other reasons for doing it. Did other people or events also play a role in ending slavery?

Background to this investigation.

In 1861, the southern states tried to break away from the USA and form their own independent country. Lincoln would not allow this and a bloody civil war between the north (Unionists and south (Confederates) began. It would last until 1865.

The Kansas coloured soldiers fought bravely again. Union troops under **General James Blunt** fought a strong Confederate force under General Douglas Cooper. After a two-hour bloody engagement (fight) , Cooper's soldiers retreated. The 1st Kansas, which had held the centre of the Union line, advanced to within fifty paces of the Confederate line and exchanged fire for some twenty minutes until the Confederates broke and ran. General Blunt wrote after the battle, "*I never saw such fighting as was done by the Negro regiment....The question that negroes will fight is settled; besides they make better soldiers in every respect than any (white) soldiers I have ever had under my command.*"



'My aim is to save the Union, (the USA) and not to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it.'

Abraham Lincoln in a letter to Horace Greeley, 1862.



'I am against slavery. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel. The Presidency allowed me to act upon this feeling.'

Abraham Lincoln in a letter to Albert Hodges, 1864.



'When I think about the huge size of the subject which I am about to speak, a subject, which interests, not only this country, nor Europe alone, but of the whole world, it is impossible for me not to feel frightened at my own inability to explain how important this is. But I take courage and forget my fears, and march forward with a firm step to help bring about the total abolition of the slave trade. I mean not to accuse any one, but to take the shame upon myself, in common, indeed, with the whole parliament of Great Britain, for having allowed this horrid trade to be carried on under their authority. We are all guilty—we ought all to plead guilty, and not excuse ourselves by throwing the blame on others; we are all guilty of being involved in this wretched (horrible) business.'

William Wilberforce, A white, British Abolitionists in a speech to the British parliament in 1789.

(Slavery was abolished in Britain in 1833)

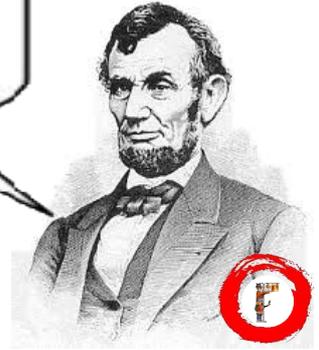




In the very first issue of his abolitionist newspaper, *'The Liberator'*, William Lloyd Garrison said, "I do not wish to think, or speak, or write, with moderation, I will not retreat a single inch, AND I WILL BE HEARD." And Garrison was heard. From 1831 until the abolition of slavery in 1865 Garrison wrote clearly and passionately against slavery and for the rights of America's black people. Over 35 years Garrison did not miss a single week and printed 1,820 editions of his newspaper.

'You may remember, as I well do, that from Louisville to the mouth of the Ohio there were on board with us, ten or a dozen slaves, shackled together with irons. That sight was a forever a torment (sadness) to me.'

Abraham Lincoln in a letter to his friend



The American Civil War was not a war about slavery at all. Although there were those in the north who worked tirelessly to get slavery abolished the fact is most northerners were racist in 1861. The war brought together groups of northerners whose main aim was expanding northern political control and reducing the power of the southern slave states by attacking their economy. It was therefore ending southern slave power and not slavery itself that was the main motivation for the northern union alliance.



YouTube

'Glory Movie Trailer' www.youtube.com/watch?v=8XuUGD7aa3E

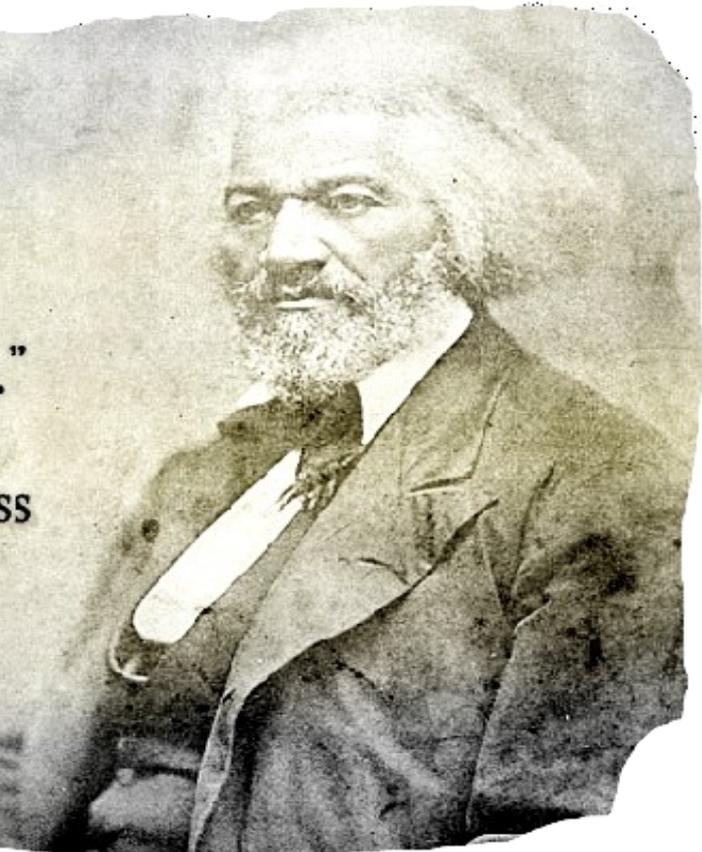
"Once the black man gets upon his person the brass letter, U.S., an eagle on his button, a musket (gun) on his shoulder, no power on earth that can deny that he has earned the right to be free"

Frederick Douglass, Black Abolitionist.



**“Without a struggle,
there can be no progress .”**

-Frederick Douglass



In 1852, the leading northern citizens of Rochester asked Frederick Douglass to give a speech as part of their Fourth of July celebrations this day, also known as Independence Day, was and still is a very important day on the American calendar. It marks the day when USA broke away from Britain, its colonial ruler in 1776. To Americans the day represents freedom. Douglass accepted their invitation to speak but what he said may have shocked some of them!

Fellow citizens, pardon me, and allow me to ask, why am I called upon to speak here today. Do you mean, citizens, to mock me, (laugh at) by asking me to speak? Fellow citizens, above your national, joy on this day you celebrate your freedom, I hear the cry of millions of slaves, whose chains, heavy and grievous yesterday, are today rendered more intolerable by the jubilant shouts that reach them. My subject, then, fellow citizens, is "American Slavery." I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this Fourth of July.

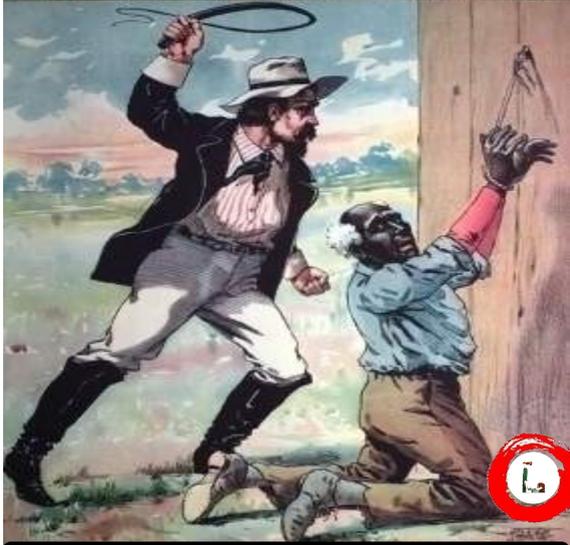
America is false to the past, false to the present, and solemnly binds herself to be false to the future. Slavery -- the great sin and shame of America! "I will not equivocate - I will not excuse." I will use the severest language I can command, and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice (bias), or who is not at heart a slave-holder, shall not confess to be right and just. Must I undertake to prove that the slave is a man? That point is already proven. Nobody doubts it. The slave-holders themselves prove he is a man with laws for their government. There are seventy-two crimes in the State of Virginia, which, if committed by a black man (no matter how ignorant he be), subject him to the punishment of death; while only two of these same crimes will subject a white man be punished. What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? The manhood of the slave is conceded. The slave is a man!

Must I argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction away from their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood and stained with pollution is wrong? No - I will not. I have better employment for my time and strength than such arguments would imply. What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine. Who can reason on such a proposition? They that can, may - I cannot. The time for such argument is past.

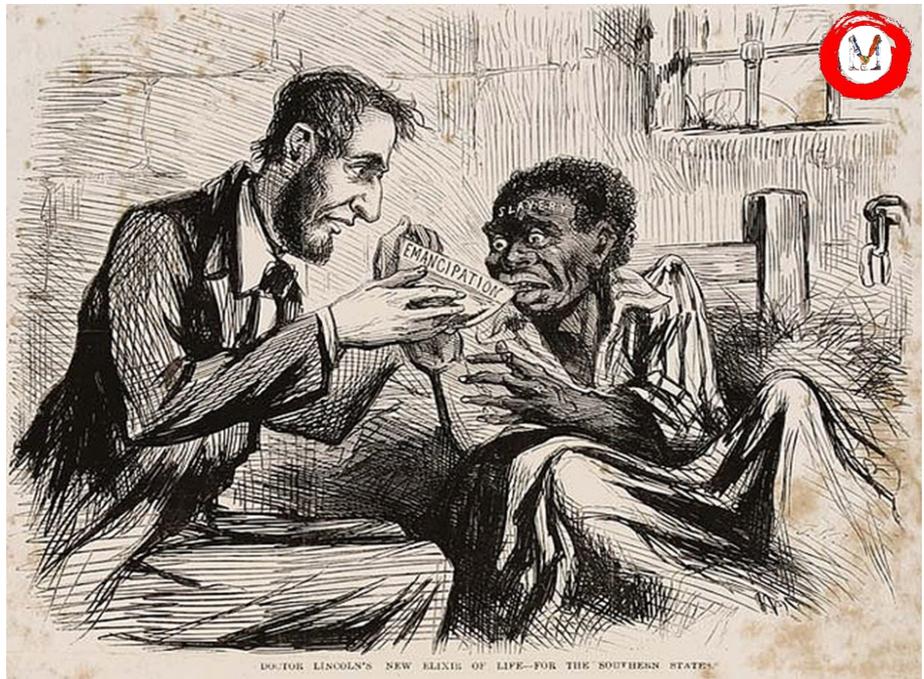
What to the slave is your Fourth of July? I answer a day that reveals to him more than all other days of the year, the terrible cruelty to which he is the constant victim. To him your celebration is a sham (fake) ; your boasted liberty (freedom) an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your shouts of liberty and equality, hollow mock; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy - a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour.

Frederick Douglass - 4th of July, 1852.

UNCLE TOM'S CABIN



A Book by Harriet Beecher Stowe , 1852.



"I say that we must not interfere with slavery in the southern states because the constitution (law) says we cannot, and it would not be good for our country to do so."

Abraham Lincoln, in a public speech, 1859.

Abraham Lincoln will forever be seen as the "Great Emancipator," the president who freed the slaves. But with a closer look it can be seen that this was never his aim. Before the civil war Lincoln had taken 'middle of the road' stand on issue of slavery. While he personally disliked slavery he made little effort to help the abolitionist movement. Instead he took the "slavery is dying" argument, saying slavery in the south would end naturally and it didn't need government to stop it. Before the war started in a famous speech, Lincoln made it clear that his goal was not to end slavery, but to stop it from spreading into the new states opening up in the west. Lincoln tried many things to keep the southerners happy and promised to protect slavery in southern slave-owning states. When the civil war did start Lincoln did not try to free the slaves at first, even those who lived in areas his armies had captured. It was not until 1862, when it became clear that the slaves were helping the southern war effort, and escaped slaves wanted to join the northern fight that Lincoln issued the Emancipation Proclamation. The slaves were only freed when he realised it would help the Union army.

Internet Article , 2007. PBS.org.



The Emancipation Proclamation : Did you know?

Not all slave states fought for the South. For example Maryland, Delaware, Kentucky and Missouri did not secede (break) from the Union. On the 22nd day of September, 1862, a proclamation was issued by President Abraham Lincoln of the United States. His exact words are below. Think...did this mean ALL slaves were legally free after January 1863?

THE EMANCIPATION PROCLAMATION

*"That on the 1st day of January, A.D. 1863, all persons held as **slaves within any State or designated part of a State in rebellion** against the United States shall be then, thence forward, and forever free."*

Was Abraham Lincoln Really the Great Emancipator?

Source	Who?	Date Prim / Sec	The Great Emancipator	Political Reasons	Role of Blacks	Work of the Abolitionists
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was Lincoln Really the Great Emancipator?



Mission: follow the 'steps to success' to prepare + write an answer the question above.

You are now going to start the process of writing your end of unit essay.

Follow these steps carefully, logically and methodically to ensure you write the best essay you can.

	Phase 1: Investigation Use sources and source table.	✓
1	Read each source highlighting or underlining the most important line/s as you go.	
2	Use the source table: summarise the source to show which factor/s it supports.	
3	Give each source a score 1-10, based on what it says (content) and its origin (provenance). Your aim is to decide how strongly the source supports the factor.	
4	Add up the scores for each column to see which factor was most strongly supported.	
5	Decide which factor was the most important. Does your heart agree with your findings?	
6	For the highest grades or levels you should complete further research / extra reading.	
	Phase 2: Brainstorm Use brainstorm sheet.	✓
7	Rank order the x 4 factors about why slavery was abolished.	
8	Eliminate / delete the lowest ranked factor.	
9	Write down the remaining 3 main paragraph POINTS into the sheet (think about the best order of points)	
10	Brainstorm your ideas (use source table to help) for your 3 paragraph points onto sheet.	
11	Colour code any similar ideas .	
	Phase 3: Planning your essayuse PEEE sheet.	✓
12	Introduction: Answer the ? Was Lincoln the Great Emancipator then outline other important factors?	
13	Write in your 3 main paragraph points. Think about the best order of your points.	
14	Complete your plan using the PEEL principle.	
15	Write a conclusion. Summarise your main line of argument. Is there any relationship (links) between factors? Finish with a fresh sentence to support the thesis statement in your introduction.	
	Phase 4: Write a draft essay.	✓
16	Write out a draft from your plan. Ensure you use connectives ...firstly, moreover, furthermore, finally etc.	
17	For the highest grades you should include your own findings / research to show further reading.	
18	For the highest grades you should try and make links between factors at the end of paras and conclusion.	
19	Check your plan has a clear shape and structure , leaving lines between introduction, paragraphs and your conclusion.	
	Phase 5: Revise your essay.	✓
20	Find a good way to remember your essay. This doesn't mean just reading it over and over. Can you rewrite the plan from memory, how will you learn quotes?	

Essay Plan: Was Lincoln Really the Great Emancipator?

Introduction: 1: Use a full sentence to answer the question above in a 'thesis statement' EG; Lincoln was / was not the Great Emancipator 2: Outline the other factors that were important in abolishing slavery.

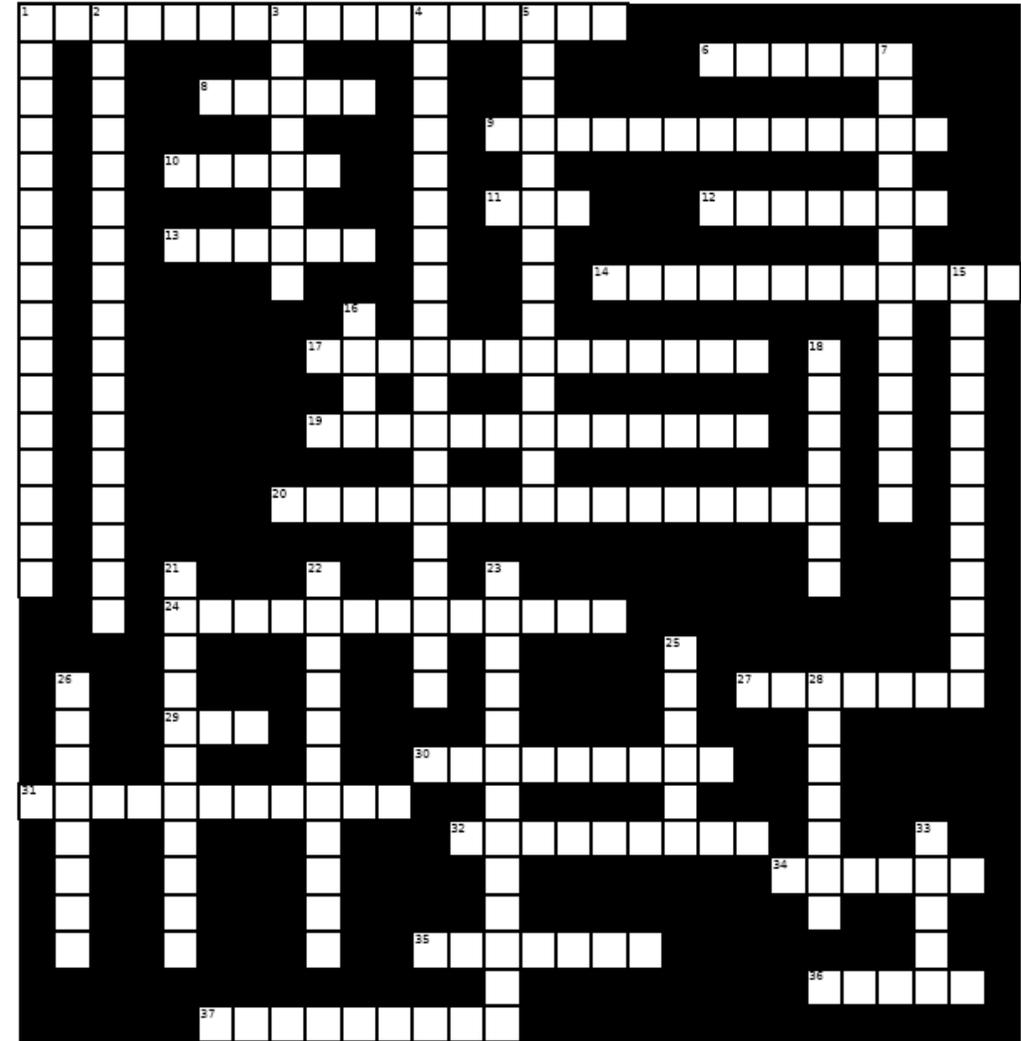
Points	Examples to support you point	Explain the examples you have used	Evidence A "quote" or statistic?	Link back to the ? Importance in ending slavery.
Firstly, primarily 1: _____	 Furthermore....			
Also, secondly, 2: _____	 Furthermore....			
Finally, in addition. 3: _____	 Furthermore....			

Conclusion: 1: Explain how you have shown your thesis statement to be true. 2: Say how all the factors were important and how they link 3: Finish with something fresh /new that helps support your main points / answer.

Puzzled About The Slave Trade?

Mission: to revise the unit and completing the puzzle in the quickest time possible.

Across		Down	
1	Who is this? (A)	1	1850 Law: runaway slaves in the north must be sent back south.
6	Exported from Africa, imported to the Americas.	2	When was this? (G)
8	Run in this direction!	3	A common food consumed by slaves.
9	Who is she? (B)	4	Not about trains or secret tunnels.
10	The first US black President.	5	Who is this? (H)
11	Abraham Lincoln's favourite food.	7	They will chase you with their dogs.
12	What has happened to him? (C)	15	noitapicname
13	Which country does this flag belong to? (D)	16	Whip, lash, beat, burn, free, hang.
14	The name for the southern rebels.	18	A famous green statue who represent freedom.
17	The star system followed during their escape (E)	21	When a slave owner freed their slave.
19	Something a northerner might get through their letterbox.	22	A slave state.
20	What happened between 1861-65?	23	The journey from Africa to the Americas.
24	Those who fought to end slavery.	25	Exported from the USA imported to Britain.
27	The preferred way to sell a slave.	26	The shape of the slave system.
29	'The slave is a'? Frederick Douglass, 1852	28	Cow, chair, slaves were called ? by slave owners.
30	Slaves feared this place most of all (F)	33	Powerful African rulers who kept armies of slaves.
31	He said black people 'make better' soldiers than whites.		
32	A hero or a murderer?		
34	'I _____ lost a passenger'		
35	Exported from Britain, imported to Africa.		
36	What the 'Great Emancipator' also wanted to save.		
37	The opposite of a slave state.		



A



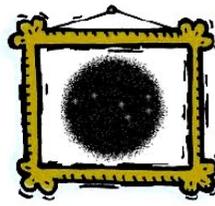
B



C



D



E



F



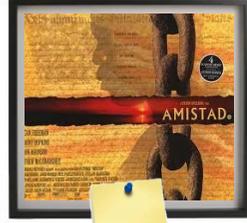
G



H

The Slave Trade: a timeline.

1863 1849 1831 1861 1850 1997 1865 1798 1833 1865 1865 1492



A	The USA abolished slavery
B	American Civil war started
C	Abraham Lincoln Killed
D	Britain abolished slavery
E	Henry Brown Escaped
F	Amistad Movie made
G	American Civil War Ended
H	Ventura Smith Captured
I	Nat Turner's rebelled
J	The Fugitive Slave Law
K	Emancipation Proclamation
L	America 'discovered'

1492 [] [] [] [] [] [] [] [] [] [] [] []

C:15th C: C: C: C: C: C: C: C: C: C:



The Runaway Game.



Canada
You are free!

19: What word means to set someone or something free?
An abolitionist gives you some fake freeman's papers. Go fwd 3.

20: Between which years did the Civil War take place?
21: Which slaves were NOT freed by the Emancipation Proclamation?
22: In what year was the Emancipation proclamation?
23: In what year were all slaves legally set free in the USA?

18: The name given to the southern states.
Clue= C

17: What word means to stop or bring an end to something?

16: Name 2 white products harvested in the Americas for export to Britain.

15: When did Britain abolish slavery?

14: Name of the 1850 law that said escaped slaves in the north must be returned south

13: What was the name of the secret network that helped slaves escape?

12: True or false. The south had more factories than the north.

You decide to go south and help other slaves escape. Go back 6 places.



You can stay free in the north IF you roll a 6. Roll 1-5 you are captured and go to Mississippi.

You've made it to Philadelphia!

11: In which year did Henry Brown escape?

Caught by a slave catcher. Roll a six to kill him or go back to Mississippi.

Caught by a slave catcher. Roll a six to kill him or go back to Mississippi.

Help from Harriet Tubman. Go straight to Philadelphia!

You hear slave hounds in the distance. Roll 5 or 6 to escape or go back to Mississippi.

10: Slave Catchers were most active in:
A-Free States
B-Border States
C-Deep South

Hungry and weak!
Roll as 4-6 before continuing.

9: What was exported from Africa?

8: Name the abolitionist who wrote the newspaper 'The Liberator'

You get lost in the woods. Roll 4-6 before moving forward

7: What was exported from Britain to Africa?
Clue: W

You are turned in for a reward. Go back to Mississippi.

6: What 'P' was the name of the place where field slaves worked?

Cold and rainy weather. Roll 4-6 before continuing.

Caught by a slave catcher. Go back to Mississippi.

5: What was Frederick Douglass dressed as during his escape?

You are spotted by a farmer and you run. Roll 1-3 go back 7 Roll 4-6 go fwd 1

Tired!
Rest and miss a turn.

4: What was it called when a slave owner freed their slave?
Clue= M

2: What migrating animal did escaping slaves use as a guide north?

2: What was the name of the stars the slaves followed to go north?



Deep South

Start Mississippi

Your master dies. Sold at auction to a new owner. Go to the Deep South

Your master dies and you go to auction. Roll a 6 to move 1. Roll 1-5 go back 9.

Severely whipped to teach you a lesson. Back 1 and miss a turn.

Your new owner makes you wear a metal collar. Back 2 and miss a turn.

You start your escape but get scared. Go back 3.

You get lost in the woods and don't know which way is north. Go back 4.

1: Why were slaves so afraid of being sold to the Deep South?

You are caught by a slave catcher. Luckily he sells to a kind owner. Go to Mississippi.

Runaway Game Rules .

 **Mission:** to use brains, skills and luck to escape from slavery.

You will need: X 1 Quizmaster to referee and judge answers given. 2-4 players. 1 dice, X 1 small counter for each player (maybe a small eraser or coin).

Rules: 1: All players start in Mississippi. 2: If a wrong answer is given the dice is rolled and the player has to go back the number rolled on the dice. If a correct answer is given the player stays until their next turn. 3: The decision of the Quizmaster is final. 4: The Quizmaster may give clues to answers at his/her discretion. 5: Any other rules of play can be made up as you play along!



Answers: for the eyes of the Quizmaster only!

1	Why were slaves afraid of the 'Deep South'	Hard to escape / Harsh punishment
2	What was the name of the star constellations the slaves followed to go north?	The Drinking Gourd
3	What migrating animals did escaping slaves use as a guide north?	Geese
4	What was it called when a slave owner freed their slave?	Manumission
5	What was Frederick Douglass dressed as during his escape?	A sailor
6	What 'P' was the name of the place where field slaves worked?	Plantation
7	What was exported from Britain to Africa.	Weapons
8	Name the abolitionist who wrote the newspaper <i>'The Liberator'</i>	William Lloyd Garrison
9	What was exported from Africa?	Slaves
10	Slave Catchers were most active in:	Border States
11	In which year did Henry 'Box' Brown escape?	1849
12	True or false. The south had more factories than the north.	False
13	What was the name of the secret network that helped slaves escape?	The Underground Railroad
14	Name of the 1850 law that said escaped slaves in the north must be returned south	The Fugitive Slave Law
15	When did Britain abolish slavery?	1833
16	Name 2 white products harvested in the Americas for export to Britain.	Cotton and Sugar
17	What word means to stop or bring an end to something?	Abolish
18	The name given to the southern states.	Confederacy
19	What word means to set someone or something free?	Emancipate
20	Between which years did the Civil War take place?	1861-65
21	Which slaves were NOT freed by the Emancipation Proclamation?	Those in southern rebelling states
22	In what year was the Emancipation proclamation?	1862
23	In what year were ALL slaves legally set free in the USA?	1865

Assessment: From Africa to Emancipation

Student name : _____ Class : _____

Part A: Skill, knowledge. Decide if the following statements are true or false by circling below. / 5

1: Africans helped enslave other Africans.

True False

2: Cotton was exported from Europe to Africa.

True False

3: The boat journey from Africa to USA was called the 'terrible journey'

True False

4: Some slave owners treated their slaves kindly.

True False

5: The Underground Railroad was a secret train and tunnel system

True False

Part B: Skill, chronology. Read the instructions on the timeline below. / 12

1849 1865 1831 1833 1492 1798 1865 1863 1861 1865

Timeline: Put the dates into chronological order then match with events shown in the images.

Part C: Skill: Vocabulary. Insert the word that fits the definition. / 12

1	A person who has no freedom, rights or receives no money for the work they do	Slave
2	An area of land used to grow crops	Plantation
3	Possessions or belongings of a person	Chattel
4	A person whose job it was to make slaves work	Overseer
5	The northern US states in which slavery was illegal	Free State / s
6	To attack or fight back	Rebel / lion
7	A person who rightfully belongs to / lives in a country	Citizen
8	To stop, end or get rid of something	Abolish
9	A way of selling something where the highest price offered wins	Auction
10	To set something or someone free	Emancipate Emancipation



“As a Southerner I feel that it is my duty to stand up here tonight 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 it for many years. I have *never* seen a happy slave. I have seen him dance in his chains, it is true; but he was not happy. Man cannot enjoy the former while his manhood is destroyed. Many persons go to the South, and are hospitably served at the table by the slave. They never enter the huts of the slaves; they know nothing of the dark side of the picture, and they return home with praises on their lips of the generous character of those who served them. Many times have I wept (cried) in the land of my birth, over the system of slavery until at last I have exiled (moved away) from my home because I could no longer endure to hear the wailing of the slave. I fled to Pennsylvania; for here, I thought sympathy for the slave will surely be found. But I found it not. The people were kind but the slave had no place in their thoughts. Women of Philadelphia, allow me as a Southern woman, with much attachment to the land of my birth, to help me with my work. It was said in England that women did much to abolish Slavery in her colonies. Let the love, the faith and works of our English sisters quicken ours -- that while the slaves continue to suffer, and when they shout deliverance, we may feel the satisfaction of *having done what we could.*”

Angelina Grimke’s speech at Pennsylvania (Northern State) Hall in 1838. (The speech created an anti-slavery riot and the hall was burned down)

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other :

What is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : _____

Furthermore it reveals : _____

Additionally it illustrates : _____

Finally it shows us : _____

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.
Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

Example : ' _____ ,

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

Part E: Skill: sentence construction / knowledge. Answer the following using a full sentence. / 6

1: Describe the secret network abolitionists used to help slaves escape to the North. (2)

2: Why did most slave owners not allow their slaves to read or write? (2)

3: Explain why Harriet Tubman is regarded as a hero to many people in the USA today. (2)

Part F: Skill: Knowledge and understanding. List an item exported from the countries below / 5

1:Britain: _____
2:Britain: _____
3:Africa: _____
4:USA: _____
5:USA: _____

Part G Skill: causation. List three reasons why Abraham Lincoln signed the Emancipation Proclamation / 3

1: _____
2: _____
3: _____

Part H Skill: cause and effect. Circle if the following are causes or effects of the American Civil War / 5

The South broke away from the Union	Abolitionists attacked the system of slavery	The North were getting richer, the South poorer.	Abraham Lincoln is assassinated.	The slaves were emancipated
Cause Effect	Cause Effect	Cause Effect	Cause Effect	Cause Effect

Part I Skill: essay. Was Lincoln really the Great Emancipator? Answer on lined paper or template / 20

Part J: Teacher's credits: to be awarded by your teacher. / 16

Classwork _____ 4	Homework _____ 4	Listening _____ 4	Verbal Contribution _____ 4
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Assessment Score: A B C D E F G H I J ____ / 100

Was Abraham Lincoln Really the 'Great Emancipator' ?

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THE SLAVE TRADE

Part 2 of 2

HAVE YOU ALSO RECEIVED ?

BONUS 1 : SLAVERY ON TRIAL

BONUS 2 : BRITAIN AND THE SLAVE TRADE

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