

Unit Title: The Price of Slavery**Author: Vicki Chase****Unit Context:**

Students will be familiar with slavery in the U.S. They will have studied the Triangular Trade, the Middle Passages, and the arrival of slaves in the U.S. in the 1600 and 1700s. This unit looks at the arguments both pro and con for the institution of slavery in the U.S.

Discovery Education's "*America's Journey through Slavery: Slavery Begins in America*", a 4 ½ minute video, can serve as a brief introduction or a short review prior to starting the unit if needed.

Unit Rationale:

The rationale behind this unit is to utilize primary resource documents to guide students through an inquiry based unit to deepen their knowledge of slavery as an institution in the U.S., develop their critical thinking skills, broaden their reading and comprehension abilities, compare and contrast different arguments, and ultimately create their own argument based document that could be used in an 1840s abolitionist publication.

Students will focus on documents that were available at the time of the debate. The primary source documents are rich with detail and emotion that is lacking from the history books utilized in most history classrooms.

There are two pieces of poetry integrated in the unit. While history classes typically focus on non-fiction, the use of the poetry helps to broaden and deepen the student's understanding.

This unit is specifically developed for a class of 7th and 8th grade gifted and talented students. As such, some of the documents include texts that register in a high school Lexile range. This text complexity range should challenge the students. The more difficult reading selections, in a 13+ range, are short in order to accommodate for the increased difficulty of the piece. The vocabulary words identified are primarily words I suspect the students will not be familiar with. Bolded words are content specific words for deeper discussion.

The unit utilizes a variety of class, pair, and small group discussions because history should be discussed in order to be understood. The discussions, pictures, and auditory options can be utilized to accommodate students with special needs. Additionally, the multiple sources per side make it possible to delete selected assignments to accommodate for the students who need additional time to complete tasks.

The time frame listed will be adjusted depending upon the group of students and their individual need for additional time or acceleration. The minutes are simply a ball park guess.

Focus Standards being Explicitly Taught and Assessed

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Measurable Objectives:

During the unit the students will:

- Identify evidence from sources.
- Utilize a variety of sources from different points of view to gather evidence for their project.
- Engage in collaborative discussions about the content.
- Demonstrate the ability to find claims and evidence in the pro and anti-slavery arguments.
- Read grade level or higher texts and work to comprehend their meaning.

The student's performance task product will demonstrate:

- Accurate and appropriate evidence from sources that support the argument.
- Accurate summarization of information from sources and proper MLA citation.
- Use of credible, accurate and appropriate sources.
- Use of a variety of sources.
- Appropriate and effective use of technology for research, production, and publishing of an effective and professional final piece.
- Evidence of revisions to improve final piece.
- Ability to apply assignment's criteria to create an appropriate style for task, purpose, and audience.
- Ability to effectively integrate appropriate visual (e.g., chart, graph, photograph, map, etc.) information.
- Appropriate use of claim, evidence, counter claim and warrants to create an effective argument.

Unit Enduring Understandings Addressed:

Even though slavery benefitted some economically, it violated human rights and damaged society by dehumanizing both the enslaved and the enslaver.

Unit Essential Questions Addressed:

What arguments, both pro and con, did Americans make in defense and opposition to slavery in the 1800s?

What impact did slavery have human beings?

How did slavery damage American society?

Texts/Resources Recommended:**Text and Level of Complexity**

There are a variety of texts utilized within this unit. The Flesch Kinkaid and the Lexile range indicated range from 7th - 12th grade texts. The majority of the texts fall in the 7th grade reading range but the discipline specific words and topic make the comprehension a bit more difficult.

Collection on Slavery in Kentucky, 10 Likely and Valuable Slaves at Auction, 1823, Slave Auction

Poster Charlestown, Collection on Slavery in Kentucky, 1780-1940 – Auction Posters –

Flesch Kinkaid 6.6, Lexile 1110

The Slave Auction by Frances Harper – Flesch Kinkaid 7.7, Lexile 1070

"Slave Auction." *New York Daily Tribune. 9 March 1859* – Flesch Kindaid 7.8, Lexile 1090

"Phillis Wheatley." - Flesch Kinkaid 7.8, Lexile 890

On Being Brought from Africa to America by Phylis Wheatley – Flesch Kinkaid 9.0, Lexile 1070

Pro Slavery Arguments – Flesch Kinkaid 12.1 , Lexile 1140

Crania Americana.1839 by Samuel George Morton – Flesch Kinkaid 9.9, Lexile1220

Narrative: The Life of a Frederick Douglass, An American Slave by Frederick Douglass Chapters

1 and 2 Flesch Kinkaid 6.7, Lexile 990. Chapter 7 Flesch Kinkaid 7.6, Lexile 1020.

"Slavery a System of Inherent Cruelty: by Theodore Weld Flesch Kinkaid 7.9, Lexile 1330

Scaffolds/Supports for Texts:

- The more difficult texts are chunked into smaller segments in order to facilitate comprehension and a willingness to sustain effort.
- Difficult vocabulary words are identified and will be addressed in the lesson or there are supports in the text to help the students understand the words.
- The use of pictures as a frontloading activity will pre-activate their learning and give a visual context for the information they read.
- Additional scaffolding is found in the pair and small group assignments where students have an opportunity to discuss what they see and read.

Additional Materials Recommended

All of the materials necessary for the unit are attached in the appendix with the exception of the Discovery Education video segments.

Key Vocabulary Terms: Content and Academic

Review: despot, tyrant, merchandise, humanitarian, economic

Explicitly Taught: driver, overseer, breeder, chattel, morally, pagan, anti-slavery, pro-slavery, abolitionist, and other words the students are not familiar with per class discussion and activities.

Procedures

	Lesson Sequence	CCSS	Resources
20- 30 minutes	<p>Frontloading Activity - Picture Analysis</p> <p>Essential Question: What impact did slavery have on those enslaved?</p> <ul style="list-style-type: none"> • Students will look at the photos relating to slavery. • Working with a partner, students will identify the elements of the picture and fill out the three phase picture analyzer to guide them through the pictures. 	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Slavery Photos – make group packets • Slavery Pictures 3 Level Picture Analyzer – make student copy <p>Vocabulary: overseer driver</p>

	<ul style="list-style-type: none"> Students will then move from pairs to groups of four to share and discuss their observations and ideas. The class will identify the vocabulary terms and define them. 		<p>picinniny buck wench</p>
15 minutes	<p>Pictures, Poetry, & News Report Analysis Pro-Slavery Close Read</p> <p>Essential Question: What were the arguments in favor of slavery?</p> <p>Building Knowledge:</p> <ul style="list-style-type: none"> Students will analyze the slave auction posters, auction poem, and the account of the slave auction from the <i>New York Times</i>. In groups of 3-4 students, students will analyze the auction posters and place their ideas in the Slave Auction Discussion note catcher. 	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Slave Auction Posters – make group copies <i>The Slave Auction</i> by Frances Ellen Watkins Harper Slave Auction, 1859 <i>New York Daily Tribune</i> Slave Auction Discussion Note Catcher – make student copy
20-30 minutes	<p>Guided Practice</p> <ul style="list-style-type: none"> Students will then read <i>The Slave Auction</i> poem by Frances Ellen Watkins Harper. They will do a close read of the poem to identify the events, emotions, and point of view of the author. Students will identify lines from the poem that support their conclusions about the meaning of the poem. 	<p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Vocabulary:</p> <p>tyrant "Maker's hand" chattel hand</p>
40 minutes	<ul style="list-style-type: none"> Students will then read the <i>New York Daily Tribune's</i> "Slave Auction" article. Students will work to complete the note catcher by discussing the information they have learned with their partners. 	<p>CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
10-15 minutes	<p>Independent Practice</p> <ul style="list-style-type: none"> Students will individually complete the final segment in the note catcher about why some people would favor of slavery. 		
5-10 minutes	<p>Frontloading Activity: Students will share their ideas about why some people are in favor of slavery and with small groups they will brainstorm more possibilities. This will serve as a frontload to the next lesson dealing with arguments of the pro-slavery faction.</p>		

10 minutes	<p>Building Knowledge</p> <ul style="list-style-type: none"> • After the small groups have filled in their note catchers, the teacher will guide a discussion on the elements they identified and what they think the importance is. • Before moving on to the next section, the teacher will ask the class how many slaves ended up on the plantations or auctions in the Americas. The class will hopefully remember the Triangular Trade and Middle Passages. 		
<p>10-15 minutes</p> <p>5 minutes</p> <p>30 - 40 minutes</p>	<p>Close Read – Poetry Analysis</p> <p>Guided Practice</p> <ul style="list-style-type: none"> • Ask the students to take out the Slavery Pictures Analysis Worksheet they did with the first frontloading exercise. • Have them look at the picture of Phyllis Wheatley and add in observations about her to their worksheet. Students will then go through the elements of identifying clothing, activities, etc. They should read the caption about her and add this information to the worksheet. • Students will then re-visit the Slave Auction Note Catcher and add in information about Phyllis where it belongs. • Review vocabulary with the class to make sure the students understand the poem. <p>Building Knowledge – Guided Discussion</p> <ul style="list-style-type: none"> • The teacher should make note that Phyllis Wheatley, the girl in the portrait, is the author of the poem. Students should understand she was born free and brought to the U.S. Guide the discussion with the class so they understand how old she was when she was brought to the U.S. • Ask them if it would be typical for a slave to write poetry. Why or why not? <p>Guided Instruction</p> <ul style="list-style-type: none"> • The teacher will then read the poem out loud with the class following along. • The students should underline any words they are not familiar with as it is initially read. • The class will generate a list of words they do not know and define them. • Students will then work with a partner to write each line of the poem in their own 	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>From Africa</i> by Phyllis Wheatley – make class copy • Pro-Slavery Argument Note Catcher – make student copy <p>Vocabulary:</p> <p>pagan benighted redemption sable diabolic Cain refined</p> <p>ESL and IEP Accommodations: An audio version of <i>On Being Brought From Africa</i> can be found at http://ia600708.us.archive.org/34/items/poemsonvarioussubjects_etk_librivox/poemsonvarioussubjects_2_wheatley.mp3</p>

<p>10-15 minutes</p>	<p>words.</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • They will then write a summary of what the poem means. • Discuss with the class if this poem seems to be in favor of or against the slave trade. Have the student's reference lines in the poem that support their position. 		<p>Note: The poem is in the middle of the video clip.</p>
<p>30-40 minutes</p>	<p>Pro-Slavery Argument Sort</p> <p>Guided Practice</p> <p>*Prior to the Lesson – The teacher will need to print the Pro-Slavery arguments and create 1 set per team of students. The arguments must be cut into slips and placed in an envelope. This will allow the students to move the arguments around and place them in rank order.</p> <p>- Place the students with partners for the argument sort.</p> <p>Students will receive an envelope with the different arguments pro-slavery forces used to justify the continuation of slavery.</p> <p>Students will read the arguments and then rank them in order of most convincing to least convincing. They will summarize the argument and transfer it onto a T-Chart that lists Pro-Slavery on one side and Anti-Slavery on the other side.</p> <p>Students will explain why the most and least convincing arguments were chosen.</p> <p>Extension: Advanced students can also utilize the <i>Crania American</i> source for additional information and arguments.</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.10</u> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Pro-Slavery Argument pieces cut into strips and placed in envelopes. Create one set per group of students. Suggest either pairs or groups of 3 to do the sort activity. • Pro-Slavery and Anti-Slavery T-Chart – make student copy <p>Vocabulary: Humanitarian Economic morally</p>
<p>5-10 minutes</p>	<p>Anti-Slavery Close Read</p> <p>Frontloading Activity</p> <p>Ask the students to estimate the number of pants, shirts, and shoes they own. Then list what they think is reasonable amount of clothes to take on a month long trip. Students will write their ideas in their journals.</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Student journals • Narrative by Frederick Douglass Chapter 2 • Narrative by

<p>10 minutes</p> <p>5-10 minutes</p> <p>15 minutes</p> <p>30- 40 minutes</p> <p>5 minutes</p>	<p>Knowledge Building Students will read paragraph 1 of Frederick Douglass Chapter 2. Model the note taking with the class. Read first paragraph, have them identify facts for the food box and then identify the impact ideas for the second box. Have the students work with a partner to read the handout and discuss what the slaves received and compare this to their clothing needs. Pairs of students should discuss their feelings and ideas about the allotments for the slaves.</p> <p>Guided Practice Students will then add onto their Anti-slavery t-chart one argument they could make based upon this reading selection. (Hopefully they will write down that they were not given enough to wear or eat).</p> <p>Anti-Slavery Document Analysis Knowledge Building Students will then receive the reading guide for the chapter 2 reading segment. Before reading the segment, the students will define the vocabulary words at the top of the sheet.</p> <p>Students will then proceed to read the document and work through the discussion questions in the reading guide. Once the pairs have finished, they will then move into groups of 4 with students they were not previously paired with. They will discuss the information and then add more arguments onto the Pro/Anti T-Chart.</p> <p>Independent Practice Ask the students to write on an exit ticket their ideas and feelings about slavery so far. Have them write 1 thing they have questions about, 1 thing they want to know more about, and 3 things they have learned. Use this as a tool to check for understanding.</p>	<p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Frederick Douglass Chapter 2 Close Read</p> <ul style="list-style-type: none"> Exit ticket paper <p>Vocabulary: bushel privation profanity blasphemy Providence</p> <p>ESL and IEP Accommodati on: Narrative is available in audio format. Students who struggle with reading could listen to the audio format of the book while reading the selection. Audio Version of Narrative: https://archive.org/details/fred-erick-douglass_jf_library</p>
<p>5-10 minutes</p>	<p>Anti-Slavery Document Analysis Frontloading Journal Writing: What part of a person being enslaved would be most upsetting to you? Have the class share ideas before going into</p>	<p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-Literacy.RH.6-8.6</p>	<p>Resources:</p> <ul style="list-style-type: none"> Student journals Narrative by Frederick

<p>30 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	<p>the lesson.</p> <p>Knowledge Building Give the students the reading guide for the chapter 1 Douglass text. Students will define the words at the top of the page before they begin reading the text.</p> <p>Students will read the document independently. They will then be partnered to complete the reading guide for the selection.</p> <p>When done with the reading and responses, have the student go back to their journals and add in any additional ideas they now have.</p>	<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Douglass Chapter 1</p> <ul style="list-style-type: none"> Narrative Chapter 1 Close Read <p>Vocabulary: profane cudgel joist conjecture virtue infernal</p>
<p>10 minutes</p> <p>30 minutes</p> <p>10-15 minutes</p>	<p>Anti-Slavery Arguments Close Read Frontloading Journal Writing: How might slavery harm the slave owners? Discuss ideas with elbow partner.</p> <p>Independent Practice Students will read the Slavery a System of Inherent Cruelty by Theodore Weld.</p> <p>While reading the document students will identify the arguments Theodore Weld uses to convince the public that slavery is wrong and the arguments about being a "kind master" are lies.</p> <p>For each paragraph, the students will identify the facts Weld uses to present his argument. They will also include in their thoughts and feelings about how the practice of slavery harmed both slaves and slave-owners.</p> <p>Building Knowledge Read the first paragraph from Frederick Douglas chapter 7 to the class. Have them identify the impact that slavery had upon Sophia Auld. Discuss with the class what happened to Sophia. Use the note catcher from the Weld assignment to complete the last portion of the page. Discuss with the class the negative impact of slave holding on both owners and the enslaved.</p>	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Student journals Slavery a System of Inherent Cruelty – make class copy Slavery a System of Inherent Cruelty close read – make student copy <p>Vocabulary: plunder annihilated despots tyrant vassal flogged lacerated merchandise breeders Abolitionist</p>

	Before concluding the lesson, ask the students to go back to their journals and add in any new ideas they have from the document.		
10 minutes	<p>Abolitionist Efforts</p> <p>Building Knowledge Class Discussion - Discuss with the class the fact that Frederick became an important abolitionist and the selections they read were written by him. Why might this surprise some people? Discuss.</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><u>CCSS.ELA-Literacy.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Narrative by Frederick Douglass Chapter 7 • Pro and Con T-chart from earlier in the unit • Discovery Education "America's Journey Through Slavery, Speaking Out Against Slavery."
10 minutes	<p>Frederick Learns to Read: Students will read for a second time chapter 7 in Frederick Douglass' <i>Narrative</i> about how he learns to read.</p>		
10 minutes	Discuss with the class how learning to read helped him in the abolitionist cause. Have the students go back to the pro and con t-chart and add in additional details about education to their chart.		
5 minutes	<p>Abolitionist Efforts – Play Discovery Education's "America's Journey Through Slavery, Speaking Out Against Slavery" – This film clip gives background information on the Abolitionists and what they did. It includes information on newspapers, books; Garrison, Douglass, Stowe, and Tubman are focused on. It is a 2:45 min video segment.</p>		<p>Vocabulary: commenced injurious disposition</p>
20 minutes	<p>Building Knowledge Background Information: In the 1800s the antislavery society "used the printed word as one of its primary instruments of persuasion. To publicize the evils of slavery and stir up opposition, abolitionists published newspapers, pamphlets, hymn books, song books, children's books, and almanacs. These works were weapons in the battle against slavery. Their texts and illustrations were intended to outrage readers and convince them to take action. The inexpensive almanacs also provided advice to local "grass-roots" abolitionists about how to further the cause in their own communities. Their readers were urged to share them with family members and to "see to it that your</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><u>CCSS.ELA-Literacy.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Project Assignment • Project Rubric • Anti-Slavery Society Almanac Example - make class copies <p>Vocabulary: broadside</p>

<p>2-3 class hours or more depending on the speed of the students</p>	<p>neighbors, your relatives, your minister, the schoolmaster have a copy.”(How to Agitate”).</p> <p>Independent Practice - Culminating Project</p> <p>As a final performance assessment the students will create an abolitionist pamphlet, newspaper, or flyer that presents the anti-slavery argument in an authentic way.</p> <p>Students will develop a written argument that encourages the American public to end slavery.</p> <p>The students will look at the excerpt from the New England Anti-Slavery Society Almanac of 1841 and other documents as examples before starting the assignment.</p> <p>Students will use the computers to conduct a research to find additional information and pictures that will help them with the task.</p> <p>They will then use the computers to create a professional looking flyer, pamphlet, or poster as a piece the Abolition Society could use in their efforts against slavery. Students may work individually to create a poster or flyer or in small groups to create an abolitionist newspaper.</p> <p>Explain to the students that they have been hired by the New England Anti-Slavery society to create an article for their next almanac. They will act as an abolitionist and try to create an argument to further the cause.</p> <p>Give the students the example from the New England Anti-Slavery Almanac. They will identify elements in the example that convey the anti-slavery argument. Students will identify the claims, evidence, and warrants included in the piece.</p> <p>Students will use their t-chart and other note catchers and resources from the Internet to help them construct their argument.</p>	<p><u>CCSS.ELA-Literacy.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1</u> Write arguments focused on <i>discipline-specific content</i>.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.1a</u> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.2b</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple</p>	
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	<p>Review with the students the components of an argument: claim, evidence, counter claim, and warrant.</p> <p>Review with the students how to include internal citations and the project requirements for them.</p>	<p>avenues of exploration.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.9</u> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><u>CCSS.ELA-Literacy.WHST.6-8.10</u> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
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Differentiation (based on principles of UDL):
<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

- Note catcher and graphic organizers are provided for each activity.
- Textual information has bolded words to call attention to vocabulary terms that are unfamiliar as well as vocabulary help when appropriate.
- Call out boxes and arrows point out important key elements.
- Audio recordings of some of the pieces are incorporated in the unit.
- Utilization of pictures, text, audio, and video inputs.
- Use of frontloading activities to activate prior knowledge as well as returning multiple times to graphic organizers created prior in the unit.
- Students highlight big ideas and relationships when they summarize concepts on their graphic organizer note catcher charts.
- Systematic and thoughtful close reading assignments guide the students from concrete to abstract, from easy to complex understandings.
- The unit utilizes multiple opportunities and entry points for students to engage with the content and every document has a specific graphic organizer that accompanies the piece in order to support note taking.

Multiple Modes of Expression

- Students will use the computer to create their final product and conduct research.
- Students will use personal journals for composition as well as note catcher / graphic organizers to record and organize the evidence they find.
- Students will receive feedback throughout the unit. They get immediate feedback when working with the small groups and discussing information. They will receive feedback from the different exit devices employed, and the final project has a grading rubric that provides specific feedback as well as an opportunity to revise.

Multiple Means of Engagement

- Students will have choice and autonomy during the research phase of the unit. The students will choose the topics, visuals, type of publication, and angle they want to come from with writing their articles.
- Relevance, value, and authenticity is reinforced due to the fact the culminating project is based on the idea that the New England Anti-Slavery society has hired them to create an article for one of its publications. Another authentic connection in the unit is when the students compare the issues faced by the slaves to their own life.
- Minimization of threats is achieved by providing a variety of options for large group discussion, partners, and small group. Hopefully by varying the type of interaction the students will have multiple opportunities for discussion in a setting where they feel safe.
- Student's buy in with the goals and objectives is reinforced through the student self-evaluation for the culminating project. This will encourage the students to take responsibility for their own learning.
- Inherent in the written piece is the opportunity to revise and improve. The rubric indicates that a C level is a suggested revision and a D is a required revision. The idea is that if the student has not reached the goal yet they can revise and improve. The tasks within the unit also vary from easy to difficult and back again.
- Collaboration and communication are encouraged throughout the unit with the multiple opportunities for the students to work together while exploring the texts and information.
- The final project rubric is feedback oriented with a focus on improvement. The students will revise their work if they do not meet a basic level of mastery.

Assessments

Formative –

Students will have opportunities for formative assessment when they summarize information, record information on their T-Chart, complete exit tickets, participate in journal writing, complete close reading guides, and participate in small group and class discussions. Some of the assessments will be formally turned in as in the exit ticket and T-Chart and others will be informal observations made by the teacher during class.

Summative – New England Anti-Slavery Society Publication

As a final performance assessment the students will create an abolitionist pamphlet, newspaper, or flyer that presents the anti-slavery argument in an authentic way. Students will conduct research and use their notes from the unit to develop a written argument that encourages the American public to end slavery.

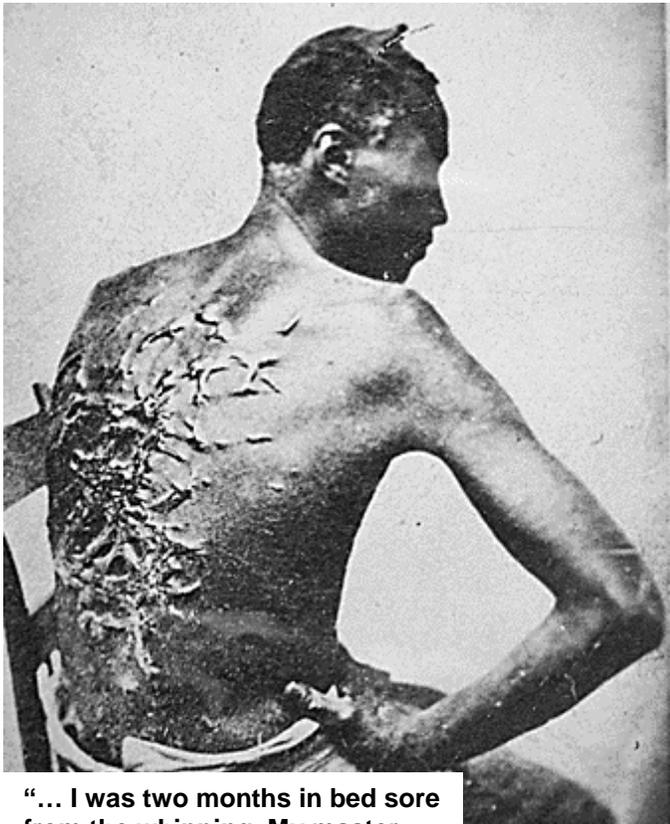
Rubric/Scoring Guide Attached

Student Self-Assessment Attached

Appendix A – Student Documents

Frontloading Picture Activity & Note Catcher
Slave Auction Advertisements & Note Catcher
Slave Auction Narrative & Note Catcher
Pro-Slavery Arguments
Pro-Anti T-Chart
System of Inherent Cruelty & Note Catcher
Anti-Slavery Society Project
Anti-Slavery Society Project Rubric
Self-Assessment

Appendix B – Unit Bibliography

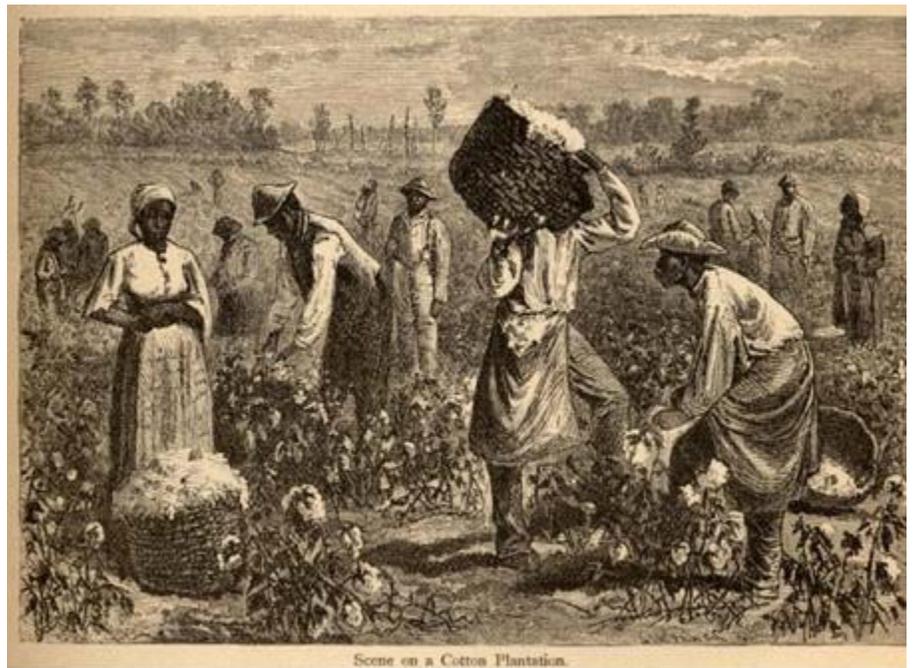


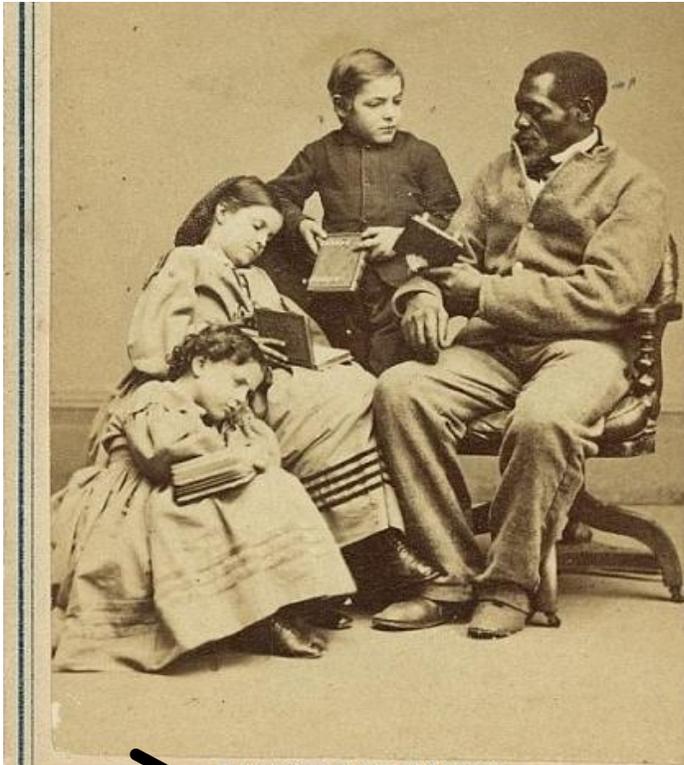
Source: National Parks Service

“... I was two months in bed sore from the whipping. My master come after I was whipped; he discharged [fired] the overseer. The very words of poor Peter, taken as he sat for his picture. Baton Rouge, Louisiana. 04/02/1863

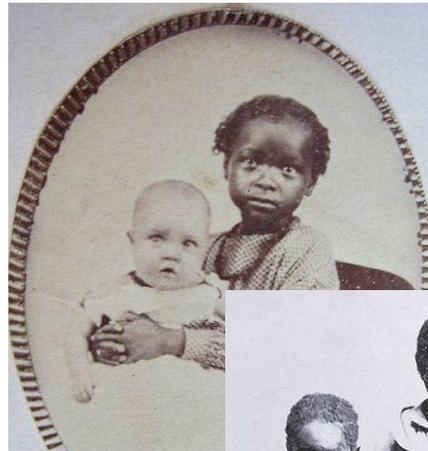
Source: Library of Congress

Scene on a Cotton Plantation
Source: *Mississippians in the Confederate Army.*





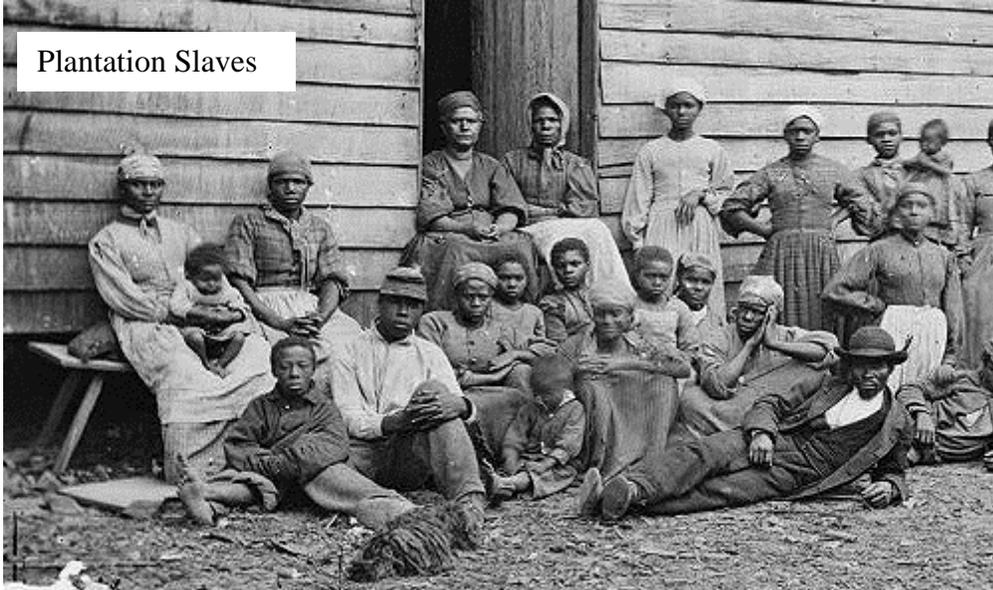
LEARNING IS WEALTH.
WILSON, CHARLEY, REBECCA & ROSA.



Slave child tending baby.



Plantation Slaves



“The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.”
Frederick Douglass
Narrative pg. 28

Note: The picture of Wilson, Charley, Rebecca and Rosa above identified the people as “New Orleans Slaves” does this change your thoughts about the picture?

GREAT SALE

of

SLAVES

JANUARY 10, 1855

THERE Will Be Offered For Sale at Public Auction, at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All The SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.

3 Bucks Aged from 20 to 26, Strong, Ablebodied
1 Wench, Sallie, Aged 42, Excellent Cook
1 Wench, Lize, Aged 23 with 6 mo. old Picinniny
One Buck Aged 52, good Kennel Man
17 Bucks Aged from twelve to twenty, Excellent

“There Will Be Offered For Sale at Public Auction at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All the SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal [move] to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.”
TERMS: Strictly CASH at Sale, as owner must receive cash, owing to his removal to West. Offers for the entire group will be entertained previous to sale by addressing the undersigned.

* Picinniny - an ethnic slur - name for black child.

Between a fifth and a third of all slave marriages were broken through sale or forced migration. As slavery moved into western lands it meant relatives were forced to move and ended up hundreds of miles away from their families. The slave trade destroyed families and brought misery to both individuals and the slave communities in which they lived.

Source: Coleman, John Winston Jr. “Great Sale of Slaves 1855.” *Slavery Times in Kentucky*. University of North Carolina Press, 1940. *History Matters*. Web. 18 Jan. 2014.

A LARGE NUMBER
OF
NEGROES  

WANTED!

The undersigned wishes to purchase throughout the year, a large number of

SOUND AND HEALTH
Negroes
OF BOTH SEXES.

FOR which the **HIGHEST PRICE IN CASH** will be paid at his Jail, opposite the County Jail, Short Street, Lexington, Ky., where either himself or his Agents L. C. & A. O. Robards, at all times may be found.

Any letters addressed to me concerning negroes, shall have prompt attention.

Dec. 16-25 6mo. R. W. LUCAS.

Advertisement printed in 1859 for the purchase of slaves by R.W. Lucas of Lexington, Kentucky advertising "A LARGE NUMBER OF NEGROES WANTED! The undersigned wishes to purchase throughout the year, a large number of SOUND AND HEALTH Negroes OF BOTH SEXES".

Source: Coleman, John Winston Jr. "Collection on Slavery in Kentucky, 1780-1940." Kentucky Digital Library. Web. 18 Jan. 2014

**10 LIKELY and VALUABLE
SLAVES
AT AUCTION.**

On **THURSDAY** the 24th inst.
WE WILL SELL,
In front of our Office, without any kind of limit or reserve for cash,
AT 11 O'CLOCK,
10 AS LIKELY NEGROES

As any ever offered in this market; among them is a man who is a superior Cook and House Servant, and a girl about 17 years old, a first rate House Servant, and an excellent seamstress.

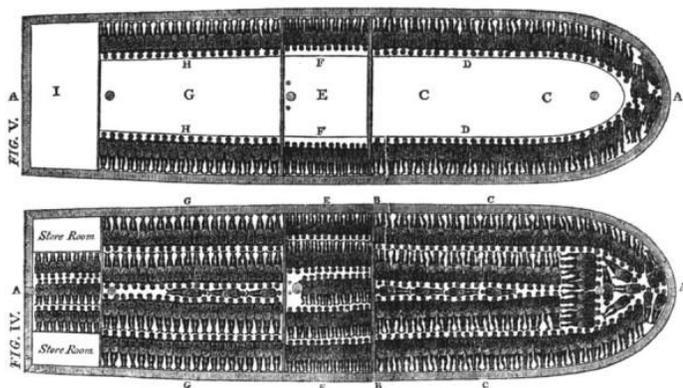
BROOKE & HUBBARD,
Auctioneers.

Wednesday, July 23, 1823. *Richmond Va*

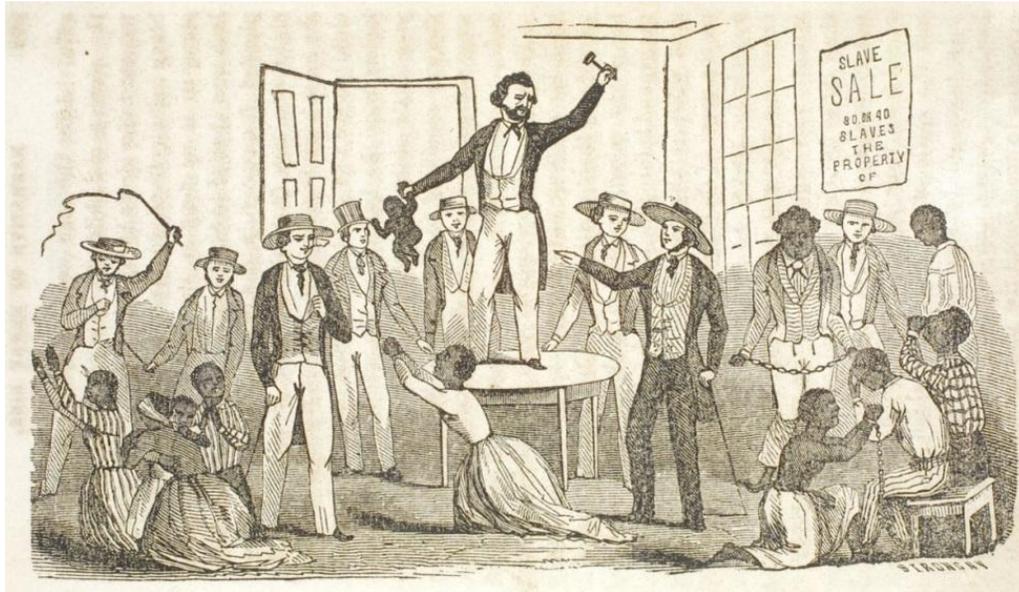
Source: "10 Likely and Valuable Slaves at Auction, 1823." *Lincoln at 200*. The Newberry Library and Chicago History Museum, n.d. Web. 02 Feb. 2014.
<<http://publications.newberry.org/lincoln/items/show/23>>.

Charlestown, July 24th, 1769.

TO BE SOLD,
On **THURSDAY** the third Day
of **AUGUST** next,
A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY
NEGROES,
CONSISTING OF
Thirty-nine MEN, Fifteen BOYS,
Twenty-four WOMEN, and
Sixteen GIRLS.
JUST ARRIVED,
In the Brigantine *DEMBIA*, *Francis Bare*, Master, from **SIERRA-LEON**, by
DAVID & JOHN DEAS.



Source: "Slave Auction poster Charlestown." *Slave Sales and Auctions African Coast and the Americas*. N.p., n.d. Web. 30 Dec. 2013.



Source: "Slave Auction, U.S. South, Ca. 1840s.jpg." *Slave Sales and Auctions African Coast and the Americas*. N.p., nd.d. Web. 30 Dec. 2013.

**THE SLAVE AUCTION (1854)
Frances Ellen Watkins Harper**

The sale began—young girls were there,
 Defenseless in their wretchedness,
 Whose stifled sobs of deep despair
 Revealed their anguish and distress.
 And mothers stood with streaming eyes,
 And saw their dearest children sold;
 Unheeded rose their bitter cries,
 While tyrants bartered them for gold.
 And woman, with her love and truth—
 For these in sable forms may dwell—
 Gaz'd on the husband of her youth,
 With anguish none may paint or tell.
 And men, whose sole crime was their hue,
 The impress of their Maker's hand,
 And frail and shrinking children, too,
 Were gathered in that mournful band.
 Ye who have laid your love to rest,
 And wept above their lifeless clay,
 Know not the anguish of that breast,
 Whose lov'd are rudely torn away.

Frances Ellen Watkins Harper was an African American teacher, author, poet, lecturer, and tireless worker for abolition and women's rights.

Born in 1825 in Maryland, Harper traveled in her early adulthood as a teacher, and she witnessed firsthand the treatment of slaves.

She became involved in the abolition movement, living for a while at an Underground Railroad station in Philadelphia.

This poem was published in her second book, *Poems on Miscellaneous Subjects*, in 1854. A large portion of the proceeds of the book went to support the Underground Railroad. Harper continued to write and to work for activist causes until her death in 1911.

Source: Harper, Frances E.W. *Complete Poems of Frances E. W. Harper*. New York: Oxford U. Press, 1988.

Ye may not know how desolate
Are bosoms rudely forced to part,
And how a dull and heavy weight
Will press the life-drops from the heart.

L. C. ROBARDS,
DEALER IN NEGROES,
LEXINGTON, KY.

PERSONS wishing to Buy or Sell Negroes, will, at all times, find a market for them by calling at my *NEW JAIL* a few doors below the "Bruen House" on Short street.

N. B. The highest cash price will be paid for Young and Likely Negroes.

July 2-81-y

"L.C. Robards, DEALER IN NEGROES, LEXINGTON , KY. PERSONS wishing to Buy or Sell Negroes, will, at all times, find a market for them by calling at my NEW JAIL a few doors below the "Bruen House" on Short street. N.B. The highest cash price will be paid for Young and Likely Negroes. July 2-81-y.

Negroes Wanted.



THE undersigned wish to purchased a large number of **NEGROES**, of both sexes, for which they will

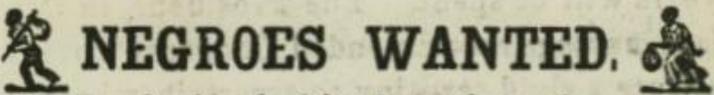
Pay the Highest Prices in Cash.

Office on Main-street, opposite the Phoenix Hotel, and 2d door above the Statesman Office, Lexington.

SILAS MARSHALL & BRO.

March 15, 1859-50-tf

NEGROES WANTED.



THE undersigned wishes to purchase a large number of sound and healthy

Negroes of both Sexes!

for which the highest price will be paid in cash, at the large residence nearly opposite the Woollen Factory of Thompson & Vandalsem, East Main Street, Lexington, where either himself or his agent, L. C. ROBARDS, may at all times be found.

JOSEPH H. NORTHCUTT.

March 11, '59. 49-tf

Competing dealer advertisements.

Source: Kentucky Digital Library

Source: Coleman, John Winston Jr. "Collection on Slavery in Kentucky, 1780-1940." Kentucky Digital Library. Web. 18 Jan. 2014

Slave Auction, 1859

In early March 1859 an enormous slave auction took place at the Race Course three miles outside Savannah, Georgia. Four hundred thirty-six slaves were put on the auction block including men, women, children and infants. Word of the sale spread through the South for weeks, drawing potential buyers from North and South Carolina, Virginia, Georgia, Alabama and Louisiana...

The sale was the result of the break-up of an estate that included two plantations. The majority of the slaves had never been sold before and had spent their entire lives on one of the two plantations. The auction required the slaves be sold as "families" - defined as a husband and wife and any offspring. However, there was no guarantee this rule would be followed.

Horace Greeley, Editor of the *New York Tribune*, one of America's most influential newspapers at the time sent reporters to cover the event. The following is the New York Times account of the event:

Before the Sale:

"The slaves remained at the race-course, some of them for more than a week and all of them for four days before the sale. They were brought in early so buyers who desired to inspect them might enjoy that privilege... The negroes were examined with as little consideration as if they had been brutes indeed; the buyers pulling their mouths open to see their teeth, pinching their limbs to find how muscular they were, walking them up and down to detect any signs of lameness, making them stoop and bend in different ways that they might be certain there was no concealed rupture or wound; and in addition to all this treatment, asking them scores of questions relative to their qualifications and accomplishments.

This sad scene is similar to a number of events witnessed at the auction:

'Elisha,' chattel No. 5 in the catalogue, found a kind looking middle-aged gentleman, inspecting the stock. He tried to persuade the man to purchase his family: Molly, Israel, and Vardy chattels Nos. 6, 7, and 8.

"Look at me, Master; [I] am prime rice planter; sure you won't find a better man than me; no better on the whole plantation; not a bit old yet; do more work than ever; do carpenter work, too, little; better buy me, Master; I will be [a] good servant, Master, Molly, too, my wife, She's [a] first rate rice hand; almost as good as me. Stand out here Molly, and let the gentleman see.

"Show master your arm Molly – that is a good arm master – she will do a heap of work with that arm yet. Let good master see your teeth Molly – see that master, teeth all regular, all good – she is a young gal yet. Come out here Israel; walk around and let the gentleman see how nimble you are.

"Little Vardy's is only a child yet; make prime girl by and by. Better buy us master, we are first rate bargain.

But the gentleman found a better bargain, and so bought somebody else.

The Sale... Hundreds of buyers were clustered around the platform while the Negroes gathered into sad groups to watch the progress of selling. It had been announced that the Negroes would be sold in "families," that is a man would not be parted from his wife, or a mother from a very young child...

...The expression on the faces of all who stepped on the block was always the same, and told of more anguish than it is in the power of words to express. Blighted homes, crushed hopes and broken hearts was the sad story to be read in all the anxious faces.

The auctioneer brought up Joshua's Molly and family. He announced that Molly insisted that she was lame in her left foot, and perversely would walk lame, although, for his part, he did not believe a word of it. He had caused her to be examined by an eminent physician in Savannah, which medical light had declared that Joshua's Molly was not lame, but was only shamming. However, the gentlemen must judge for themselves and bid accordingly. So Molly was put through her paces, and compelled to trot up and down along the stage, to go up and down the steps, and to exercise her feet in various ways, but always with the same result, the left foot would be lame. She was finally sold for \$695. [equivalent to approximately \$15,300 in today's dollars]

Whether she really was lame or not, no one knows but herself, but it must be remembered that to a slave a lameness, or anything that decreases his market value, is a thing to be rejoiced over. A man in the prime of life, worth \$1,600 [equivalent to approximately \$35,200 in today's dollars] or thereabouts, can have little hope of ever being able, by any little savings of his own, to purchase his liberty. But, let him have a rupture, or lose a limb, or sustain any other injury that renders him of much less service to his owner, and reduces his value to \$300 or \$400, and he may hope to accumulate that sum, and eventually to purchase his liberty. Freedom without health is infinitely sweeter than health without freedom.

And so the Great Sale went on for two long days, during which time there were sold 429 men, women and children. There were 436 announced to be sold, but a few were detained on the plantations by sickness...

The total amount of the sale foots up \$303,850." [Equivalent to approximately \$6,700,000 in today's dollars]

Source: "Slave Auction." *New York Daily Tribune*. 9 March 1859. Reprinted by EyeWitness to History. 2005 Web. 18 Jan. 2014
<www.eyewitnesstohistory.com>.

Slave Auction Discussion

Step 1 - Advertisements	Ideas
1. What is the point of all of the advertisements?	
2. What adjectives are used? Why use these words?	
3. Why does the use of the word "arrival" matter?	
4. What questions come to mind when you look at advertisements?	
5. What impact would competing dealers have upon the prices and the slaves?	
6. Based on the ads, what impact do you think the sale of slaves had on families and relationships?	
7. Based on the articles, how valuable would you assume slaves to be and how profitable could slave dealing be? Why do you think this?	
8. How common do you think the slave sales were? What makes you think this?	

Step 2 The Great Sale	
9. What new understandings do you have about slavery after reading the account of the sale?	
10. Where were the slaves housed? Why does this matter?	
11. What questions do you have or could ask based upon this account? What events/ideas need further investigation?	
12. Why did Elisha act as he did? Why did Molly act as she did? What did they hope to gain from their efforts?	
13. In what ways were the slaves treated like animals or "chattle"? Why could this treatment be considered "dehumanizing"?	
14. Based on what you have seen, what reasons can you think of as to why people would buy and sell human beings?	

On Being Brought from Africa to America

by Phillis Wheatley

*'Twas mercy brought me from my Pagan land,
Taught my benighted soul to understand
That there's a God, that there's a Saviour too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
"Their colour is a diabolic die."
Remember, Christians, Negros, black as Cain,
May be refin'd and join th'angelic train.*



"Phillis Wheatley, Negro servant to Mr. John Wheatley, of Boston." Born in present-day Gambia around 1753, little is known of Wheatley's early life. When 7 or 8 years old, she was kidnapped and shipped from the Gambia to Boston; her purchasers named her Phillis after the ship that brought her to Massachusetts. Living in their household as a servant, she was permitted to learn to read, and not long after began writing poetry; her first published poem appeared in 1767. She left no account of her life in Africa or the middle passage, and her life ended sadly in Boston in 1784. Her portrait was done when she was about 20 years old."

Source: "Phillis Wheatley." *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*. University of Virginia Library. N.p., 23 July 1823. Web. 30 Dec. 2013.

<<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=18&categoryName=Portraits and Illustrations of Individuals&theRecord=22&recordCount=75>>.

Pro Slavery

Religious Argument

Leviticus 25: 44-46 “Your male and female slaves are to come from the nations around you; from them you may buy slaves. ⁴⁵ You may also buy some of the temporary residents living among you and members of their clans born in your country, and they will become your property. ⁴⁶ You can bequeath [leave] them to your children as inherited property and can make them slaves for life...”

(Leviticus is the 3rd book in the Old Testament of the Bible)

The Pro-slavery argument also cited the following Bible references:

1. Genesis 21:10 - Abraham owned slaves.
2. Exodus 20:17 - The Tenth Commandments states "Thou shalt not covet thy neighbor's house, or his male slave, or his female slave."
3. Philemon 1: 12-16 - Paul returned a runaway slave, Philemon, to his master.
4. Slavery was widespread throughout the Roman world and Jesus never spoke out against it.

Pro Slavery

Economic Argument

The end of slavery will kill the economy of the south because slavery it is the foundation of the economy. The cotton, tobacco, and rice economy will collapse due to the loss of cheap labor.

“But suppose...our farmers, deprived of slave labor...be compelled to hire the free labor of immigrants, at any price required. The price would be exorbitant (outrageous) ... During all these changes, the farmers would have to bear greater annual loss.” – Edmund Ruffian 1860

Pro Slavery

History Argument

Slavery had existed since Greek and Roman times and is a natural state of man. Aristotle stated “For he is by nature a slave who is capable of belonging to another.” Spartan and Greek society had strict rules for slavery and advanced nations such as England also held slaves. Why should the U.S. not do the same?

Pro Slavery

Humanitarian Argument

In comparison to Europe, and the workers of the North, the slaves are better cared for. Owners protect slaves and take care of them when they were old. Factory workers are fired or who get old are left to fend for themselves.

“generally, these statistics clearly show that all the general evils--physical, economical, moral, or mental--which have been falsely ascribed to the existence and injurious influence of slavery, are to be found existing in much greater number and force in the non-slaveholding, or free-labor communities of the North, which have especially denounced and exaggerated the demoralizing effects of slavery, and piously claimed for themselves a superiority in every respect over slave-holding communities.”-

Edmund Ruffian 1860

The institution of slavery is approved by God and it brought Christianity to the “heathens” in Africa. Slavery is, according to this argument, a good thing for the enslaved.

John C. Calhoun, U.S. Senator and 7th Vice President said:

“Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually.” From Southern Arguments against Slavery U.S. History.org

Pro Slavery

Social Good Argument

If all slaves are freed it will cause unemployment and chaos. This will lead to uprisings, bloodshed, and anarchy. The rule of terror in the French Revolution and the brutality of their “mob rule” is an example of what will happen. Leave things the way they are to avoid this kind of chaos. Everyone benefits if we do nothing rather than stir up a hornet’s nest.

Pro Slavery

Biological Argument

African Americans are biologically inferior to their masters.

Aristotle’s biological argument stated: *“... there are by nature various classes of rulers and ruled. For the free rules the slave, the male the female, and the man the child in a different way. And all possess the various parts of the soul, but possess them in different ways; for the slave has not got the deliberative part at all, and the female has it, but without full authority, while the child has it, but in an undeveloped form.”*

See *Crania Americana* document.

Pro Slavery

Legal Argument

The Dred Scott Supreme Court Decision determined all blacks have no legal standing within the courts.

“there are two clauses in the Constitution which point directly and specifically to the negro race as a separate class of persons, and show clearly that they were not regarded as a portion of the people or citizens of the Government then formed....” Dred Scott v. Sandford 1847

The court used the 5th Amendment to determine slaves were property and the Constitution protected a person’s right to their property.

“No person shall be ... deprived of life, liberty, or property, without due process of law... - 5th Amendment U.S. Constitution

*“it is the opinion of the court that the act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States...is not warranted by the Constitution, **and is therefore void**; and that neither Dred Scott himself, nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, with the intention of becoming a permanent resident...”. Dred Scott v. Sanford, 1857.*

Source: Ruffin, Edmund. “Slavery and Free Labor Described and Compared.” 1860.

American Memory. Library of Congress. Web. 18 Jan. 2014. <www.loc.gov>.

Pro-Slavery & Anti-Slavery Arguments

In the chart below, identify the arguments the Pro-slavery movement. In the last two boxes, use paragraphs to explain what you believe are the most and least convincing arguments and why you feel the way you do. The right column will be filled in as you complete additional readings.

Summarize the Pro-Slavery Arguments	Record evidence and counter arguments the Anti-Slavery could use to disprove these arguments.
Religious Argument:	
Economic Argument:	
History Argument:	
Humanitarian Argument:	
Social Good Argument:	

Biological Argument:

Legal Argument:

Most convincing argument and why:

Least Convincing Argument and Reason:

Crania Americana

Pro Slavery Source #1

Nineteenth century Americans were very interested theories that connected the way people looked to their basic character—their intelligence, their morals, their leadership abilities, etc. Samuel Morton believed the size of the skull gave an accurate measure of intelligence. Bigger skulls = bigger brains = greater intelligence. Morton collected thousands of skulls, measured them and, in his book *Crania Americana* (1839), he ranked the world's races based on his findings.

1st Europeans

“The Caucasian Race is characterized by a naturally fair skin, susceptible of every tint; hair fine, long and curling, and of various colors. The skull is large and oval, and its front portion full and elevated.... This race is distinguished for the facility with which it attains the highest intellectual endowments. . . . The spontaneous fertility of [the Caucasus] has rendered it the hive of many nations, which extending their migrations in every direction, have peopled the finest portions of the earth, and given birth to its fairest inhabitants. . .

2nd Asians

This great division of the human species is characterized by a sallow or olive colored skin, which appears to be drawn tight over the bones of the face; long black straight hair, and thin beard. The nose is broad, and short; the eyes are small, black, and diagonally placed, and the eyebrows are arched and linear; the lips are turned, the cheek bones broad and flat. . . . In their intellectual character the Mongolians are ingenious, imitative, and highly susceptible of cultivation [i.e. learning]....So versatile are their feelings and actions, that they have been compared to the monkey race, whose attention is perpetually changing from one object to another....

3rd Native Americans

The American Race is marked by a brown complexion; long, black, lank hair; and deficient beard. The eyes are black and deep set, the brow low, the cheekbones high, the nose large and aquiline, the mouth large, and the lips tumid [swollen] and compressed. . . . In their mental character they are averse to farming, and slow in acquiring knowledge; restless, revengeful, and fond of war, and wholly destitute of maritime adventure. They are crafty, sensual, ungrateful, obstinate and unfeeling, and much of their affection for their children may be traced to purely selfish motives. They devour the most disgusting [foods] uncooked and uncleaned, and seem to have no idea beyond providing for the present moment. . . . Their mental abilities, from infancy to old age, present a continued childhood. . . . [Indians] are not only averse to the restraints of education, but for the most part are incapable of a continued process of reasoning on abstract subjects. . . .

4th Africans

Characterized by a black complexion, and black, woolly hair; the eyes are large and prominent, the nose broad and flat, the lips thick, and the mouth wide; the head is long and narrow, the forehead low, the cheekbones prominent, the jaws protruding, and the chin small. In disposition the Negro is joyous, flexible, and lazy; while the many nations which compose this race present a singular diversity of intellectual character, of which the far extreme is the lowest grade of humanity. . . . The Negroes are famously fond of their amusements, in which they engage with great excitement of spirit; and a day of toil is with them no bar to a night of revelry. Like most other barbarous nations their institutions are not infrequently characterized by superstition and cruelty. They appear to be fond of warlike enterprises, and are not deficient in personal courage; but, once overcome; they yield to their destiny, and accommodate themselves with amazing facility to every change of circumstance. The Negroes have little invention, but strong powers of imitation, so that they readily acquire mechanic arts. They have a great talent for music, and all their external senses are remarkably acute.”

Source: Morton, Samuel George. *Crania Americana*. 1839. Michael O'Malley ed. "The Debate over Slavery." Exploring US History. Roy Rosenzweig Center for History and New Media, Apr. 2004. Web. 06 Jan. 2014.

Crania Americana Close Read

1. As you read, **circle** the words with positive connotation and **underline** the words with a negative connotation.

2. What assumption(s) can you make or what are the implications of the author's word choices in the selections?

3. Cite information/ideas from the text you agree with.	
4. Cite information/ideas from the text you argue with.	
5. What assumptions does the author make?	

6. What impact upon the slavery debate could “research and findings” such as this have? Explain.

Narrative by Frederick Douglass Excerpt from Chapter 2

The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one **bushel** of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts,

* **Negro cloth** - a blend of wool and cotton fabric used only for slave or prisoner clothing.

one jacket, one pair of trousers for winter, made of coarse negro cloth*, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance

of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great **privation**. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed, — the cold, damp floor, — each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this,

all must rise, and be off to the field. There must be no halting; everyone must be at his or her post; and woe betides them who hear not this morning summons to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip anyone who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.

Mr. Severe was rightly named: he was a cruel man. I have seen him whip a woman, causing the blood to run half an hour at the time; and this, too, in the midst of her crying children, pleading for their mother's release. He seemed to take pleasure in manifesting his fiendish barbarity. Added to his cruelty, he was a profane swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was commenced or concluded by some horrid oath. The field was the place to witness his cruelty and **profanity**. His presence made it both the field of blood and of **blasphemy**. From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd's; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful **providence**.

Narrative by Frederick Douglass Chapter 2 Close Read

1. Before you read, define the following words:

- a. Bushel:
- b. Privation:
- c. Profanity:
- d. Blasphemy:
- e. Providence:

After you have read the selection fill in the chart below.

	Cite evidence from the text that describes the condition:	Describe the long term and short term impact on the slaves:
Food		
Clothing		
Free time		
Sleeping		
Working		

2. Why would Frederick go into detailed explanation regarding the food, clothing, etc. for the slaves?
3. Choose two phrases or sentences that vividly bring to life the impact slavery had upon those who were enslaved. Explain why you chose these two phrases or sentences.
4. What impact would these conditions have upon the people? Would there be a difference between young and old, male and female, etc.? Explain.
5. This description occurs in the 1840s. Considering the morals of the time (as well as today's morals) what implication is there to the "Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year" and "male and female, married and single, drop down side by side, on one common bed."
6. Frederick points out "for if they are not awakened by the sense of hearing, they are by the sense of feeling" what does this mean?
7. Why would Frederick say that Mr. Severe was rightly named? Give evidence from the text to support this claim.
8. What is the significance of the line "His presence made it both the field of blood and of blasphemy."?
9. Why would Frederick and the slaves feel that Mr. Severe's death was "the result of a merciful providence?" What implications does this statement have regarding the conditions the slaves lived in as well as their beliefs?
10. Consider both selections from Frederick Douglass' *Narrative*. If you were an abolitionist living at the time, what arguments, based upon *Narrative* would you use to convince people slavery should be abolished? Add these arguments to your T-chart.?

Narrative by Frederick Douglass Excerpt from Chapter 1

I have had two masters. My first master's name was Anthony. I do not remember his first name. He was generally called Captain Anthony — a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a **profane** swearer, and a savage monster. He always went armed with a cowskin and a heavy **cudgel**. I have known him to cut and slash the women's heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a **joist**, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember anything. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.

This occurrence took place...under the following circumstances. Aunt Hester went out one night, — where or for what I do not know, — and happened to be absent when my master desired her presence. He had ordered her not to go out evenings, and warned her that she must never let him catch her in company with a young man,...Ned

Roberts, generally called Lloyd's Ned. Why master was so careful of her, may be safely left to **conjecture**. She was a woman of noble form, and of graceful proportions, having very few equals, and fewer superiors, in personal appearance, among the colored or white women of our neighborhood.

Aunt Hester had not only disobeyed his orders in going out, but had been found in company with Lloyd's Ned; which circumstance, I found, from what he said while whipping her, was the chief offence. Had he been a man of pure morals himself, he might have been thought interested in protecting the innocence of my aunt; but those who knew him will not suspect him of any such **virtue**. Before he commenced whipping Aunt Hester, he took her into the kitchen, and stripped her from neck to waist, leaving her neck, shoulders, and back, entirely naked. He then told her to cross her hands, calling her at the same time a d—d b—h. After crossing her hands, he tied them with a strong rope, and led her to a stool under a large hook in the joist, put in for the purpose. He made her get upon the stool, and tied her hands to the hook. She now stood fair for his **infernal** purpose. Her arms were stretched up at their full length, so that she stood upon the ends of her toes. He then said to her, "Now, you d—d b—h, I'll learn you how to disobey my orders!" and after rolling up his sleeves, he commenced to lay on the heavy cowskin, and soon the warm, red blood (amid heart-rending shrieks from her, and horrid oaths from him) came dripping to the floor. I was so terrified and horror-stricken at the sight, that I hid myself in a closet, and dared not venture out till long after the bloody transaction was over. I expected it would be my turn next. It was all new to me. I had never seen anything like it before. I had always lived with my grandmother on the outskirts of the plantation, where she was put to raise the children of the younger women. I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.

Narrative by Frederick Douglass Chapter 1 Close Read

1. Before reading the selection, define the following words:
 - a. Profane
 - b. Cudgel
 - c. Joist
 - d. Conjecture
 - e. Virtue
 - f. Infernal
2. Describe the event that occurred as described by Frederick in Chapter 1.
3. Choose two phrases or sentences that vividly bring to life the impact slavery had upon those who were enslaved. Explain why you chose these two phrases or sentences.
4. Who were the participants, victims, and onlookers?
5. What is the significance of Ned, who was owned by Colonel Lloyd being called "Lloyd's Ned"?
6. Identify words Frederick chose to use that indicate how he feels about the condition of slavery. Explain why you believe he chose these words and how you feel about them.
7. Even though Captain Anthony owns two farms and many slaves, Frederick claims he is not a rich man. What is the importance for the reader of this distinction Frederick makes?

8. How does Frederick describe the overseer Mr. Plummer? Why is this description important to understanding slave conditions?

9. Why would Frederick use the phrase “hardened by a long life of slaveholding”? What is the implication and or message Frederick is getting at here?

10. What is the irony with using the phrase “whip her to make her scream, and whip her to make her hush”?

11. Why does Frederick use the imagery “It was the blood stained gate, the entrance to the hell of slavery, through which I was about to pass.”?

12. How do you feel about the scene Frederick describes with Aunt Hester?

13. Frederick begins his *Narrative* with a chapter that ends with “I had therefore been, until now, out of the way of the bloody scenes that often occurred on the plantation.”

14. Go back to the T-chart and add in any additional evidence that could be used to make an anti-slavery argument.

Excerpts from *Slavery a System of Inherent Cruelty* by Theodore D. Weld

At least three million persons in this country, men, women and children, are held in SLAVERY .. They were made slaves and are held such by force, and by being put in fear, and this for no crime! Suppose I should seize you, rob you of your liberty, drive you into the field, and make you work without pay as long as you live, would that be justice and kindness, or monstrous injustice and cruelty?

Now, everybody knows that the slaveholders do these things to the slaves every day, and yet it is stoutly affirmed that they treat them well and kindly, and that their tender regard for their slaves restrains their masters from inflicting cruelties upon them. We shall...show the absurdity of this occurrence. The man who robs you every day, is, indeed, quite too tender-hearted ever to cuff [hit] or kick you! True, he can snatch your money, but he does it gently, lest he should hurt you. He can empty your pockets without qualms, but if your *stomach* is empty, it cuts him to the quick. He can make you work a life-time without pay, but loves you too well to let you go hungry... He can crush, in you, all hope of bettering your condition, by vowing that you shall die his slave...but he is very tender of your skin. He can strip you of all protection and thus expose you to all outrages, but if you are exposed to the *weather*, half clad and half sheltered, he is concerned! What! slaveholders talk of treating men well, and yet not only rob them of all they get, and as fast as they get it, but rob them of *themselves*, also; their very hands and feet, all their muscles, and limbs, and senses, their bodies and minds, their time and liberty and earnings, their free speech and rights of conscience, their right to acquire knowledge, and property, and reputation...they would make us believe that their soft hearts ooze out so lovingly toward their slaves, that they always keep them well housed and well clad, never push them too hard in the field, never make their dear backs smart, nor let their dear stomachs get empty.

But there is no end to these absurdities. Are slaveholders dunces, or do they take all the rest of the world to be, that they think to bandage our eyes with such thin gauzes? Protesting their kind regard for those whom they hourly plunder of all they have and all they get! What! When they have seized their victims, and annihilated all their *rights*, still claim to be the special guardians of their *happiness*? Plunderers of their liberty, yet the careful suppliers of their needs? Robbers of their earnings, yet watchful guards round their interests, and kind providers for their comfort? Thieving all their time, yet granting generous donations for rest and sleep? Stealing the use of their muscles, yet thoughtful of their ease? Putting them under *drivers*, yet careful that they are not hard-pushed? Too humane, indeed, to starve the stomachs, yet force their *minds* to starve, and punish them if they dare reach forth for the smallest crumb of knowledge, even a letter of the alphabet!

It is no marvel that slaveholders are always talking of their kind treatment of their slaves. The only marvel is, that men of sense can be tricked by such statements. Despots always insist that they are merciful. The greatest tyrants that ever dripped with blood have assumed the titles of 'most gracious,' 'most clement,' 'most merciful,' &c., and have ordered their crouching vassals to accost them thus...

That slaves in the United States are treated with barbarous inhumanity; that they are over-worked, under-fed, wretchedly clad and lodged, and have insufficient sleep; that they are often made to wear round their necks iron collars armed with prongs, to drag heavy chains and weights at their feet while working in the field, and to wear yokes and bells and iron horns; that they are often kept confined in the stocks day and night for weeks together, made to wear gags in their mouths for hours or days, have some of their front teeth torn out or broken off, that they may be easily detected when they run away; that they are frequently flogged with terrible severity, have red pepper rubbed into their lacerated flesh, and hot brine, spirits of turpentine, &c., poured over the gashes to increase the torture; that they are often stripped

naked, their backs and limbs cut with knives, bruised and mangled by scores and hundreds of blows with the paddle, and terribly torn by the claws of cats, drawn over them by their tormentors; that they are often hunted with bloodhounds and shot down like beasts, or torn in pieces by dogs; that they are often suspended by the arms and whipped and beaten till they faint, and when revived by restoratives, beaten again till they faint, and sometimes till they die; that their ears are often cut off, their eyes knocked out, their bones broken, their flesh branded with red hot irons; that they are maimed, mutilated, and burned to death over slow fires; are undeniable facts. 5

The enormities inflicted by slaveholders upon their slaves will never be discredited, except by those who overlook the simple fact, that he who holds human beings as his property, regards them as property, and not as *persons*; this is his permanent state of mind towards them. He does not contemplate slaves as human beings, consequently does not treat them as such... He regards that as good treatment of slaves, which would seem to him intolerable abuse, if practiced upon others; and would criticize that as a monstrous outrage and horrible cruelty, if committed against white men and women... Accustomed all his life to regard them rather as domestic animals, to hear them stormed at, and to see them hit and beaten; and being himself in constant habit of treating them thus, such practices have become to him a mere matter of course and make no impression on his mind. ... 6

We have said that slaveholders regard their slaves not as human beings, but as mere working animals; or merchandise. The whole vocabulary of slaveholders... fully establish this. The same terms are applied to slaves that are given to cattle. They are called 'stock.' ...The female slaves that are mothers are called 'breeders,' till past child-bearing; and often the same terms are applied to the different sexes that are applied to the males and females among cattle. Those who force the labor of slaves and cattle have the same title, 'drivers...' The laws of slave States make them property, equally with goats and swine; they are taxed in the same way; they are included in the same advertisements of public sales with cattle, swine and asses; when moved from one part of the country to another, they are herded in droves like cattle, and like them urged on by drivers; their labor is compelled in the same way. They are bought and sold, and separated like cattle; when exposed for sale, their good qualities are described as jockeys show off the good points of their horses; their strength, activity, skill, power of endurance, &c., are lauded, and those who bid upon them examine their persons, just as purchasers inspect horses and oxen; they open their mouths to see if their teeth are sound; strip their backs to see if they are badly scarred, and handle their limbs and muscles to see if they are firmly knit. Like horses they are warranted to be 'sound,' or to be returned to the owner if 'unsound.' A father gives his son a horse and *slave*; by his will he distributes among them his racehorses, hounds, game-cocks, and *slaves*. We leave the reader to carry out the parallel which we have only begun. Its details would cover many pages. 7

...When we hear slaveholders say that their slaves are *well treated*, we have only to remember that they are not speaking of *persons*, but of *property*; not of men and women, but of *chattels* and *things*; not of friends and associates, but of *vassals* and *victims*; not of those whom they respect and honor, but of those whom they *scorn* and trample on; not of those with whom they sympathize, and co-operate, and interchange courtesies, but of those whom they regard with contempt and aversion, and disdainfully set with the dogs of their flock. Reader, keep this fact in your mind, and you will have a clue to the slaveholder's definition of '*good treatment*.' 8

Source: Weld, Theodore D. "Appendix." *The Narrative of Sojourner Truth*. Olive Gilbert. Ed. Boston: Sojourner Truth, 1850. 4 Nov. 2013.
<<http://digital.library.upenn.edu/women/truth/1850/1850.html#appendix>>.

Slavery a System of Inherent Cruelty

While reading the document, identify the arguments **Theodore Weld** uses to convince the public that slavery is wrong and the arguments about being a “kind master” are lies. For each paragraph identify the facts Weld uses to present his argument. Include in the last column your thoughts and feelings about how the practice of slavery harmed both slaves and slave-owners.

¶	Argument Points	Harmful effects
1		
2		
3		
4		
5		

6		
7		
8		

Summarize Weld's main argument and your thoughts about its effectiveness:

Frederick Douglass – Chapter 7 (Flesch Kinkaid 7.6 Lexile 1020)

<p>I lived in Master Hugh's family about seven years... when I first went to live with her [my mistress Sophia Auld] she treated me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so.</p>	<p>How did Sophia first view Frederick? Why might this be a problem?</p>
<p>Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities.</p>	<p>What was Sophia like at first?</p>
<p>Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now began to practice her husband's rules. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better... I have had her rush at me with a face made all up of fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension. She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other.</p>	<p>How did Sophia change and why?</p>
<p>From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the mile.</p>	<p>Why would Frederick continue to try to learn?</p>

New England Anti-Slavery Society Project

The New England Anti-Slavery Society has hired you to write an article for one of its publications. Your job is to gather evidence and do additional research to support your anti-slavery argument.

The following criteria must be met with your submission for publication:

- Accurate information is used in the evidence of the argument. Parenthetical citations must be used to reference where the information was obtained. Citations follow MLA guidelines. Information must be cited.
- Uses a minimum of three specific pieces of evidence from three different sources in the argument.
- Follows proper argument format: effective claim, supportive evidence, counter claim, and understandable warrants.
- Includes a minimum of one visual that supports the point of the written piece. Visual must be sourced per MLA guidelines in the bibliography.
- The argument must show an awareness of the audience, purpose, and context for the piece.
- The final piece is word processed, professional looking, and free from grammar and spelling errors. Final submission uses a 12 point font and follows proper MLA formatting rules for the document.
- The piece must look like a pamphlet, flyer, or broadside consistent with 1800s publications.
- The Anti-Slavery society publication wants the article to be between 300 and 400 words in length. Edit and revise the piece so it effectively meets the needs of the New England Anti-Slavery Society's assignment and does not exceed the word limit.

Anti-Slavery Project Rubric

	Outstanding 3	Acceptable 2	Needs Improvement 1	Not Evident 0
Includes Claim and Counterclaim	Effectively and clearly conveys position and counter claim	Positions are stated.	Positions are implied.	No position statement.
Includes Evidence 3 Pieces 3 Sources	All evidence supports claim. Uses three different sources.	2/3 pieces of evidence support the claim. 3 Sources used.	Connection between evidence and claim is difficult to determine.	Does not use evidence.
Includes Warrant	Warrant effectively connects claim and evidence.	Warrant may need slight clarification.	Evidence of a warrant but it is ineffective or confused.	No evidence of a warrant.
Accurate Information	All information is accurate.	Most information is accurate.	More than 2-3 inaccuracies in the information	More than 3 inaccuracies.
Appropriate argument format	Effectively incorporates all 3 elements	Uses all 3 elements.	Missing one element.	Missing more than one element.
Includes Visual & Sourced in Bibliography	Appropriate and effective visual. Includes bibliographic citation.	Visual included in project and bibliography.	Missing either visual or bibliographic citation. Visual may be ineffective.	No visual utilized.
Addresses audience, purpose, and context	Product effectively speaks to all 3 elements.	Product addresses all 3 elements.	Product may have a weakness in 1 area.	More than 1 area is ineffective or not addressed.
Professional & appropriate Format & Mechanics	No formatting, grammar, or spelling errors. Professional format.	Fewer than 3 grammar, spelling, or format errors. Professional format.	More than 3 errors, may have formatting issues that detract from the professional look.	Multiple errors distract from the effectiveness of the piece.
Citations Follows MLA Criteria	All citations and bibliography follow MLA format and have no errors.	Fewer than 3 errors with MLA formatting.	More than 3 errors with formatting.	Does not include citations or bibliography.
Word Limit	Effectively uses the 300-400 word limit.	Stays within the word limit	Over or under the word limit by less than 50 words.	Over or under the word limit by more than 50 words
Evidence of Editing	Editing evidence shows conscientious thought and improvement to a professional output.	Evidence of editing and improvement.	Limited evidence of editing effort and the project contains correctable errors.	No evidence of editing effort.
Use of Technology	Utilizes technology effectively for research and visual inputs.	Technology was utilized to create the project.	Limited evidence of utilizing technology for research and creation of product.	No use of technology for research. Document was not word processed.

A = 36-30 B= 29-25 C =24-20 Revision Suggested D 19- 17 Revision Required

Comments:

Grade:

Anti-Slavery Project Self-Evaluation

Evaluate your final anti-slavery article. No evidence of effort receives a zero while evidence of mastery receives a ranking of 10. Please include additional comments.

Use of Evidence

I used accurate and appropriate evidence from sources to support the argument in my writing.

0 1 2 3 4 5 6 7 8 9 10

Avoiding Plagiarism

I summarized information from sources and cited where the facts came from using appropriate MLA formatting for internal citations and the bibliography.

0 1 2 3 4 5 6 7 8 9 10

Credible Information

I evaluated the sources of information and used credible, accurate, and appropriate sources of information for my project.

0 1 2 3 4 5 6 7 8 9 10

Research

I used of a variety of sources for appropriate information and facts that support my research.

0 1 2 3 4 5 6 7 8 9 10

Technology

I used technology to produce and publish writing that is effective and professional looking.

0 1 2 3 4 5 6 7 8 9 10

Revising

I edited, revised and improved my writing and used suggestions given to me by others.

0 1 2 3 4 5 6 7 8 9 10

Task, Purpose, Audience

I wrote a piece that is organized and the style is appropriate to the task, purpose, and audience: It is a piece the New England Anti-slavery Society might actually publish.

0 1 2 3 4 5 6 7 8 9 10

Integration of Visuals

I effectively integrated visual information (e.g., chart, graph, photograph, map, etc.) in the piece.

0 1 2 3 4 5 6 7 8 9 10

Argument Elements

I created an effective claim, used evidence that supported the claim, and use of warrants tying it all together in an effective anti-slavery article.

0 1 2 3 4 5 6 7 8 9 10

Comments:

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"How to Agitate the Public Mind." *Teach US History*. N.p., n.d. Web. 02 Feb. 2014. <<http://www.teachushistory.org/second-great-awakening-age-reform/resources/how-agitate-public-mind>>. This provided the background information for the culminating activity.

"Liberator, The." *Fair Use Repository*. Nd. Web. 02 Feb. 2014. < <http://fair-use.org/the-liberator/>>. This is a repository of pdf documents for William Lloyd Garrison's Liberator (1831-1865) the foremost anti-slavery newspaper in the 1800s. Archived here are complete issues and transcriptions of the newspaper. This also provided the masthead for the culminating activity assignment.

Morton, Samuel George. *Crania Americana*. 1839. Michael O'Malley ed. "The Debate over Slavery." Exploring US History. Roy Rosenzweig Center for History and New Media, Apr. 2004. Web. 06 Jan. 2014.

New England Anti-Slavery Society. "The New England Anti-slavery Almanac 1841." Boston: J.A. Collins, 1841. Library of Congress. Web. 2 Feb. 2014. <<https://archive.org/details/newenglandantisl00bost>>. This is the entire almanac of 1841. It provided the front page for the handout and it is a great resource to

use to show the students what the almanacs were like. The students could use this to help shape their culminating activities.

"Phillis Wheatley." *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*. University of Virginia Library. N.p., 23 July 1823. Web. 30 Dec. 2013. <<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=18&categoryName=Portraits and Illustrations of Individuals&theRecord=22&recordCount=75>>.

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