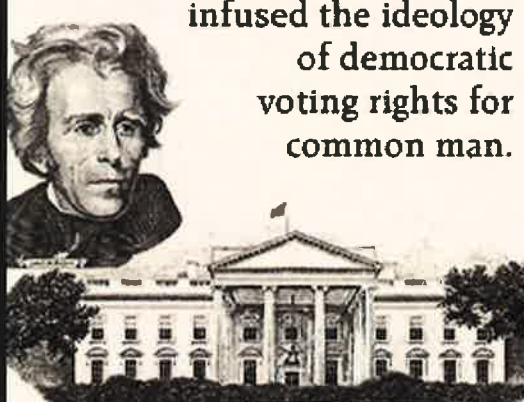





Era of Reform

Jacksonian Democracy
infused the ideology
of democratic
voting rights for
common man.



Differences between northern and southern states:

<p>North industrial economy</p>  <p>"free states"</p>	<p>South agricultural economy</p>  <p>"slave states"</p>
---	---

THE LIBERATOR.

VOL. I. WILLIAM LLOYD GARRISON AND ISAAC KNAPP, PUBLISHERS. (NO. 22.)
BOSTON, MASSACHUSETTS. OUR COUNTRY IS THE WORLD—OUR COUNTRYMEN AND MANKIND. [SATURDAY, MAY 28, 1831.]

Our Roll of Honor
Containing all the
Signatures to the "Declaration of Sentiments"
Set forth by the First
Woman's Rights Convention,
held at
Seneca Falls, New York
July 19-20, 1848

LADIES:

<p>Lucretia Mott Harriet Cady Eaton Margaret Pryor Elizabeth Cady Stanton Eunice Newton Foote Mary Ann McClintock Margaret Schooley Martha C. Wright Fane C. Hunt Amy Post Catherine F. Stebbins Mary Ann Fiske Lydia Munt Della Matthews Catherine C. Feltor Elizabeth W. McClintock Abigail Newman Phoebe Hoxter Charlotte Shaw Delilah Scott Sarah Hallowell Mary McClintock Mary Gilbert</p>	<p>Sophronia Taylor Cynthia Davis Hannah Flint Lucy Jones Sarah Whitely Mary H. Hallowell Elizabeth Conkling Sally Puffer Mary Conkling Susan Quinn Mary S. Miller Phoebe King Julia Ann Drake Charlotte Woodward Martha Underhill Dorothy Mathews Eunice Barber Sarah R. Woods Lydia Child Sarah Hoffman Elizabeth Leslie Martha Bailey</p>	<p>Rachel D. Bonnet Betsey Truckenbury Abigail Palmer Margaret Jenkins Cynthia Fuller Betsy Austin P. A. Colvert Susan H. Doby Berbecca Hale Sarah A. Mosher Mary F. Yost Lucy Spaulding Levina Latham Sarah Smith Betsy Austin Moria F. Wilbur Elizabeth D. Smith Cassius Barker Ann Foster Experience Gibbs Anninette E. Seagr Hannah J. Latham Sarah Sisson</p>
--	--	--

GENTLEMEN:

<p>Richard P. Hunt Samuel D. Tolman Justin Williams Elisha Foote Frederick Douglass Henry W. Seymour Henry Seymour David Spalding William G. Barker Elihu J. Doty John Jones</p>	<p>William S. Lisle James Allen William Barnard Robert Smallbridge Jacob Matthews Charles I. Hawkins Thomas M. Clintock Saron Phillips Jacob P. Chamberlain Jonathan Metcalf</p>	<p>Nathan J. Milliken S. E. Woodworth Edward F. Underhill George W. Peave Josi Barker Isaac Van Tassel Thomas Drill E. W. Cagden Stephen Skyles Henry Hatley Abraham Schooley</p>
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NAME - _____

DATE - _____

US History and Geography
Ch. 7 – Nationalism and Sectionalism

SECTION 1 (p. 228-232)

Causes and Effects to the growth of Industry in the North	
1. development of roads	
2. invention of the steamboat	
3. building of canals	
4. growth of railroads	
5. construction of factories	
6. invention of interchangeable parts	
7. innovations in communication	

SECTION 2 (p233-238) Sectional Differences

Why did industrialization emerge in the Northeast? _____

What types of people made up the emerging middle class? _____

What impacts did immigration have on industry? _____

What developments (3) worked together to increase cotton production? EXPLAIN each.

1). _____

2). _____

3). _____

What were the economic and cultural consequences of cotton production?

ECONOMIC	CULTURAL

Name: _____ Class: _____

Andrew Jackson Reading

DIRECTIONS: Please read the following passages and documents regarding Andrew Jackson's presidency. Answer questions 1-10 utilizing the information in the text and in complete sentences. You must also underline the answers directly in the text. For questions 11-15, please use the documents to help you answer the corresponding questions in complete sentences.

Andrew Jackson had become a respected figure in the United States after his decisive victory at the Battle of New Orleans during the War of 1812. His resilience as a military leader earned him the nickname, *Old Hickory*. Jackson was also known to Americans as the *Common Man*. Unlike previous presidential candidates, Jackson was born west of the Appalachian Mountains into a less fortunate home. This made him relatable and inspiring to most Americans, and brought hope that ordinary citizens could have an impact in the United States government.

1. Why was Andrew Jackson known as the *Common Man*?

After his controversial loss in the 1824 presidential election, Jackson and his supporters formed the Democrat party and campaigned throughout the United States to ensure that he would win the 1828 election, which he did. During the 1828 presidential election, voting rights had been expanded and more people voted than ever before. No longer did males have to own land to vote in presidential elections. The hope of Jackson becoming president and his campaign efforts encouraged more men to take advantage of their new voting opportunities than ever before. Therefore, in the election of 1828, approximately 1.1 million people voted in comparison with 350,000 voters in the election of 1824. In 1829, Andrew Jackson, with an intense belief of true democracy, was inaugurated as the President of the United States.

2. Andrew Jackson was the leader of what political party?

3. How did Andrew Jackson encourage more people to vote in the presidential election?

Continuing his quest to create a strong national government ruled by the people and their needs, Jackson instituted a spoils system. A spoils system is the practice of rewarding supporters with government jobs. Jackson replaced an estimated 10% of government officials with his supporters, despite their experience in the government. He even appointed many inexperienced supporters with

Cabinet positions. According to Jackson, he wanted to provide ordinary citizens with the opportunity to take part in the government.

4. Define spoils system.

Prior to his inauguration, Jackson already opposed the National Bank. He believed that the National Bank was unconstitutional and that it was only beneficial for the wealthy, including the bank's president, Nicholas Biddle. The National Bank was first chartered under Washington, and its' charter was renewed under Madison. The bank's charter was up for renewal again as Jackson was running for re-election. Although many supporters of the bank believed that Jackson would approve the renewal in order to ensure his re-election, Jackson vetoed the bank bill and closed the National Bank. The bank veto was the first presidential veto utilized on a government law/action that was not deemed unconstitutional. Under Washington, the National Bank was proven constitutional as part of the Elastic Clause (Necessary and Proper Clause). As a result, many supporters of the National Bank view Jackson's veto as an abuse of his presidential powers.

5. Why did Andrew Jackson oppose the National Bank?

6. How did Jackson close the National Bank?

In addition to the controversy that surrounded the bank veto, Jackson's use of power was also criticized in 1830 with his approval of the Indian Removal Act. For years, Native Americans had been displaced from the land they had inhabited for decades. Despite territory treaties signed between Americans and Native Americans, Americans felt entitled to the land. Many Native American tribes living in newly acquired Florida attempted to resist displacement from their land, and even were supported by the Supreme Court. In 1828, the Supreme Court decided that the Native Americans' right to stay in their land was protected under the Constitution. This case was known as *Worcester vs. Georgia*. However, despite the Supreme Court ruling, Andrew Jackson was determined to rid the Native Americans of Florida and provide American farmers with more economic opportunity. In 1830, with Jackson's approval, Congress passed the Indian Removal Act, which forced Native Americans to relocate to designated territory west of the Mississippi River. Native American tribes, including the Cherokee, refused to comply with the Indian Removal Act because of the support of the Supreme Court. Nevertheless, in 1838 Jackson sent the military to Florida to forcefully remove the Cherokee from Florida. The forced removal of over 15,000 Cherokee west of the Mississippi River became known as the Trail of Tears because of the thousands of Cherokee that died throughout the journey

west. Critics of Jackson considered the Indian Removal Act to be an abuse of power by Jackson, because he directly went against the decision made by the Supreme Court.

7. What decision was made as a result of the *Worcester vs. Georgia* Supreme Court case?

8. What was the Indian Removal Act?

9. Why was the Indian Removal Act considered to be controversial?

10. What was the Trail of Tears?

Use the document below to help you answer questions 11 and 12.

11. In the document below, Andrew Jackson is holding the presidential power of a veto in his hand. Identify a controversial veto that Jackson used during his presidency.

12. In this document, Andrew Jackson is depicted as king. Identify and explain one action or decision made by Jackson that would lead his critics to compare him to a king.



Use the document below to help you answer question 13.

Worcester vs. Georgia-1828

The Cherokee nation... is a[n] [individual] community, occupying its own territory... in which the laws of Georgia have no force [to make the tribe leave].... The [actions] of Georgia are [disgusting] to the Constitution, laws, and treaties of the United States. They interfere forcibly with the relations established between the United States and the Cherokee Nation, the regulation of which according to the settled principles of our Constitution, are committed exclusively to the government of the [United States of America].

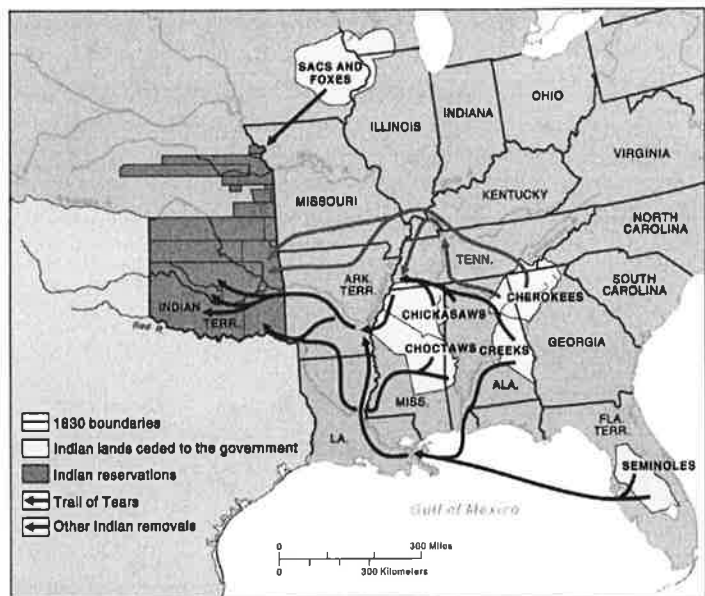
Marshall, C.J., Opinion of the Court,
Supreme Court of the United States, 31 U.S. 515

13. What decision did the Supreme Court make in the *Worcester vs. Georgia* case?

Use the document below to help you answer questions 14 and 15.

14. According to the map, what Native Americans tribes were forced to leave Florida and relocate west of the Mississippi River?

15. What law passed by Congress, under Andrew Jackson, forced the Native American tribes to relocate west of the Mississippi River?



The Age of Jackson

War Hero – War of 1812

- General Jackson successfully **defended the city of New Orleans** against the powerful British.
- Even though the Treaty of Ghent had already been signed, he was **given much of the credit for winning the war.**
- He gained tremendous **popularity among the people**, which helped him politically in the years that followed

Jacksonian Democracy

- Election of 1824 – Jackson won the popular vote however he did not have the majority necessary to win the Presidency, which **he lost to J.Q. Adams** (House voted)
- Election of 1828 – campaigned as the **“people’s candidate”** (appealed to the common people and adopted their issues)



Andrew Jackson
“Old Hickory”

7th President of the United States

The National Bank Issue

- President Jackson did not like the idea of the **Bank of the United States (BUS)**, which he thought reflected and reinforced the wealth and power of the elite and could be used for corrupt purposes
- He devised a plan to dissolve the National Bank by setting up **“Pet Banks”** (state banks), which were used to hold Federal deposits (gold and silver reserves)
- Angered many in his own party (they split off into the Whig party)

Indian Removal Act of 1830

- President Jackson wanted to move Native Americans off of their homelands in order to take over their land and its resources.
- He claimed it was better for the Native population – they could sustain their Native cultures without threat from whites.
- **Trail of Tears** – thousands of Natives died from the forced relocation

“Spoils System”

- Jackson awarded **positions** in the Federal Government to **those who supported him** in his election.
- He believed that government positions should be periodically reappointed in order to eliminate corruption.

Nullification Theory – State’s Rights Issue

- Vice President John C. Calhoun called the Tariffs of 1816, 1824, and 1828 a **“Tariff of Abominations”** because of the negative impacts on South Carolina.
- Like the **VA-KY Resolutions** (1798), S.C. enacted the theory of nullification and even talked of secession after the Tariff of 1832.
- President Jackson threatened to lead the army to South Carolina himself until a compromise was reached

Name - _____

Date - _____

Age of Jackson

Stations Assignment

Please read and/or analyze each of the primary and secondary source documents and answer the corresponding questions provided in-depth and complete sentences.

Station #1 – Andrew Jackson, “American Hero”

1. Based on the rendition published by Currier & Ives (1878), how is a young Andrew Jackson being portrayed at the age of 13? Why do you think he was portrayed that way even years after his death in 1845?

2. After looking at the reading and picture, why do you think most Americans thought of and depicted Andrew Jackson as a beloved hero after the Battle of New Orleans?

3. OPINION: Have any other Presidents in history used their military success/popularity as momentum to the White House? Name at least 2.

Station #2 – The Elections of 1824 and 1828

1. Why did the election of 1824 seem to be taken out of the hands of the American people?

2. Why was John Quincy Adams’ victory in the election known as a, “corrupt bargain”?

3. Analyze both maps from the elections of 1824 and 1828 and list at least 4 differences between them.

4. Based on both the Election of 1824 and his campaign for President in 1828, why do you think Andrew Jackson was victorious?

Station #3 – Jacksonian Democracy

1. According to his quotes, whom did Andrew Jackson seemingly appeal to? Who does he seem to oppose? Be specific.
2. Analyze George Caleb Bingham's, *The County Election*. How does it promote the ideals of Jacksonian democracy?
3. What is the "Spoils System"? Is this method still utilized today (give examples)? Do you agree with the spoils system or the merit system? Explain.

Station #4 – Nullification Theory and State's Rights

1. Which state disapproved of the Tariff of 1828? Why did they disapprove of it?
2. According to President Jackson's Proclamation, what were President Jackson's feelings on nullification?
3. Have any other states threatened nullification and/or secession prior to this? Explain.

Station #5 – Indian Removal Act of 1830

1. What were the military experiences of Andrew Jackson while a commander in the US Army against the Native Americans of the South? Provide specific details.
2. According to the unknown artist's, "Andrew Jackson as the Great Father", how are the Native Americans depicted?
3. Why did President Jackson believe that the Indian Removal Act was just? What was the Supreme Court's decisions on the legislation? How did Jackson feel about the Court's decision?
4. Why was the forced relocation of Native Americans known as the "Trail of Tears"?

Station #6 – The National Bank Issue

1. According to the painting and President Jackson's "Veto Message", why does he despise the National Bank of the United States?
2. OPINION: According to the quote from President Jackson (at the bottom), how do you think he would have felt about the financial bailout of Wall Street in 2007-08?
3. According to the political cartoon, "King Andrew the First", what does his opposition suggest (according to the cartoon) about President Jackson's attitude toward the constitutional limits on the powers of the presidency?

CHAPTER
7

OUTLINE MAP *The Indian Removal Act of 1830*

Section 3

A. Review the map of the Indian Removal Act on textbook page 213. Then label the following bodies of water, areas of original Native American settlements, and territories on the accompanying outline map. In addition, label all the existing states. (Abbreviations for states are acceptable; if necessary, use the map on textbook pages 1062–1063.)

Bodies of Water

Gulf of Mexico
Atlantic Ocean
Mississippi River
Lake Michigan
Lake Erie
Missouri River
Ohio River

Native American Settlements

Cherokee Potawatomi
Chickasaw Miami
Creek Shawnee and Seneca
Choctaw Seminole

Territories

Unorganized Territory
Indian Territory
Arkansas Territory (state, 1836)
Florida Territory

B. After completing the map, use it to answer the following questions.

1. The routes of what two Native American groups crossed over part of the Gulf of Mexico?

2. “Down the Ohio, up the Mississippi and westward on the Missouri River” describes the principal route of which group?

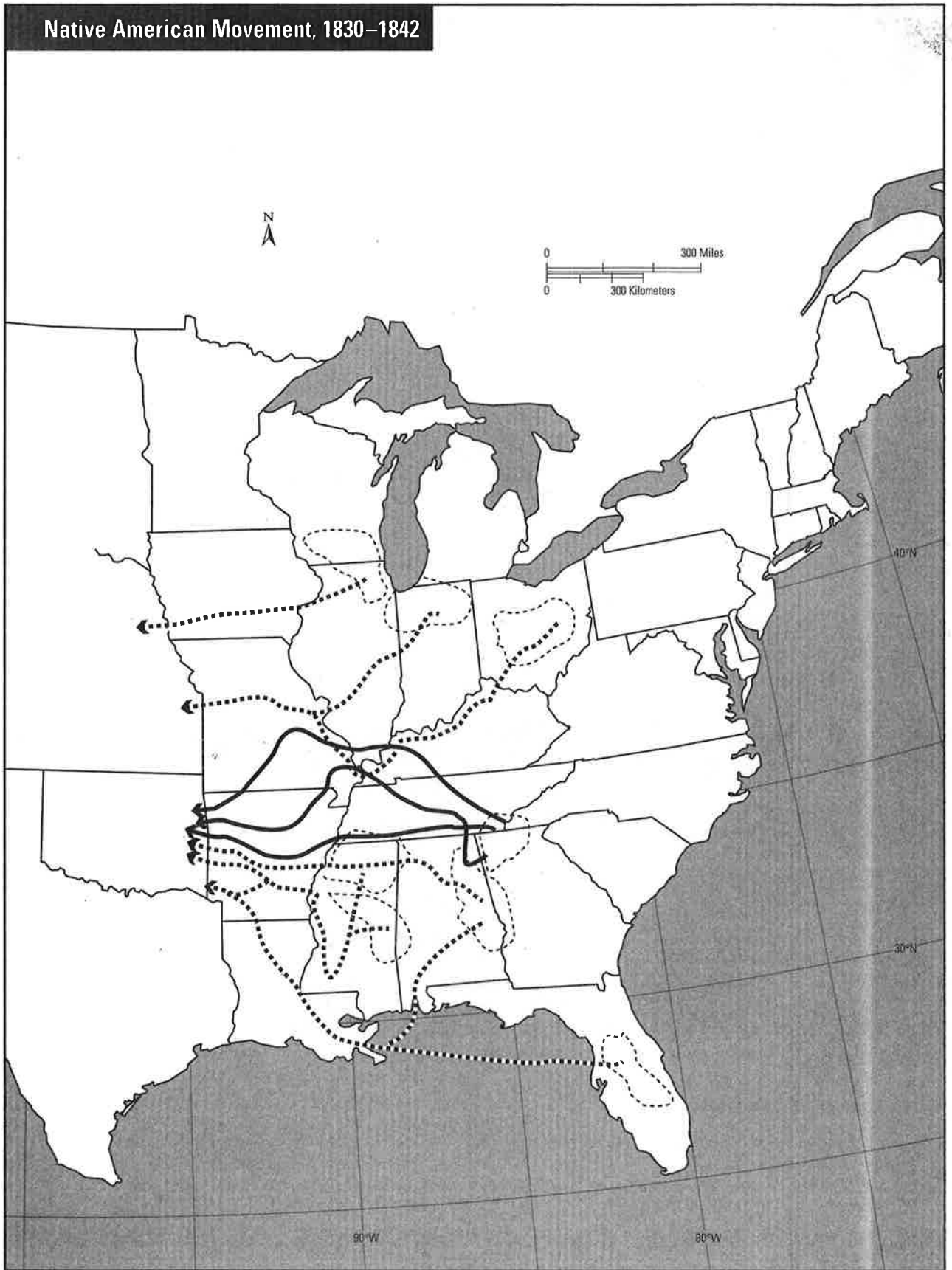
3. In what present-day states was the Cherokee Nation once found?

4. How many principal routes did the Cherokee take to Indian Territory?

Through which states and territory did the routes take the Cherokee?

5. How did the destination of the Potawatomi, Miami, Shawnee, and Seneca differ from that of the Cherokee, Chickasaw, Choctaw, Creek, and Seminole?

6. About how many miles long was the route traveled by the Seminoles?



The Americans © 1998 McDougal Littell Inc. All rights reserved.

CHAPTER
7
Section 3

PRIMARY SOURCE Political Cartoon

As a result of the Indian Removal Act of 1830, Native Americans were forced to leave their homelands and move farther west. What point does this political cartoon make about President Andrew Jackson's Native American policy?



"Andrew Jackson as the Great Father" artist unknown. Clements Library, University of Michigan, Ann Arbor, Michigan.

Discussion Questions

1. How does this political cartoon depict President Jackson?
2. How are Native Americans depicted in this cartoon?
3. Do you agree with the cartoonist's viewpoint? Why or why not? Cite reasons and examples from your textbook.



Section 1

GUIDED READING *Religion Sparks Reform*

- Changes in the message - more forgiving
- Salvation was possible for everyone (esp. the poor)
- Speakers were dynamic and charismatic
- Offered entertainment & was a social gathering
- Invited women and African-Americans
- Women became a driving force – helped to spread new religions
- Leads to reform movements – abolition and women's rights

A. As you read about reform movements, answer the questions below.

Late 1700s: New religious and philosophical movements emerge during the Second Great Awakening.

What ideas and practices did each of the following promote?
<p>1. Revivalism Gatherings were designed to awaken religious faith; people studied The Bible and examined their souls; tried to revive Americans faith in religion</p>
<p>2. Unitarian movement they believed in the faith of the individual; appealed to reason instead of emotions; individual and social reform were possible and important (take action)</p>
<p>3. African Methodist Episcopal church Slaves interpreted the Christian message as a promise of freedom; called for an end to slavery – it became a political, cultural and social center for African Americans</p>
<p>4. Transcendentalism a movement that emphasized living a simple life; no organized religion was needed they fought for humanitarian reforms (ie. Abolition); spawned new art & literature (Ex. Thoreau, Emerson)</p>

Mid-1800s: By this time, Americans from numerous religious and philosophical movements joined together to fight the social ills that were troubling the nation.

<p>5. What did the movement to reform education accomplish? Men, like Horace Mann, pushed for the establishment of publicly funded schools; people realized the importance of sending children to get an education</p>
<p>6. What were the accomplishments of the movement to reform asylums and prisons? Mentally ill inmates were sent to special hospitals; they emphasized rehabilitation and treatment; ex. Dorothea Dix</p>
<p>7. What was the purpose of utopian communities? They were experimental groups looking to create a perfect place; self-sufficient</p>

B. On the back of this paper, briefly describe the relationship of each of the following to the reform movements of the 1880s.

Charles G. Finney
Dorothea Dix

Ralph Waldo Emerson
Brook Farm

Henry David Thoreau



Enslaved Peoples of America

Using Evidence

Objective *How and why did the institution of slavery grow in the early 1800's?*

Historical context - Slavery in Early America: Review the timeline below and answer the analysis questions that follow on the next page.

Timeline of Slavery in Colonial America 1619 - 1830

Compiled using: [Ferris State University Timeline](#) | [PBS Slavery in America](#) | [The Root](#)

1619	First ship of captured Africans are brought to the US by a Dutch trading ship, they are sold as indentured servants to colonists in the US
1664	The State of Maryland mandates lifelong servitude for all black slaves. New York, New Jersey, the Carolinas, and Virginia all pass similar laws.
Late 1600's	The 13 colonies of the US are established along the Atlantic Coast - in the Middle and Southern colonies, farming of cash crops (tobacco, cotton, and rice) develop as the largest industries as a result of the climate and environment in these regions
1705	Virginia Slave codes decree that all black and mulatto are considered real property
1760's	Industrial revolution in England, demand for cotton rises around the world
1776	Declaration of Independence is written and declares that in the US all "all men are created equal" - but does not abolish or mention slavery.
1787	The Northwest Ordinance is written and passed - forbids slavery in the Northwest Territory. Residents of the territory are required to return fugitive slaves.
1788	The U.S. Constitution is officially adopted - the document mentions slavery twice: first - the Fugitive Slave Clause (article 4, section 2, clause 3) required a slave who fled to another state to be returned to their master. Secondly, the "3/5" clause stated that each slave is considered three-fifths of a person for the purposes of congressional representation and taxes.
1793	Eli Whitney patents the cotton gin, making cotton production more profitable. The market value of slaves increases as a result (in 1800, in New Orleans, each slave was valued at about \$500, by 1860 this price had risen to \$1800).
1803	Louisiana Purchase is made by President Jefferson and the United States. The new lands meant Americans could move west into new territories to settle new lands.
1807	The Act of 1807 passed by US Congress stipulated that after January 1st 1808, importation of slaves would be unlawful, this act did NOT ban the slave trade within the United States
1813	Francis Lowell opens up the Boston Manufacturing company, first factory in the US to transform raw cotton to cotton cloth, demand for cotton driven by the industrial revolutions in England and the US rises very quickly
1830	Indian Removal Act opens up lands in Alabama, Florida, Georgia, Tennessee, Mississippi, Kentucky and North Carolina for settlement by white US citizens and moves Natives west of the Mississippi River

Analysis Questions:

1) *Analysis:* Based on the information in this timeline, how do you think the movements known as *manifest destiny* and *westward expansion* impacted the growth of slavery in the United States? Cite evidence from the timeline to support your claims.

2) *Analysis:* Based on the information in this timeline, how did the the development of the cotton gin influence the expansion of trade in enslaved peoples within the United States? Cite evidence from the timeline to support claims.

Primary Source Document Analysis: Read the sources below on enslaved peoples in the United States. Preview the written task below to guide and focus your reading.

Document A: Statistics of Slaves (from *A century of population growth from the first census of the United States to the twelfth, 1790-1900* published by the US Census Bureau, 1909) - [Chapter 14](#)

...The higher percentage shown for the decade 1800 to 1810 reflects the large importation of negroes during the years immediately preceding January 1, 1808, after which date the international trade in slaves was prohibited in the United States...the growth in the number of slaves hereafter can be attributed to the domestic slave trade and rapid forced population increase amongst the slaves.

...Delaware, Maryland and Virginia were principally in the cultivation of tobacco in early years. The soil was rapidly impoverished by this crop, and as a result the center of tobacco culture tended to move farther westward, into new and more favorable sections of Kentucky and Tennessee. As the cultivation of tobacco by slave labor became somewhat less profitable in the older states, the acquisition of new territory in the far South (Georgia, Mississippi, Louisiana, Arkansas, and Florida) and the introduction of and rapid expansion of cotton growing in that section made slave labor highly profitable in connection with this important crop. After further importation of slaves was prohibited in 1808, the market price of negroes advanced rapidly, because of the increasing demand for their services in the cotton fields...

Document B: [Slavery for Historical Statistics of the United States Millennial Edition](#), by Stanley Engerman, Richard Sutch, and Gavin Wright (2003)

As important as it is for American history, slavery did not originate in the colonies that became the United States, nor did they play a particularly significant role in the transatlantic slave trade...Over the entire history of the trans-Atlantic slave trade, no more than 8 percent of the forced African migrants came to mainland North America. The much larger U.S. share in the hemispheric slave population of 1860 (approximately 50 percent) is attributable to the growth of the domestic slave trade.

By 1619, slavery had been on the decline in England... In 1664, however, Maryland declared that all blacks held in the colony, and all those imported as slaves in the future, would serve for life, as would their children and later generations; Virginia's policy became equally clear by the end of that decade....As of 1690, blacks constituted less than 15 percent of the population in Virginia and Maryland, reflecting the fact that for the first two generations of Chesapeake tobacco, labor was primarily supplied by white indentured servants. Between 1690 and 1710, the pattern radically changed...The primary forces may be identified as: rising scarcity in the supply of white indentured servants; changes to laws forcing African slaves to be enslaved for life; booming demand for Chesapeake tobacco after 1700, and booming demand for cotton after the early 1800's.

After the final influx of Africans between 1793 and 1807, associated with the emergence of cotton as a major export and the banning of importation after January 1st 1808....from this January 1st 1808 date onward, the growth of the slave population was almost entirely due to natural increase, forced expansion of slave populations through natural means, domestic slave trading, and the expansion of the United States.

Document C: [“Domestic Slavery.” Genius of Universal Emancipation, October 25, 1828](#)

The ship La Fayette, Capt. Hardie, owned by George C. Morton, merchant of a Tennessee City, left the Alexandria, Virginia port for New Orleans on Tuesday with a cargo of 200 souls for that slave market. This is the largest number of slaves we ever knew to be aggregated together in a domestic slave ship. From the size of the vessel we are under the impression that their situation must be very uncomfortable especially as they are chained in pairs in the hold...

Document D: Cotton Gin - Ted-Ed Video Clip



[Watch this clip](#) | In this box, keep track of the main ideas suggested by this video clip:

Document E: Hewlett and Raspiller auction notice for the sale of twenty four slaves from the Iberville Parish estate of Jonathan Erwin (1838) [Historic New Orleans Collection](#)

BY HEWLETT & RASPILLER,
On Saturday, 14th April, inst.
At 1-2 12 o'clock, at Hewlett's Exchange,
WILL BE SOLD.

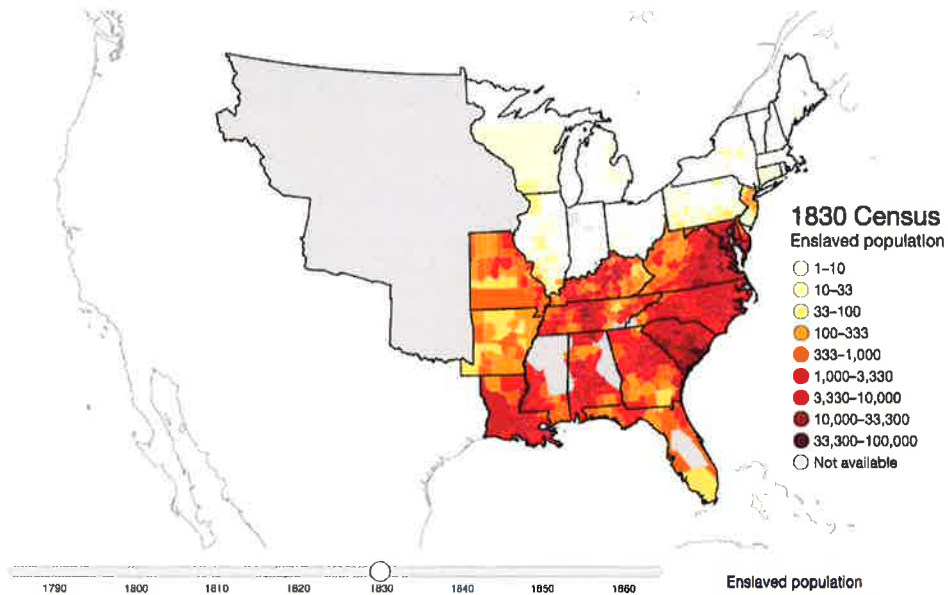
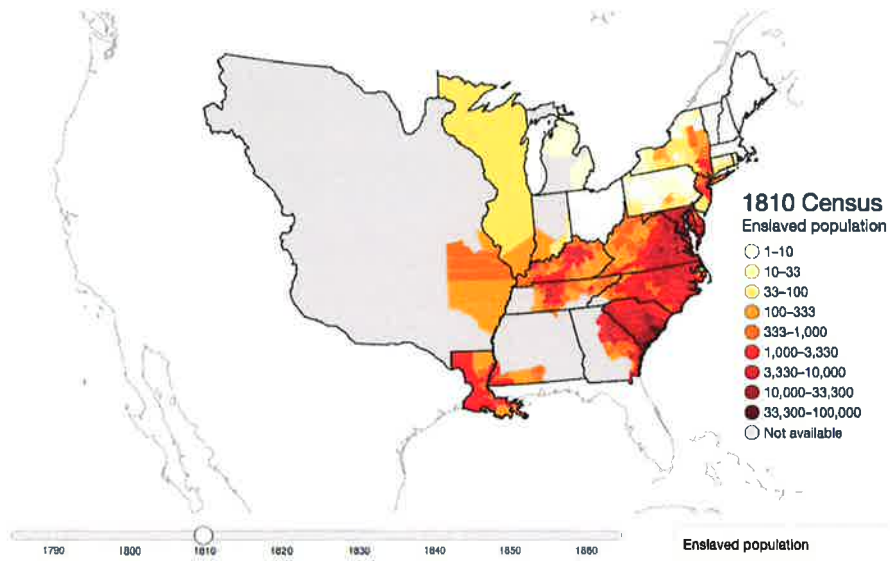
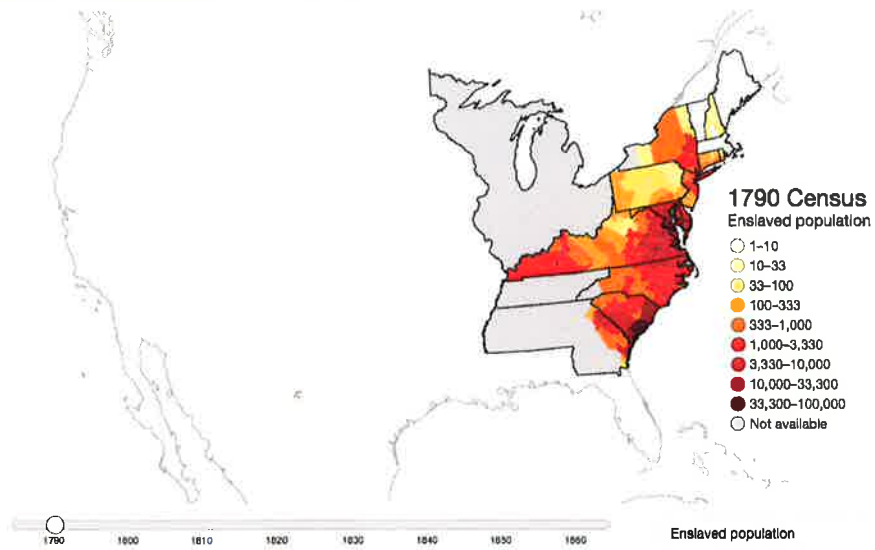
24 HEAD OF SLAVES,

Lately belonging to the Estate of Jno. Erwin, of the parish of Iberville. These Slaves have been for more than 10 years in the country, and are all well acclimated, and accustomed to all kinds of work on a Sugar Plantation. There are among them a first rate cooper, a first rate brick maker, and an excellent hostler and coachman. They will be sold chiefly in families.

TERMS—One year's credit, payable in notes endorsed to the satisfaction of the vendor, and bearing mortgage until final payment. Sales to be passed before Carlisle Pollock, Esq. at the expense of the purchasers.

Fielding, } aged 27 years, field hand,		
Sally, } aged 24 do. field hand and cook,	1500	
Lora, aged 26 years, cooper and field hand,		
Aggy, do. 24 do. house servant and field hand,	2100	
James, do. 6 do.		
Exelise, 3 do.		
Stephens, 3 do.		
Pracilly, 1 do.		
Bél, aged 24 years, } field hand,	1600	
Leah, do. 22 do. } field hand,		
Rosette, do. 3 do. } Infant child,		
Alfred, aged 22 years, } brick maker, servant and field hand,	1800	
Charlotte, do. 20 years, } house servant and field hand,	1800	
Infant,		
Ferriester, aged 41 years, } hostler, house servant and field hand,	1800	
Mary, aged 22 years, } field hand and cook,		
Infant,		
Harry, aged 24 years, } field hand,	1600	
Charity, aged 24 years, } field hand,		
Polly, aged 22 years, } house servant and seamstress,	800	
Sara, aged 2 years, }		
Bodbird, aged 14 years, } field hand,	700	
Mekaly, aged 12 years, } field hand,	500	
	<u>12000</u>	

Document F: [Spread of Domestic US Slavery](#)





Enslaved Peoples of America

Using Evidence

Written Task *How and why did the institution of slavery grow in the early 1800's?*

Connecting Claims & Evidence

Directions: Below are three claims regarding the domestic slave trade in the United States. For each claim:

1. Find evidence from the specified *number of documents* (using documents A - F above) to support the claim.
2. Write the evidence (quote) from the source in the left hand column.
3. Write the letter of the document that the evidence comes from in the center (second) column.
4. In the right hand (third) column, connect the evidence to the claim by explaining *why* the evidence supports the claim.

Claim #1: Domestic slave trade in the United States grew partially because of the higher demand for cotton and the invention of the cotton gin.

- Find **one** piece of evidence from **two** different sources to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Claim #2: Despite the ban on the importation of African slaves in 1807, slavery in the United States grew as a result of the domestic slave trade.

- Find **one** piece of evidence from **three** different sources above to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Claim #3: Slavery expanded in the United States as westward expansion created new US territories and states.

- Find **one** piece of evidence from each of the **three** different sources to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim



Nat Turner's Rebellion

Evaluating Sources

Objective *How reliable are the primary source documents about Nat Turner's rebellion? Whose perspective is missing?*

Historical context - Part 1: Review the timeline below of slave resistance from the early 1700's to 1831. Answer the analysis question below.

Timeline of Slavery in Colonial America 1712 - 1831

Compiled using: [Ferris State University Timeline](#) | [PBS Slavery in America](#) | [The Root](#)

- 1712** Slave Riot in New York City leads to violent outbreaks.
- 1739** Slaves in Stono, South Carolina, seized weapons and then sacked and burned an armory before killing many white slaveholders. The colonial militia puts an end to the rebellion before slaves are able to reach freedom in Florida.
- 1788** The U.S. Constitution is officially adopted - the document mentions slavery twice:
First: Fugitive Slave Clause (article 4, section 2, clause 3) required a slave who fled to another state to be returned to their master
Secondly: the "3/5" clause stated that each slave is considered three-fifths of a person for the purposes of congressional representation and taxes.
- 1790** First documentation of the Underground Railroad, a network of abolitionists and freed slaves who helped runaway slaves get to freedom in northern states or Canada.
- 1793** Eli Whitney patents the cotton gin, making cotton production more profitable. The market value of slaves increases as a result (in 1800, in New Orleans, each slave was valued at about \$500, by 1860 this price had risen to \$1800).
The First Fugitive Slave Law is passed, allowing slave owners to cross state lines in the pursuit of fugitives and making it a penal offense to abet runaway slaves.
- 1800** Gabriel Prosser, Jack Bowler, and others planned the first major slave rebellion, near Richmond, Virginia. As many as 1,000 slaves were prepared to participate, but a thunderstorm forced postponement and two traitors betrayed the cause. The blacks had met under the pretense of holding religious meetings.
- 1822** Denmark Vessey, a former slave who had bought his freedom in 1799, attempted to organize a slave rebellion in Charleston, South Carolina. His plot was found out after nervous slaves told their masters, and he and his followers were hung.
- 1831** Nat Turner leads the most brutal slave rebellion in United States history, attracting up to 75 slaves and killing 60 whites.

Analysis Question:

According to this timeline, what are some ways that slaves resisted against the institution of slavery?



Historical context - Part 1: [Watch the short video clip attached here](#) on the slave rebellion led by Nat Turner in 1831. Answer the questions below after you watched the video clip.

- 1) Where did the Nat Turner rebellion take place?

- 2) How long did the rebellion last for?

- 3) Whose side was the military on - the slave rebels or white slaveholders? Is this surprising? Why or why not?

- 4) What impact did the Nat Turner rebellion have on the white slaveholders?

- 5) How did slaves continue to resist after the Nat Turner rebellion?

- 6) *Analysis:* Why do you think slaves decided to join the Nat Turner rebellion?

- 7) *Corroboration:* If you wanted to learn more about the Nat Turner rebellion, what kinds of primary source documents might you research or read?

Primary Source Document Analysis: Review the primary sources and answer the analysis questions that follow in preparation for the written task at the end of this activity.

Primary Source Document A - Part 1: *Horrid Massacre from the Authentic and Impartial Narrative of the Tragical Scene Which Was Witnessed in Southhampton County on Monday the 22nd of August Last,* by Samuel Warner (New York, 1831) From Library of Congress Prints and Photographs Division



The Scenes which the above Plate is designed to represent, are—Fig. 1, a Mother interceding for the lives of her children.—2, Mr. Barrow, cruelly murdered by his own Slaves.—3, Mr. Barrow, who bravely defended himself until his wife escaped.—4, A comp. of mounted Dragoons in pursuit of the Blacks.

The caption below the image reads: “The scenes which above plate is designed to represent are - Fig 1, a mother interceding for the lives of her children - 2. Mr. Barrow, cruelly murdered by his own Slaves - 3. Mr. Barrow, who bravely defended himself until his wife escaped - 4. A company of mounted dragoons (militia men) in pursuit of the blacks”

Primary Source Document A - Part 1 - Analysis Questions:

- 1) *Close Reading:* What stands out to you in this image?

- 2) *Close Reading:* What differences do you notice between the way the white and black people are drawn in this image?

- 3) *Analysis:* Why do you think the illustrator chose to first depict a scene of mother and her children being attacked? What emotions do you think he wanted to evoke in a viewer?

- 4) *Sourcing:* The image was created by a white man. How do you think the creator's perspective might have biased this image?

- 5) *Sourcing:* Does this image tell the full story of the Nat Turner rebellion? If you wanted to learn more about the rebellion from the perspective of Nat Turner and the slaves, what kinds of primary sources might you look for?



Abolitionist Movement

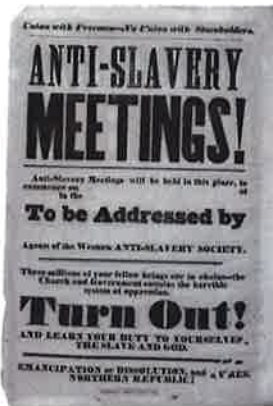
Analysis

Objective What anti-slavery arguments did abolitionists make?



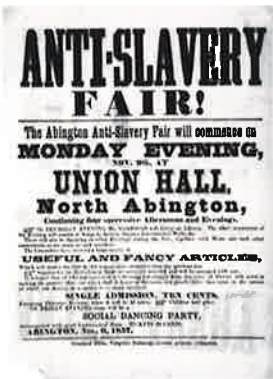
Brain Dump: Review one of the two posters below. Answer the analysis questions in the chart below based on which poster you viewed and be ready to share with a partner who viewed a different poster from you. When you and are your partner are done sharing, answer the shared analysis questions.

Poster # 1:



How does this poster try to convince viewers to attend their meeting?

Poster # 2:



How does this poster try to convince viewers to attend their meeting?

Shared Analysis Question: Which anti-slavery meeting do you think had more attendees? Why?

Union with Freemen--No Union with Slaveholders.

ANTI-SLAVERY MEETINGS!

Anti-Slavery Meetings will be held in this place, to
commence on _____ at _____
in the _____

To be Addressed by

Agents of the Western ANTI-SLAVERY SOCIETY.

Three millions of your fellow beings are in chains--the
Church and Government sustains the horrible
system of oppression.

Turn Out!

**AND LEARN YOUR DUTY TO YOURSELVES,
THE SLAVE AND GOD.**

**EMANCIPATION or DISSOLUTION, and a FREE
NORTHERN REPUBLIC!**

PRINTED BY T. S. G. & CO. N. Y.

ANTI-SLAVERY FAIR!

The Abington Anti-Slavery Fair will commence on
MONDAY EVENING,
NOV. 9th, AT

UNION HALL,
North Abington,
Continuing four successive Afternoons and Evenings.

☞ On THURSDAY EVENING Mr. GARRISON will deliver an Address. The other attractions of the Evening will consist of Songs by favorite Singers, Instrumental Music, &c.

There will also be Speaking on other Evenings during the Fair, together with Music and such other amusements as are usual on such occasions.

The Committee have received a large variety of

USEFUL AND FANCY ARTICLES,

Which will render the Fair in this respect more attractive than any previous one.

☞ Supplies for the Refreshment Table are earnestly solicited, and will be managed with care.

It is hoped that all who feel interested in redeeming our country from the curse of Slavery will assist in making the present effort one which shall do honor to the town, and greatly assist that cause, in the success of which our destiny as a nation is so much involved.

SINGLE ADMISSION, TEN CENTS,

Excepting Thursday Evening, when it will be 15 cents. ☞ Children half price.

ON FRIDAY EVENING there will be a

SOCIAL DANCING PARTY,




Accompanied with good Instrumental Music. TICKETS 50 CENTS.

ABINGTON, Nov. 6, 1857.

Standard Press, Vaughn's Buildings, Centre Avenue. Abington.

Primary Source Document Analysis: You have been assigned to read one of three primary source documents from the early Abolition movement. Review your document carefully, then answer the questions that follow. When you are done, in the chart below, document how **your** primary source tries to build an argument against slavery and in support of abolition.

Share the information about your abolitionist and fill out the chart below with information from students who read the other primary sources. After you have completed the chart, answer the question below.

<p>Maria Stewart</p> 	<p><i>How did Maria Stewart build an argument against slavery and in support of abolition?</i></p>
<p>David Walker</p> 	<p><i>How did David Walker build an argument against slavery and in support of abolition?</i></p>
<p>Angelina Grimke</p> 	<p><i>How did Angelina Grimke build an argument against slavery and in support of abolition?</i></p>

Which argument do you think was most convincing? Why?

Primary Source Document 1: [Maria Stewart \(1833\)](#) *Address Delivered at the African Masonic Hall, Boston* | The following is an excerpt from a speech by the pioneer African-American activist Maria Stewart given in 1833. Stewart began writing and lecturing against slavery in the early 1800s. She became a contributor to William Lloyd Garrison's abolitionist newspaper, *The Liberator*, in 1831.

1	...Most of our color have been taught to stand in fear of the white man, from their earliest
2	infancy, to work as soon as they could walk, and call "master," before they could call the name
3	of mother. Continual fear and laborious servitude have in some degree lessened in us black
4	Americans that natural force and energy which belong to man...But give the man of color an
5	equal opportunity with the white from the cradle to manhood, and from manhood to the grave,
6	and you would discover the dignified statesman, the man of science, and the philosopher.
7	Give the man of color an education, equal pay, and humanize him, and he will rise. Men and
8	women of color are capable of great minds...
9	
10 But a God of infinite purity will not regard the prayers of those who hold religion in one
11	hand, and prejudice, racism, slavery, sin and pollution in the other; he will not regard the
12	prayers of self-righteousness slave holders as a hypocrisy... do not be among them or your
13	day of reckoning will be sooner than ever...

Analysis Questions:

- 1) *Sourcing and Contextualization:* Massachusetts abolished slavery in 1783. When this speech was delivered, do you think Maria Stewart was addressing slave holders or non-slaveholders?

- 2) *Close Reading:* It was a popular theory at the time that Africans were enslaved because they were of "lesser intelligence" and therefore needed to be enslaved for their own good. How does Maria Stewart argue against that in the first paragraph of this excerpt?

- 3) *Close Reading* How does the author try to use religion to convince listeners to join the anti-slavery movement?

Primary Source Document 2: David Walker's Appeal (1830): *David Walker's appeal to the Colored Citizens of the World, Published in Boston* | David Walker, the son of a slave, but born free in North Carolina, published the pamphlet excerpted below in 1829. It was widely read and circulated, and infuriated many southern slaveholders.

1	I ask the candid and unprejudiced of the whole world, to search the pages of historians
2	diligently, and see if any civilization - the Egyptians, Greeks, or the Romans...ever treated a set
3	of human beings, as the whites America do us, the blacks. I also ask the attention of the world
4	of mankind to the declaration of these very American people, of the United States. A
5	declaration made July 4, 1776. Do you understand your own language? Hear your language,
6	proclaimed to the world --
7	<i>We hold these truths to be self evident-that ALL MEN ARE CREATED EQUAL!! that they are</i>
8	<i>endowed by their Creator with certain unalienable rights; that among these are life, liberty, and</i>
9	<i>the pursuit of happiness!!</i>
10	Compare your own language above, extracted from your Declaration of Independence, with
11	your cruelties and murders inflicted by your cruel and unmerciful fathers and yourselves on
12	our black fathers and mothers... Hear your language further!
13	<i>But when a long train of abuses and usurpations, pursuing invariably the same object, evinces</i>
14	<i>a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off</i>
15	<i>such government, and to provide new guards for their future security.</i>
16	Now, Americans! I ask you candidly, was your sufferings under Great Britain, one hundredth
17	part as cruel and tyrannical as you have rendered Africans under you?
18	...Some of the whites are ignorant enough to tell us, that we ought to be submissive to them,
19	that they may keep their feet on our throats. And if we do not submit to be beaten to death by
20	them, we are bad creatures and of course must be damned, etc... How can we be the
21	damned ones when they are doing the sinning?

Analysis Questions:

- 1) *Sourcing and Contextualization:* According to the title, who was the intended audience of this primary source? How might the author's intended audience have influenced his writing?

- 2) *Close Reading:* How does David Walker use the Declaration of Independence to build an argument against American slavery?

Primary Source Document 3: [Angelina Grimke Weld \(1848\)](#): *Speech at Pennsylvania Hall* | Sarah and Angelina Grimke were sisters, women's rights activists, and abolitionists. While born in South Carolina, Grimke lived mostly in Massachusetts. In 1848, Angelina Grimke addressed a crowd at Pennsylvania Hall, in Philadelphia, her last public speech. While she spoke, thousands gathered to protest, and attacked the hall, throwing stones and breaking its windows.

1	...As a Southerner I feel that it is my duty to stand up here tonight and bear testimony against
2	slavery. I have seen it. I know it has horrors that can never be described. I was brought up
3	under its wing: I witnessed for many years - the demoralizing influences, and its
4	destructiveness to human happiness...
5	We often hear the question asked, "What shall we do? Abolitionism seems too difficult for me
6	to approach!"... Here is an opportunity for doing something now. Every man and every woman
7	present may do something by showing that we fear not a mob, and, in the midst of
9	threatenings and revilings, by opening our mouths for the dumb and pleading the cause of
9	those who are ready to perish. To work as we should in this cause, we must know what
10	Slavery is. Let me urge you then to buy the books which have been written on this subject and
11	read them, and then lend them to your neighbors... it is that easy.
12	Women, especially let me urge you to petition. Men may settle this and other questions at the
13	ballot-box, but you have no such right; it is only through petitions that you can reach the
14	Legislature. It is therefore peculiarly your duty to petition... Men who hold the rod over slaves,
15	rule in the councils of the nation: and they deny our right to vote. We have the rights, however,
16	to petition and speak against the evils of slavery from our God. Only let us exercise them: and
17	though often turned away unanswered, let us remember that inaction is a silent action, and
18	action will guarantee us a seat in heaven, and act accordingly. The fact that the South looks
19	and complains upon our measures says that they are effective..."

Analysis Questions:

- 1) *Sourcing and Contextualization*: How does Angelina Grimke use her personal background to build an argument against slavery in lines 1 - 4?

- 2) *Close Reading*: Many people were hesitant to join the abolition movement in America because they didn't know what to do. How does Angelina Grimke Weld help such audience members in lines 5 - 9?

- 3) *Close Reading*: How does Angelina Grimke Weld try to appeal to women specifically in lines 12 - 19?



GUIDED READING *Slavery and Abolition*

Section 2

A. As you read, fill out the chart below.

By the 1820s, slavery had once again become a hotly debated issue, even among those who opposed it.

Describe the plan of action for the abolition of slavery favored by each of the following abolitionists.		
<p>1. William Lloyd Garrison social reformer, abolitionist & journalist; established an anti-slavery paper (The Liberator) & started the NE Anti-Slavery Society</p>	<p>2. David Walker Born a free black in NC - saw first hand the cruelty of slavery; called for slaves to rise up and take their freedom by force (violence) through his pamphlet, An Appeal to the Colored Citizens of the World</p>	<p>3. Frederick Douglass Former slave who escaped to freedom in the North, Frederick Douglass was against violence; he became a popular abolitionist who published his own abolitionist newspaper called The North Star</p>

By the 1820s, most African Americans living in America had been born here. Their experiences varied widely, depending on where they lived and whether they were free.

Describe the lives of people in each of the following groups of African Americans.		
<p>4. Rural slaves Worked on large plantations; Men, women and children toiled in fields from dawn until dusk; Shared small, cramped, and meager quarters with minimal amounts of food; Were threatened, beaten and whipped to keep them scared and obedient</p>	<p>5. Urban slaves Shortages of workers led to open jobs in factories so slaves could be hired out to factory owners; Many became skilled labor and were hired out to make money for the slave owners; *city slaves were better off than rural slaves</p>	<p>6. Free blacks Even though they were considered free, they were denied basic (could not testify in court, assemble in public, etc), voting and religious rights. Faced racism and discrimination</p>

In 1831, Nat Turner led slaves in a bloody rebellion. A frightened and outraged South cracked down on African Americans, both slave and free.

<p>7. What new restrictions were placed on African Americans? They placed harsh restrictions on free blacks and intimidated slaves not to revolt again</p>	<p>8. What new arguments were made to support slavery? Slavery was necessary for success & wealth; Africa was already involved in slavery; Believed slavery benefited the blacks; Africans were unfit for other work; Slaves weren't ill treated unless rebellious: The Bible said it was justified</p>	<p>9. What was done in Congress to prevent debate on slavery? There were alternatives to slavery that were better; It is morally wrong no matter where it's used; Africans were not inferior; Slavery is damaging to Africa; Africans suffered greatly from being removed from Africa: It is religiously and morally wrong</p>
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B. On the back of this paper, briefly explain each of the following:

emancipation antebellum

gag rule

Congress adopted a gag rule to prevent discussion/debate of the slave issue (too controversial)

CHAPTER
8

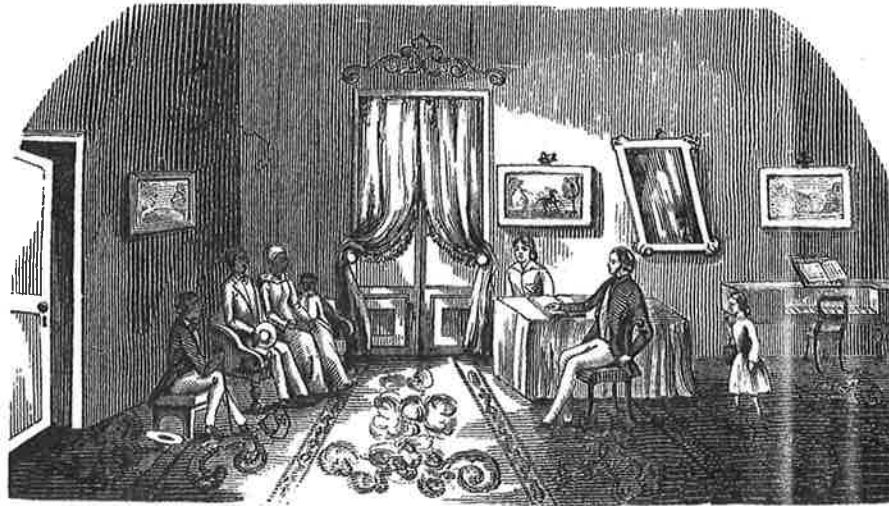
Section 2

PRIMARY SOURCE Propaganda Images

Proslavery advocates used the Bible to defend slavery and promoted the idea that enslaved Africans had an improved standard of living. To find out how proslavery advocates illustrated the benefits of slavery, study the following before-and-after pictures from a proslavery pamphlet entitled Bible Defense of Slavery.



THE NEGRO IN HIS OWN COUNTRY.



THE NEGRO IN AMERICA.

Courtesy of the Chicago Historical Society

Discussion Questions

1. According to the “before” picture, what were the drawbacks of living in Africa?
2. What were the benefits of slavery according to the “after” picture?
3. What before-and-after images do you think a 19th-century abolitionist could have used to counteract the arguments of proslavery advocates and to illustrate the horrors of slavery?

CHAPTER
10

Section 2

PRIMARY SOURCE **The Underground Railroad**

In this passage from his Reminiscences (1880), abolitionist Levi Coffin describes how the Underground Railroad operated. According to Coffin, what were some of the risks of helping slaves escape to freedom?

I was personally acquainted with all the active and reliable workers on the Underground Railroad in the city [Cincinnati, Ohio], both colored and white. There were a few wise and careful managers among the colored people, but it was not safe to trust all of them with the affairs of our work. Most of them were too careless, and a few were unworthy—they could be bribed by the slave hunters to betray the hiding places of the fugitives. We soon found it to be the best policy to confine our affairs to a few persons and to let the whereabouts of the slaves be known to as few people as possible.

When slave hunters were prowling around the city we found it necessary to use every precaution. We were soon fully initiated into the management of Underground Railroad matters in Cincinnati, and did not lack for work. Our willingness to aid the slaves was soon known, and hardly a fugitive came to the city without applying to us for assistance. There seemed to be a continual increase of run-aways, and such was the vigilance of the pursuers that I was obliged to devote a large share of time from my business to making arrangements for their concealment and safe conveyance of the fugitives.

They sometimes came to our door frightened and panting and in a destitute condition, having fled in such haste and fear that they had no time to bring any clothing except what they had on, and that was often very scant. The expense of providing suitable clothing for them when it was necessary for them to go on immediately, or of feeding them when they were obliged to be concealed for days or weeks, was very heavy.

Added to this was the cost of hiring teams when a party of fugitives had to be conveyed out of the city by night to some Underground Railroad depot, from twenty to thirty miles distant. The price for a two-horse team on such occasions was generally ten dollars, and sometimes two or three teams were required. . . .

It was necessary to use every precaution, and I thought it wise to act, as the monkey did, take the cat's paw to draw the chestnut from the fire, and not burn my own fingers. I generally gave the money to

a second person to hand to the colored man. We had several trusty colored men who owned no property and who could lose nothing in a prosecution, who understood Underground Railroad matters; and we generally got them to act as drivers, but in some instances white men volunteered to drive—generally young and able-bodied. Sometimes the depot to which the fugitives were consigned was not reached until several hours after daylight, and it required a person of pluck and nerve to conduct them to their stopping place. If the party of fugitives were large they were soon scattered among the Abolitionists in the neighborhood, and remained in safe concealment until the next night. . . .

Our house was large and well adapted for secreting fugitives. Very often slaves would lie concealed in upper chambers for weeks without the boarders or frequent visitors at the house knowing anything about it. My wife had a quiet unconcerned way of going about her work as if nothing unusual was on hand, which was calculated to lull every suspicion of those who might be watching, and who would have been at once aroused by any sign of secrecy or mystery. Even the intimate friends of the family did not know when there were slaves hidden in the house, unless they were directly informed. . . .

The fugitives generally arrived in the night and were secreted among the friendly colored people or hidden in the upper room of our house. They came alone or in companies, and in a few instances had a white guide to direct them.

from William Benton, pub., 1850–1857: A House Dividing, vol. 8 of The Annals of America (Chicago: Encyclopædia Britannica, 1968), 134–138.

Discussion Questions

1. What were some of the risks involved in helping slaves escape to freedom?
2. According to this excerpt, what was the role of a conductor on the Underground Railroad?
3. Based on your reading of this excerpt, weigh the pros and cons of being an Underground Railroad conductor like Levi Coffin.

CHAPTER
8

GUIDED READING *Women and Reform*

Section 3

A. As you read, fill out the chart below, summarizing the early developments and identifying the leaders of the women's rights movement.

Discriminated against at the 1840 World's Anti-Slavery Convention, Elizabeth Cady Stanton and Lucretia Mott vowed "to hold a convention . . . and form a society to advocate the rights of women."

1. In what ways were women's options limited in the early 19th century?
 Cult of Domesticity - married women were limited to domestic activities (cooking, cleaning, child rearing); most women could not vote or sit on juries; many women lost money & property to their husbands when they got married; few educational opportunities; women earned much lower pay than men for the same work

Despite such limitations, women participated in all the important reform movements of the 19th century.

Movement	Key Women	Efforts Made on Behalf of the Movement
2. Abolitionism	Elizabeth Cady Stanton, Lucretia Mott, Grimke sisters, Amelia Stone	lectured; wrote; raised money; petitioned; distributed literature; attended conventions
3. Temperance	Mary Vaughn	lectured; formed temperance societies; held rallies; published pamphlets
4. Women's education	Grimke sisters, Emma Willard, Mary Lyon, Prudence Crandall	wrote; opened schools for white girls & women; attempted a school for Afr-Am girls too
5. Health reform for women	Elizabeth Blackwell, Catharine Beecher, Amelia Bloomer	opened NY Infirmary for Women & Children; undertook a national survey of women's health; wrote; popularized bloomers (pants)
6. Women's rights	Margaret Fuller, Elizabeth Cady Stanton; Lucretia Mott; Sojourner Truth	wrote; held the Seneca Falls Convention; issued the Declaration of Sentiments (asserting women's equality); lectured

B. On the back of this paper, briefly identify or describe each of the following:

- cult of domesticity Sojourner Truth Seneca Falls convention**



Early Women's Rights Movement

Analysis

Objective

What were the arguments for and against women participating in the abolitionist movement? How did the abolitionist movement lead to the early women's rights movement?



Brain Dump: Read the historical context on the women's rights movement in the box below. When you are done, answer the two analysis questions that follow.

Historical Context: Abolition Movement & Women's Rights Movement

The abolitionist movement enabled women to carve out a place in the public sphere. Women attended anti-slavery meetings and circulated petitions to Congress. Most prominent during the 1830's were Angelina and Sarah Grimke, the daughters of a South Carolina slave owner. The women had been converted to Quakerism and abolitionism while visiting Philadelphia. They began to deliver popular lectures that offered a scathing condemnation of slavery from the perspective of those who had witnessed it. The sight of women lecturing in public to mixed female and male audiences and taking part in public debate on political questions aroused considerable criticism.

- Eric Foner *Voices of Freedom (Volume one, Third Edition - 2011)*.

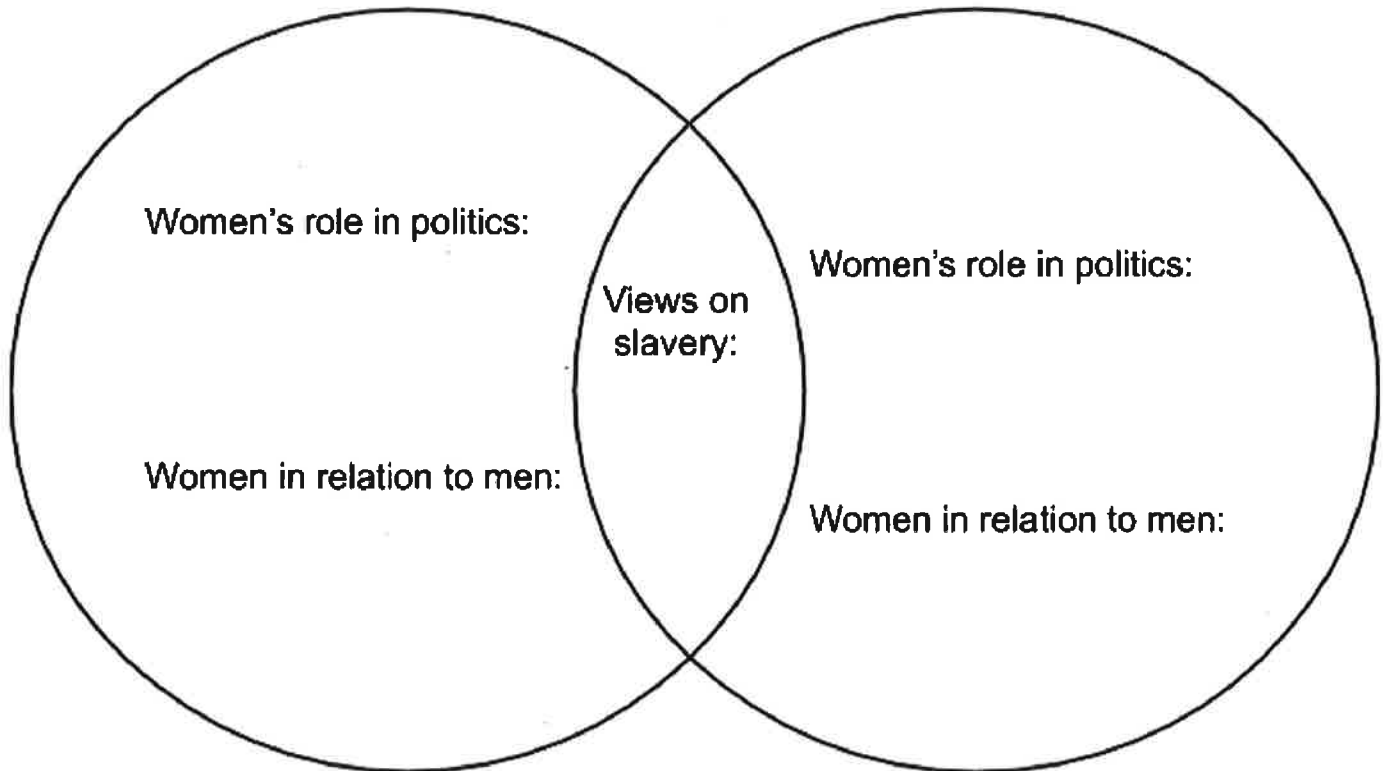
Analysis Questions:

- 1) *Analysis:* Historian Bill Bigelow once wrote that the "...abolition movement seeded the movement for women's rights in the United States." *How could the experiences of Angelina and Sarah Grimke support Bigelow's claim about the relationship between the abolition movement and the women's rights movement?*
- 2) *Contextualization:* In the historical context, historian Eric Foner writes: "The sight of women lecturing in public to mixed female and male audiences and taking part in public debate on political questions aroused considerable criticism." Thinking about the historical context, gender roles, and American society in 1830, why do you think women speaking out in public against slavery caused so much agitation?

Primary Source Document Analysis - Directions: You have been assigned to read primary source 1 or primary source 2. Read your source carefully and answer the accompanying questions. When you are done, work with a partner who has read the other primary source to fill out the venn diagram below.

Catherine Beecher

Angelina Grimke



Primary Source Document 1: Catharine Beecher on the "Duty of American Females"

(1837) - In 1836, Abolitionist and Women's Rights leader Angelina Grimke wrote *Appeal to the Christian Women of the South*, urging them to take a stand against slavery. Catherine Beecher wrote the piece excerpted below in response.

It seems unwise for ladies of non-slave holding states to unite themselves in Abolition societies - this issue is already dividing the nation, if the women excite public opinion too much, this will cause the nation to rupture itself. What if the south severs itself from the nation? How will the nation survive?

...Heaven has made one gender the superior (males), and to the other delegated the junior position. It is in the interest of women to not challenge this heavenly order, similarly you would not want a child to rule their parents, or a subject to overthrow their ruler...Though they have this lesser role, women still have influence and can exercise power, in a quieter and more peaceful way...Women are to win influence by making sure she is loved, this will make people love her and wish to please her...men will then listen to her ideas and carry them forward...this should happen only in domestic or social circles...

Our social order depends on women remaining her in places as a dependent person, who needs man to protect her... if she speaks out, seeks ambition or has a thirst for power, she is opening herself up to attack. A woman may seek the cooperation of other women, but in maternal or domestic duty only...if she is driven to exert her influences or ideas on other issues of national import, this throws her out of the appropriate sphere, disrupts natural order...

It is asked, may not women appropriately come forward then on behalf of enslaved women? It is replied that petitions from females will frustrate and anger men...seem intrusive, they will force a deeper wedge between pro and anti slavery politics...and so it is unwise. In this country, petitions to congress, in reference to the laws and rules of our nation or duties of congress, IN ALL CASES fall to men. Men are the proper persons to make appeals to the rulers whom THEY appoint...

But it maybe asked, is there nothing to be done to bring this national sin of slavery to an end? Must the internal slave trade, a trade now ranked as piracy among all civilized nations, still prosper in our bounds? Must not females open their lips and bring such shame and sin to an end? To this it maybe replied, women can do and say much to bring these evils to an end...but in an appropriate manner. By assuming the advocate and mediator of peace...by employing her influence, not for the purpose of exciting the public and inspiring agitation, but by promoting a spirit of morality and charity.

Primary Source Document 1 - Analysis Questions:

1) *Analysis*: Is Catherine Beecher in support of or against women's involvement in abolition societies? How do you know?

a) *Close Reading*: What are two arguments she makes in support of her position?

2) *Analysis*: In the second paragraph, Catherine Beecher writes: "*Heaven has made one gender the superior (males), and to the other delegated the junior position. It is in the interest of women to not challenge this heavenly order, similarly you would not want a child to rule their parents, or a subject to overthrow their ruler...*" What does this tell you about how she views the roles of men and women?

3) *Analysis*: Involvement of women in the abolition movement led to women fighting and organizing for the right to vote (women's suffrage). Do you think Catherine Beecher would support the idea of women voting? Why or why not? Cite evidence from the text to support your claim.

Angelina Grimke “Human rights not founded on sex (gender)” (August 2nd 1837) - published in the abolitionist paper *The Liberator* - after reading Catherine Beecher’s essay in 1836, Angelina Grimke published twelve letters in response defending the rights of women to take part in political debate. This is an excerpt from one of those twelve letters.

...we are led to examine why human beings have any rights. It is because they are moral beings; they are creatures who have morals, understand morals, know right from wrong actions and behaviors. The rights of all men, from king to the slave, are built upon their moral nature: and as all men have this moral nature, so all men essentially have the same rights...

Now it naturally occurred to me that if rights were founded in moral being, then the assigning of gender could not give to man higher rights and responsibilities, than to woman...When I look at human beings as moral beings, all distinction in gender sinks to insignificance and nothingness; for I believe it regulates rights and responsibilities no more than the color of the skin or the eyes. My doctrine then is, that whatever it is morally right for a man to do, it is morally right for a woman to do. Our duties are governed, not by difference of gender, but by our wealth, knowledge, the variety of natural gifts and talents we each have, and the different eras in which we live.

This regulation of duty by gender, rather than by fundamental principle of moral being, has led evils flowing from masculine and feminine roles in society. By this doctrine, man has been converted to the warrior, clothed in sternness... while women have been relegated to a pet, a mere thing of luxury to be humored and spoiled like a child, or converted to a mere slave to please her lord and master...this principle has spread throughout the world and given men the character to exercise tyranny, selfishness, pride, arrogance, lust, and brutal violence. It has robbed women of essential rights, the right to think and speak and act on all great moral questions, the right to share responsibilities, dangers and toils...Women instead of being regarded as equal to the man, has uniformly been looked down upon as his inferior, a mere gift to fill up his happiness...

I recognize no rights but human rights - I know nothing of men’s rights and women’s rights... I believe the discussion of human rights in the North has been of an immense advantage to this country... the discussion of slavery has opened the way for the discussion of other rights, and the ultimate result will be most certainly the breaking of every restriction, letting the oppressed go free, an emancipation far more glorious than any world yet ever seen...for women of all kinds and humans of all races.

Primary Source Document 2 - Analysis Questions:

- 1) *Sourcing*: What does the title of this source tell you about the author's opinions on gender roles?

- 2) *Close Reading*: Why does Angelina Grimke believe in abolition?

- 3) *Close Reading*: Why does Angelina Grimke believe that women and men are equal?

- 4) *Close Reading*: According to Angelina Grimke, because people think that different genders have different duties, what has happened to the role of men and women?

- 5) *Close Reading*: According to Angelina Grimke, why is it good that abolition has been discussed? What does she think will happen as a result of this discussion?

CHAPTER
8

AMERICAN LIVES **Elizabeth Cady Stanton**
Pioneer for Women's Rights

Section 3

"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights."
—Elizabeth Cady Stanton, *The Seneca Falls "Declaration of Sentiments"* (1848)

That women suffered as second-class citizens became clear to Elizabeth Cady as a girl. She listened as married women told her father, a lawyer, how the law denied them property rights or rights over their children. She suffered more directly when she was 11 and her brother died. "Oh, my daughter," her father lamented, "I wish you were a boy!" She combined her sense of women's oppression with her education, unusually strong for a woman of her time, to become a tireless advocate of women's rights.

In her twenties, Elizabeth Cady (1815–1902) attended abolitionist meetings, where she met Henry Stanton, a reformer. She married him in 1840, refusing to vow to "obey" her husband. Some years later, she made known that she would rather not be called "Mrs. Henry Stanton"; Elizabeth Cady Stanton was preferable.

Immediately after the wedding, the Stantons attended a world meeting of abolitionists. A fight arose when some women abolitionists were denied the right to speak. Stanton and Lucretia Mott vowed to hold a meeting to promote women's rights. It took eight years to happen. Meanwhile, Stanton worked for abolition and for reforms to state laws affecting women. Partly through her efforts, New York's legislature gave married women the right to own property.

In 1848, the first women's rights convention was held at Seneca Falls, New York. Stanton drafted a "Declaration of Sentiments" modeled on the Declaration of Independence and making the case that women were oppressed and exploited. "The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her," she wrote. At her insistence—and over Mott's objections—the convention demanded the right to vote for women. Aided by a persuasive speech from Frederick Douglass, the resolution passed.

For the next 54 years, Stanton wrote, lectured, and campaigned for women's rights. For many of those years, she worked closely with Susan B. Anthony, an ideal partner. Stanton—who had charm and eloquence—was the writer and speaker. Anthony—who had administrative ability—was the organizer. Stanton was the more radical. She kept the demand for suffrage at the forefront. She also pushed for easier divorce laws, arguing that drunkenness should be grounds for divorce. She criticized organized religion for aiding in suppressing women. She worked with little rest. For more than a decade, she lectured eight months every year. She served for 21 years as president of the National Woman Suffrage Association, and each year staged the annual convention for women's rights.

Stanton achieved some successes. When invited, she made a speech to the New York assembly urging it to give married women the rights to their earnings and to guardianship of their children. In 1860, such a law was passed. In the debate over the Fifteenth Amendment, Stanton demanded that women, as well as African Americans, be given suffrage. She lost that battle, and a proposed Sixteenth Amendment extending the vote to women failed ratification. In 1878, Stanton again persuaded a senator to introduce a woman's suffrage amendment. It was introduced in every session of Congress until it finally passed in 1919 and was ratified the next year—18 years after Stanton's death.

Questions

1. What common practices did Stanton break in her marriage?
2. Why would Stanton model her 1848 Declaration on the Declaration of Independence?
3. What are some of the women's issues Stanton fought for besides the right to vote?

CHAPTER
8

Section 3

PRIMARY SOURCE *from* **The Seneca Falls
“Declaration of Sentiments”**

At the first women’s rights convention, Elizabeth Cady Stanton and Lucretia Mott issued this statement modeled on the Declaration of Independence. What grievances did the women express in this portion of their Declaration?

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. . . .

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken away from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separa-

tion, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. . . .

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect and to make her willing to lead a dependent and abject life.

Now, in view of this entire disenfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. . . .

from Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joslyn Gage, eds., History of Woman Suffrage, Vol. I (1881).

Activity Options

1. Working with a partner, analyze the declaration and list the rights women have gained since 1848.
2. Write a paragraph in which you compare the purpose and language of the “Declaration of Sentiments” and the Declaration of Independence.