



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3: Unit 1: Lesson 3

## Building Context for the *Narrative*: Slavery in America



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can accurately use 7<sup>th</sup> grade academic vocabulary to express my ideas. (L.7.6)

**Supporting Learning Targets**

- I can draw conclusions about slavery in America and cite specific textual evidence to support them.

**Ongoing Assessment**

- “Slave Trade” Text Dependent Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Homework and Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Images: Encountering Slavery in America (15 minutes)</li> <li>B. Close Reading: “<i>The Slave Trade</i>” (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Turn and Talk (2 minutes)</li> <li>B. Previewing Homework (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read the text on abolition and answer text-dependent questions.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• PBS produced a series entitled <i>Freedom: A History of US</i>. Each episode on the video has an accompanying “webisode,” which is a combination of text and images, not another video.</li> <li>• Lessons 3, 4, and 5 all rely on texts from Webisode 5: A Fatal Contradiction. Those texts are included with the supporting materials.</li> <li>• The lessons also provide a time for students to work with images and/or video that relate to the texts they read. Encountering the material through multiple media will increase student engagement and deepen their understanding.</li> <li>• If you have access to the PBS video (and specifically to Episode 5: “A Fatal Contradiction”) consider showing clips of this video instead of doing the work with images in these lessons. The clips from the video that are relevant to this lesson and could be used in Work Time A are: “The Slave Trade,” and “Plantation Slavery (2:45 – 8:55) . If you choose to use the video instead of the work with images, adapt the worksheet to provide students with a place to take notes on the three focusing questions as they watch the video.</li> <li>• In Work Time A, students work with four images about slavery from the website <i>Freedom: A History of US</i>. The images can be found at <a href="http://www.pbs.org/wnet/historyofus/tools/browser5.html">http://www.pbs.org/wnet/historyofus/tools/browser5.html</a>. You will look at: Slave ship, A Virginia slave group, Slaves in a cotton field, and A slave’s whip marks. Detailed directions for finding these images are on the Analyzing Images: Slavery in America handout.</li> <li>• Depending on your access to technology, you can either have students look at these images on line (the worksheet they use has directions for finding the images) or you can display them for the whole class. In either case, students should discuss the images with a partner before a short whole-class debrief.</li> <li>• These lessons deal with slavery in America. Be prepared to help students process the violence of this time. Also, many students will have questions about the ways in which American slavery was different from slavery in other places, and the role that race played in the evolution of the institution of slavery. An excellent resource to build your own background knowledge about these issues is the PBS series <i>Africans in America</i>.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• This lesson begins a series of three lessons focused on RI.7.1. Students read and analyze informational texts, citing textual evidence to support their thinking. They build their understanding of slavery, abolition, and the life of Douglass and hold these ideas on an anchor chart. Understanding this period in American history will be essential as they read <i>Narrative of the Life of Frederick Douglass</i> later in this unit.</li><li>• For homework, students read a text about abolition and answer text-dependent questions. This text will be reviewed and reinforced in Lesson 4. There is an optional scaffolded version of the text for struggling readers who need vocabulary support.</li><li>• In advance:<ul style="list-style-type: none"><li>– Read “<i>The Slave Trade</i>” and “<i>Abolition</i>” texts from <i>Freedom: A History of US</i>, Webisode 5 – A Fatal Contradiction.</li><li>– Decide how you will share the images related to slavery with students.</li><li>– Review Equity Sticks Guidelines and make equity sticks (see supporting materials).</li><li>– Decide which students may need “Abolition” text from <i>Freedom: A History of US</i>, Webisode 5: scaffolded version.</li><li>– Post: Answers for Vocabulary Homework, learning target, and “Slave Trade” Text-Dependent Questions.</li></ul></li></ul>



Lesson Vocabulary	Materials
equity, conclusions, evidence, cite, triangular slave trade, system, enforced labor, plantation, crops	<ul style="list-style-type: none"><li>• Equity Sticks Guidelines (for teacher reference; see supporting materials)</li><li>• Answers for Vocabulary Homework (one to display)</li><li>• Equity sticks</li><li>• Historical Context anchor chart (begun in Lesson 2)</li><li>• Analyzing Images: Slavery in America (one per student and one to display)</li><li>• Four images about slavery in America (see teaching notes)</li><li>• Vocabulary: <i>The Slave Trade</i> and Abolition (from Lesson 2)</li><li>• “<i>The Slave Trade</i>” text from <i>Freedom: A History of US</i>, Webisode 5 (one per student)</li><li>• Document camera</li><li>• “<i>The Slave Trade</i>” Text-Dependent Questions (one per student)</li><li>• “<i>The Slave Trade</i>” Close Reading Guide (for teacher reference)</li><li>• “Abolition” text from <i>Freedom: A History of US</i>, Webisode 5 (one per student)</li><li>• “Abolition” text from <i>Freedom: A History of US</i>, Webisode 5: scaffolded version (optional; for students needing additional support)</li><li>• “Abolition” Text-Dependent Questions, Part 1 (one per student)</li><li>• “Abolition” Text-Dependent Questions, Part 1 (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the <b>Equity Sticks Guidelines</b> with students.</li><li>• Tell students you will use these sticks to call on students to participate during class, especially when asking them to share out after a period of individual or pair work.</li><li>• Ask students to raise their hands if they know what <i>equity</i> means or if they can think of a word it is related to. Listen for them to refer to something that is equal or fair. Tell them that something that provides equity provides equal or fair access to a resource: In this case, equity sticks help make sure that everyone has a chance to think about questions asked in class and share their thinking.</li><li>• Discuss the importance of being respectful of everyone's learning by pointing out to students that they should not comment if someone needs a moment to think, laugh at others' responses, or raise or wave their hands around when others are called on.</li><li>• Direct students' attention to the posted <b>Answers for Vocabulary Homework</b>. Ask students to take 1 minute to correct their answers.</li><li>• Use the <b>equity sticks</b> to call on one student to read the correct paragraph aloud to the class. Compliment the class for displaying respectful behavior while using equity sticks.</li><li>• Ask students if they are still confused about any of the vocabulary words and clarify as necessary.</li><li>• Direct students' attention to the posted learning target. Read it aloud:<ul style="list-style-type: none"><li>* "I can draw conclusions about slavery in America and cite specific textual evidence to support them."</li></ul></li><li>• Use equity sticks to call on a student to define the words <i>draw conclusions</i>, <i>cite specific textual evidence</i>, and <i>support</i>.</li><li>• Ask, "How will learning about slavery in America prepare you to read Douglass' <i>Narrative</i>?"</li><li>• Use equity sticks to call on several students. Listen for them to notice that Douglass was a slave and he fought against slavery; point out that this is part of his historical context.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Images: Encountering Slavery in America (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Make sure students are sitting in pairs.</li> <li>• Direct students' attention to the <b>Historical Context anchor chart</b>. Point out to them that today they will be adding to the Slavery part of this chart. First they will look at images to make predictions, then they will read to confirm or add to their thinking.</li> <li>• Display and distribute <b>Analyzing Images: Slavery in America</b> handout. Ask students to point to the three focusing questions, and then call on three students to read them out loud. Remind students that in order to analyze images, they will first record their observations, and then draw conclusions.</li> <li>• Next, ask students to examine and discuss <b>four images related to slavery in America</b>. Detailed directions for locating and analyzing these images are on the Analyzing Images: Slavery in America handout.</li> <li>• You might have each pair of students share a laptop for this work, or you might display them to the whole class, pausing after each image to allow pairs to discuss what they see. If students work in pairs on laptops, do a whole class debrief after they look at all images; if you are displaying them for the whole class, you might opt to discuss each one as a class before moving on to the next. Use equity sticks to call on pairs to share their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the needs of your class and provide the support and framing they may need to process the most difficult of these images: the slave ship and the picture of a slave whose back is scarred with whip marks.</li> </ul>
<p><b>B. Close Reading: “The Slave Trade” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they will see vocabulary from <b>Vocabulary: The Slave Trade and Abolition</b> (from Lesson 2) in their work in this lesson and the next one. Encourage them to keep this out and refer to it as needed.</li> <li>• Distribute <b>“The Slave Trade” text from <i>Freedom: A History of US</i>, Webisode 5</b>.</li> <li>• Invite students to read the text to themselves as you read it aloud. Point out that a few words are defined below the text.</li> <li>• Ask students to underline phrases that seem particularly important and notice uses of the vocabulary words from the homework. Point out that the vocabulary they studied for homework is domain-specific: the words refer specifically to this topic.</li> <li>• After reading the text once, use the <b>document camera</b> to display <b>“The Slave Trade” Text-Dependent Questions</b>. Use <b>“The Slave Trade” Close Reading Guide</b> to guide students through a series of text-dependent questions.</li> <li>• Students will use this text and questions again in Lesson 4. They should either put it away or you can collect it. The work is not assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations for students to read along silently in their heads as you read the text aloud.</li> </ul>



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none"><li>• The vocabulary words that were given to students for homework the previous night and were reviewed during the entry task prepare students who struggle to make meaning of the text more easily. If you select additional words to preview, focus on words whose meaning may be difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to turn and talk with a partner:               <ul style="list-style-type: none"> <li>– Which of your predictions based on the images did your reading confirm?</li> <li>– How did the reading extend the conclusions you drew from the images?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from being given sentence starters for Turn and Talk. For example: “My prediction was . . . The text confirmed it because . . .”</li> </ul>
<p><b>B. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute “<b>Abolition</b>” text from <i>Freedom: A History of US, Webisode 5</i> and “<b>Abolition</b>” <b>Text-Dependent Questions, Part 1</b>. Tell students that the word <i>abolition</i> means “wanting to get rid of slavery.”</li> <li>• Tell students that for homework, they should also read the text and answer the text-dependent questions. Remind them of the importance of rereading and looking into the text for specific evidence to support their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• At this point, distribute “Abolition” text from <i>Freedom: A History of US, Webisode 5</i>: scaffolded version to the students you think will need extra support in completing the homework assignment.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read the text on abolition and answer text-dependent questions.</li> </ul>	



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# Grade 7: Module 3: Unit 1: Lesson 3

## Supporting Materials



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## Equity Sticks Guidelines

### Purpose

Equity sticks are a strategy to get all students to participate during class, especially when asking them to share out after a period of individual or pair work. Use equity sticks to ensure all students are engaged and accountable for their learning.

### Procedure

1. Write the name of each student on a popsicle stick.
2. Keep the equity sticks in an open container, so they are easily accessible. If you have multiple sections, use a different color or a different container for each section.
3. Introduce equity sticks by showing students what the sticks look like, and pointing out that each student has one with his or her name on it.
4. State the purpose of equity sticks: They are a way to call on students to participate during class, especially when asking students to share out after a period of individual or pair work. They are called equity sticks because they help make sure that everyone has a chance to think about questions asked in class and share their thinking.
5. Tell students you will ask a question, give the class a few seconds to think, and then pull out a name using an equity stick. That student is then expected to respond. You can place the equity stick back in the container. However, if you are trying to have all students participate in a given class or lesson arc, you may want a separate container for those students you already called on with the equity sticks.
6. Note: It is important to ask the question, wait a few seconds, then call on a student. This ensures that all students consider the question that has been asked and mentally prepare a response.
7. Have students set norms around equity sticks by asking: “How can the class be respectful when others are sharing their thinking about questions?”
8. Guide students toward norms such as: “Don’t comment if someone needs a moment to think,” “Don’t laugh at others’ responses,” “Don’t raise or wave hands around when others are called on,” and “Try to answer the question in your head while someone else is answering.” These are things that students should already be accustomed to doing, but they may be worth reviewing now.
9. Remind students each time equity sticks are used that it is an expectation that everyone shares when they are called on. The discussion and ideas in class are richer when everyone is willing to participate. Equity sticks also help students be risk takers.



## Equity Sticks Guidelines

### Debrief

1. How did equity sticks help you engage in the lesson today?
2. What did the class do to make the use of equity sticks go well today?
3. What can the class do to improve the use of equity sticks in the classroom?



Answers for Vocabulary Homework

Slaves were brought over from Africa through the triangular slave trade. Slaves were bought for cash crops, like cotton, sugar, and tobacco, which were traded in England for manufactured goods, like rum and guns. The enforced labor of slaves made white Southern plantation owners a lot of money. Many slave owners also believed in racial inequality and thought slaves were inferior to whites because of the color of their skin. They used this reasoning to justify their harsh treatment of African Americans. While there were many in the South who economically benefited from slavery, Frederick Douglass was a famous abolitionist who fought for the end of slavery. A former slave himself, he witnessed the horrors of the system firsthand.



Analyzing Images: Slavery in America

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Focus Questions:**

- Why did slavery exist?
- How did slaves come to the U.S.?
- What was life like for enslaved Americans?

Today, you will analyze a series of images related to slavery and the slave trade. Look at each image carefully and note what you see. Then draw conclusions, trying to answer the focus questions above.

The images are all in the image browser associated with PBS: *History of US Webisode 5* resources and can be found at: <http://www.pbs.org/wnet/historyofus/tools/browser5.html>. Please note that you will only use some of the images. The text next to each image provides important information.

Image	I observe . . .	I conclude that . . .
Slave Ship		
A Virginia Slave Group		
Slaves in a Cotton Field		
A Slave's Whip Marks		

“The Slave Trade” Text from *Freedom: A History of US*, Webisode 5  
<http://www.pbs.org/wnet/historyofus/web05/segment2.html>

1. Slavery first came to America with some of the earliest settlers. But they weren't the first people to own human beings. Slavery was an evil found around the world. There were jobs no one wanted to do, and, in the days before machinery, slaves seemed an answer. If you were on the losing side of a war, or were kidnapped by a rival tribe or a thief, you might end up a slave. Some Native Americans owned slaves. It was an ancient practice in Africa. But slavery in Africa was a **domestic institution**. In America it would go way beyond that, developing into a system of enforced labor on vast plantations. And while in Africa blacks were owned by other blacks, in America blacks were always owned by whites. In America it would always be racial slavery.
2. By the eighteenth century there had developed a special pattern to the American slave trade. New England Yankees often started it by taking their salted cod to the Caribbean island of Barbados—just north of Venezuela. There they traded the fish for cane sugar. Then they headed back north to Virginia where they loaded tobacco before sailing east across the Atlantic to England. In England the cargo was exchanged for guns and cloth and trinkets—all of which could be used to buy human beings in Africa. Then the slave ships sailed south from England to Africa to fill their holds with African men, women, and children—who were the most valuable cargo of all. Those people sailed west—against their wishes—and were usually taken to a Caribbean island or a southern port where the sea captains sold them for cash or more sugar. Finally, the crisscrossed triangular journey ended in Massachusetts or New York or Annapolis. Robert Walsh was an **eyewitness** of a slave ship in action. He wrote: “The slaves were all enclosed under grated hatchways, between decks. The space was so low they sat between each other's legs ... [and] there was no possibility of lying down, or at all changing their position, by night or day. Over the hatchway stood a ferocious-looking fellow with a scourge of many twisted thongs in his hand, who was the slavedriver of the ship.... The last parting sounds we heard from the unhallowed ship were the cries and shrieks of the slaves, suffering under some bodily **affliction**.”

**Definitions:**

Domestic: related to or based in the household

Institution: a system for organizing society that has existed for a long time

Eyewitness: someone who saw something themselves

Scourge: whip

Affliction: something that causes pain or suffering



“The Slave Trade” Text from *Freedom: A History of US*, Webisode 5

<http://www.pbs.org/wnet/historyofus/web05/segment2.html>

3. In Colonial times, there was slavery in both North and South. But slavery didn't make much sense in the North; farms were small and the farmer could often handle the work himself. The situation was different in the South. The crops that grew well there—tobacco, cotton, rice, and sugar—demanded large numbers of field workers. But there were few workers to be had—until the advent of African slavery.
4. By 1700 tens of thousands of African-born blacks are living in the American South, and the numbers are fast increasing. In 1705, in Virginia laws are passed that attempt to take away slaves' humanity. The Virginia Black Code says slaves are property, not people. But property that can think means trouble. So laws are passed to try and prevent thinking. One North Carolina law read this way: “The teaching of slaves has a tendency to **excite** dissatisfaction in their minds. Therefore, any free person who shall teach any slave to read and write shall be **liable to indictment**. If any slave shall teach, or attempt to teach, any other slave, he or she shall receive thirty-nine lashes on his or her bare back.”
5. When you do something you know is wrong, you usually try to convince yourself that it really is all right. Southerners begin to say that God created some people to be slaves and some to be masters. They say black people aren't as smart as white people. Then, to make that true, they pass laws that say it is a crime to teach blacks to read and write. One white woman in Norfolk, Virginia, who teaches free blacks in her home, is arrested and put in jail. Whites are losing their freedom too.

**Definitions:**

Excite: create or stir up

Liable to indictment: able to be charged with a crime



“The Slave Trade” Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Answers
<p><b>In Paragraph 2</b></p> <p>1. What were the three main steps involved in the triangular slave trade?</p> <p><b>In Paragraph 2</b></p> <p>2. What were conditions like on the slave ships? Support your answer with evidence from the text.</p> <p><b>In Paragraph 3 and 4</b></p> <p>3. Why were there so many more slaves in the South than the North?</p> <p>4. Why did the Black Codes prohibit teaching slaves to read and write?</p> <p><b>In Paragraph 5</b></p> <p>5. How did some Southerners use racial differences to justify slavery?</p>	<p>Answer the questions in complete sentences. Notice that the answer to the second question should be 3 – 4 sentences long.</p>



“The Slave Trade” Close Reading Guide  
(For Teacher Reference)

Questions	Teacher Guide
<p>In Paragraph 2</p> <ol style="list-style-type: none"> <li>1. What were the three main steps involved in the triangular slave trade?</li> </ol>	<p>Ask students to reread Paragraphs 1–2 and answer questions 1 and 2. Remind them that to answer these questions, they should first find the specific part of the text that will provide them with the information they need, and then closely reread those sentences to craft an answer. Answers, however, need to be in their own words.</p>
<p>In Paragraph 2</p> <ol style="list-style-type: none"> <li>2. What were conditions like on the slave ships? Support your answer with evidence from the text.</li> </ol>	<p>Remind them that the answer to #2 should be a main idea followed by two pieces of specific textual evidence that support that idea.</p> <p>Give students 5 minutes to work. Then use equity sticks to choose one or two pairs to share out, with a focus on making sure students hear clear and accurate thinking.</p>
<p>In Paragraphs 3 and 4</p> <ol style="list-style-type: none"> <li>3. Why were there so many more slaves in the South than the North?</li> <li>4. Why did laws prohibit teaching slaves to read and write?</li> </ol>	<p>When students share answers to question 2, point out strong use of relevant evidence; make sure students articulate how a specific piece of evidence supports their analysis of the text.</p> <p>Listen for students to say:</p> <ol style="list-style-type: none"> <li>1. Tobacco was shipped from the states to England, where it was traded for guns and rum, which were brought to Africa in exchange for humans. The humans were brought across the Atlantic to America.</li> <li>2. The conditions were terrible/inhumane/unbearable. Textual evidence will come mostly from the quote by Walsh.</li> </ol>
<p>In Paragraph 5</p> <ol style="list-style-type: none"> <li>5. How did some Southerners use racial differences to justify slavery?</li> </ol>	<p>Direct students to reread paragraphs 3 – 5 and answer the remaining questions. Use equity sticks to choose one or two pairs to share out.</p>



**“The Slave Trade” Close Reading Guide**  
(For Teacher Reference)

Questions	Teacher Guide
	<p>Listen for students to say:</p> <ol style="list-style-type: none"><li data-bbox="683 527 1511 646">3. In the South, there were large farms and the crops, such as cotton and tobacco, required lots of workers. In the North, smaller farms didn't use as many workers.</li><li data-bbox="683 667 1511 787">4. Laws made it illegal to teach slaves to read or write because people were trying to keep slaves from thinking and from making trouble or being dissatisfied.</li><li data-bbox="683 835 1479 955">5. Some Southerners said that whites were smarter and that God intended for some people to be masters over other people.</li></ol>

“Abolition” Text from *Freedom: A History of US*, Webisode 5

<http://www.pbs.org/wnet/historyofus/web05/segment3.html>

1. Abolition! Back in 1765 Americans had shouted the word. Before the Revolution it was the hated British stamp tax the colonists wanted to **abolish**. Then the word began to be used with a new meaning. It was the slave trade some wanted to abolish, and then slavery itself. In 1775 Benjamin Franklin helped found the American Abolition Society. The Constitution said the slave trade could be officially ended in 1808. When Thomas Jefferson becomes president, he reminds everyone of that, and a law is passed ending the slave trade. Now, no additional people can be enslaved—at least not legally. An elated Jefferson said this: “I congratulate you, fellow citizens, on the approach of the period at which you may interpose your authority **constitutionally** to withdraw the citizens of the United States from all further participation in those violations of human rights which have been so long continued on the unoffending inhabitants of Africa.”
2. But ending the international slave trade doesn't put an end to slavery itself, which continues to grow by **natural increase**. And within the South a major internal slave trade develops. Many thinking people—both Northerners and Southerners—believe slavery is morally wrong. Yet few are willing to do anything about it. Slavery is a profitable way of life. Those who do speak out—the abolitionists—aren't very popular. Many people argue that if slavery is abolished it will wreck the Southern economy. James Henry Hammond was one of them. He said, “Do you imagine you could prevail on us to give up a thousand million dollars in the value of our slaves, and a thousand million more in the value of our lands?”
3. The Southern leaders don't seem to understand. Immigrants and ideas and inventions are beginning to change the North. The South will be left out of much of that excitement. The Frenchman Alexis de Tocqueville visits the United States and observes a free state and a slave state. He writes about what he sees: “On the north bank of the Ohio, everything is activity, industry; labor is honored; there are no slaves. Pass to the south bank and the scene changes so suddenly that you think yourself on the other side of the world; the **enterprising** spirit is gone.”

**Definitions:**

Abolish: to officially end a law or system

Interpose: to put yourself between two things

Constitutionally: in agreement with the Constitution

Natural increase: when a population grows because more people are born

Enterprising: able to think of and carry out new ideas



“Abolition” Text from *Freedom: A History of US*, Webisode 5

<http://www.pbs.org/wnet/historyofus/web05/segment3.html>

4. And yet still, because of the huge importance of cotton, the South remains the wealthiest part of the nation. Both North and South are jealous of political power. Each wants to dominate the government in Washington. But as long as Congress is evenly divided between slave states and free states, there is some stability. Then, in 1820, Missouri asks to enter the Union as a slave state. Northerners are alarmed. If Missouri becomes a state, the North will be outvoted in Congress. What can be done? Finally, a solution is found. Maine is carved from Massachusetts and made into a state, a free state. That keeps the balance of free and slave states. At the same time, the territories north of Missouri's southern border are to remain free. That action is called the Missouri Compromise. It keeps North and South talking to each other, but just barely. In 1845 slaveowner James Hammond writes this to an abolitionist. He says: “I **repudiate**, as ridiculously absurd, that much lauded dogma of Mr. Jefferson that ‘all men are born equal.’ No society has ever yet existed without a natural variety of classes. Slavery is truly the cornerstone and foundation of every well-designed and durable republican **edifice**.”
5. Meanwhile, Mr. Hammond and his planter friends are falling out of step with the European world. There, in the first half of the nineteenth century, most nations outlaw slavery. The Europeans begin to criticize the United States for allowing it. There are also white Northerners who are increasingly speaking out against slavery. By 1840 there are said to be about 2,000 abolitionist societies in the North. While some talk of gradually freeing the slaves and even paying the owners the cash value of their slaves, most abolitionists don't think anyone should be paid for owning anyone else. They want to end slavery—bam—just like that—and too bad for the slave owners. William Lloyd Garrison, a white man from Massachusetts, is the founder of the American Anti-Slavery Society and the publisher of the leading abolitionist newspaper, *The Liberator*. He says, “I do not wish to think, or speak, or write with **moderation**. No! Tell a man whose house is on fire, to give a moderate alarm, but urge me not to use moderation in a cause like the present. I am in earnest—I will not retreat a single inch—and I WILL BE HEARD.”

**Definitions:**

Repudiate: deny, reject

Edifice: building

Moderation: within reasonable limits, not calling for extreme action

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“Abolition” Text from *Freedom: A History of US*, Webisode 5: Scaffolded Version

<http://www.pbs.org/wnet/historyofus/web05/segment3.html>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist Notes and Vocabulary
<p>1. <b>Abolition!</b> Back in 1765 Americans had shouted the word. Before the Revolution it was the hated British stamp tax the colonists wanted to abolish. Then the word began to be used with a new meaning. It was the slave trade some wanted to abolish, and then slavery itself. In 1775 Benjamin Franklin helped found the American Abolition Society. The Constitution said the slave trade could be officially ended in 1808. When Thomas Jefferson becomes president, he reminds everyone of that, and a law is passed ending the slave trade. Now, no additional people can be enslaved—at least not <b>legally</b>. An <b>elated</b> Jefferson said this: “I congratulate you, fellow citizens, on the approach of the period at which you may <b>interpose</b> your <b>authority constitutionally</b> to withdraw the citizens of the United States from all further participation in those <b>violations</b> of human rights which have been so long continued on the <b>unoffending inhabitants of Africa</b>.”</p>	<p><b>Abolition</b>—banning of slavery</p> <p><b>Legally</b>—by law</p> <p><b>Elated</b>—very happy</p> <p><b>Interpose</b>—to put yourself between two things</p> <p><b>Authority constitutionally</b>—power one has because of the Constitution</p> <p><b>Unoffending inhabitants of Africa</b>—Africans that do not cause problems</p>



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Text	Gist Notes and Vocabulary
<p>2. But ending the <b>international</b> slave trade doesn't put an end to slavery itself, which continues to grow by <b>natural increase</b>. And within the South a major <b>internal</b> slave trade develops. Many thinking people—both Northerners and Southerners—believe slavery is morally wrong. Yet few are willing to do anything about it. Slavery is a <b>profitable</b> way of life. Those who do speak out—the abolitionists—aren't very popular. Many people argue that if slavery is abolished it will wreck the Southern <b>economy</b>. James Henry Hammond was one of them. He said, “Do you imagine you could <b>prevail</b> on us to give up a thousand million dollars in the value of our slaves, and a thousand million more in the value of our lands?”</p>	<p><b>International</b>—involving more than one country</p> <p><b>Natural increase</b> - when a population grows because more people are born</p> <p><b>Internal</b>—within a region</p> <p><b>Profitable</b>—making money</p> <p><b>Economy</b>—the system by which a country's money and goods are made and used</p> <p><b>Prevail</b>—an idea that is successful in the end</p>



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Text	Gist Notes and Vocabulary
<p>3. The Southern leaders don't seem to understand. <b>Immigrants</b> and ideas and inventions are beginning to change the North. The South will be left out of much of that excitement. The Frenchman Alexis de Tocqueville visits the United States and observes a free state and a slave state. He writes about what he sees: “On the north bank of the Ohio, everything is activity, <b>industry</b>; labor is honored; there are no slaves. Pass to the south bank and the scene changes so suddenly that you think yourself on the other side of the world; the <b>enterprising</b> spirit is gone.”</p>	<p><b>Immigrants</b>—those who enter another country to live there permanently</p> <p><b>Industry</b>—businesses that make a particular type of thing or service</p> <p><b>Enterprising</b>—having the ability to think of new activities or ideas and make them work</p>



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Directions: As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist Notes and Vocabulary
<p>4. And yet still, because of the huge importance of cotton, the South remains the wealthiest part of the nation. Both North and South are jealous of political power. Each wants to <b>dominate</b> the government in Washington. But as long as Congress is evenly divided between slave states and free states, there is some stability. Then, in 1820, Missouri asks to enter the Union as a slave state. Northerners are alarmed. If Missouri becomes a state, the North will be outvoted in Congress. What can be done? Finally, a solution is found. Maine is carved from Massachusetts and made into a state, a free state. That keeps the balance of free and slave states. At the same time, the territories north of Missouri's southern border are to remain free. That action is called the Missouri Compromise. It keeps North and South talking to each other, but just barely. In 1845 slaveowner James Hammond writes this to an abolitionist. He says: “I <b>repudiate</b>, as ridiculously absurd, that much <b>lauded dogma</b> of Mr. Jefferson that ‘all men are born equal.’ No society has ever yet existed without a natural variety of classes. Slavery is truly the <b>cornerstone</b> and foundation of every well-designed and <b>durable</b> republican <b>edifice</b>.”</p>	<p><b>Dominate</b>—to control someone or something</p> <p><b>Repudiate</b>—to refuse to accept or continue with something</p> <p><b>Lauded dogma</b>—firm beliefs that are praised</p> <p><b>Durable</b>—lasting</p> <p><b>Edifice</b>—a building</p>



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Directions: As you read, take gist notes and reference the vocabulary to make meaning of the text. Then answer the text-dependent questions.

Text	Gist Notes and Vocabulary
<p>5. Meanwhile, Mr. Hammond and his planter friends are falling out of step with the European world. There, in the first half of the nineteenth century, most nations outlaw slavery. The Europeans begin to criticize the United States for allowing it. There are also white Northerners who are increasingly speaking out against slavery. By 1840 there are said to be about 2,000 abolitionist societies in the North. While some talk of gradually freeing the slaves and even paying the owners the cash value of their slaves, most abolitionists don't think anyone should be paid for owning anyone else. They want to end slavery—bam—just like that—and too bad for the slave owners. William Lloyd Garrison, a white man from Massachusetts, is the founder of the American Anti-Slavery Society and the publisher of the leading abolitionist newspaper, <i>The Liberator</i>. He says, “I do not wish to think, or speak, or write with moderation. No! Tell a man whose house is on fire, to give a moderate alarm, but urge me not to use <b>moderation</b> in a cause like the present. I am in earnest—I will not retreat a single inch—and I WILL BE HEARD.”</p>	<p><b>Moderation</b> - within reasonable limits, not calling for extreme action</p>

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“Abolition” Text-Dependent Questions, Part 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the “Abolition” text. Then answer the questions below.

**Part 1**

Questions	Answers
<p>Paragraph 1</p> <p>1. How did the slave trade end?</p>	
<p>Paragraph 2</p> <p>2. What does morally wrong mean? Given what you learned yesterday, what would someone who argued that slavery was morally wrong say about why slavery should end?</p>	
<p>Paragraph 2</p> <p>3. What did James Henry Hammond think about ending slavery? Underline three words or phrases in the text that support your answer.</p>	
<p>Paragraph 4</p> <p>4. Why does having new states join the Union cause disagreement between the Northern and Southern states?</p> <p>5. What was the Missouri Compromise and why was it important?</p>	



“Abolition” Text-Dependent Questions, Part 1

Questions	Answers
<p>Paragraph 4</p> <p>6. What would James Henry Hammond say about whether or not slavery should end?</p>	
<p>Paragraph 5</p> <p>7. What did European countries decide about slavery?</p> <p>8. What is the debate in the abolition movement over how slavery should end?</p>	



“Abolition” Text-Dependent Questions, Part 1  
(Answers, for Teacher Reference)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the “Abolition” text. Then answer the questions below.

**Part 1**

Questions	Answers
<p>Paragraph 1</p> <p>1. How did the slave trade end?</p>	<p>The Constitution said the slave trade could be ended in 1808. Jefferson, the president, reminded the government of this and a law was passed that ended the slave trade.</p>
<p>Paragraph 2</p> <p>2. What does morally wrong mean? Given what you learned yesterday, what would someone who argued that slavery was morally wrong say about why slavery should end?</p>	<p>Morally wrong means that it is unethical or goes against your beliefs. Someone who believed slavery was morally wrong would say that slavery should end because slaves were treated terribly both on the trip to the Americas and after they arrived. They were kept in inhumane conditions during the boat trip, and they were whipped. In addition, they were treated like property, not people – laws were passed saying that they were not allowed to learn to read or write.</p>
<p>Paragraph 2</p> <p>3. What did James Henry Hammond think about ending slavery? Underline three words or phrases in the text that support your answer.</p>	<p>Hammond said that slavery should not end because it would cost Southern slaveholders too much, both because of the value of the slaves and because they would also not be able to work their large plantations.</p>



**“Abolition” Text-Dependent Questions, Part 1**  
(Answers, for Teacher Reference)

Questions	Answers
<p>Paragraph 4</p> <p>4. Why does having new states join the Union cause disagreement between the Northern and Southern states?</p> <p>5. What was the Missouri Compromise and why was it important?</p> <p>6. What would James Henry Hammond say about whether or not slavery should end?</p>	<p>Both the North and the South want to have the most power in the Congress. When a new state wants to join, they argue over whether or not it will be a free state or a slave state, because that will give one side or the other more power.</p> <p>The Missouri Compromise was an agreement made in 1820, when Missouri was joining the Union as a slave state. To keep the balance of power, Maine also joined, but as a free state. The Missouri Compromise kept the North and South together, but there was still a lot of tension.</p> <p>He would say it should not end because he did not think that all people were equal – he said that slavery was an important part of the social structure.</p>
<p>Paragraph 5</p> <p>7. What did European countries decide about slavery?</p> <p>8. What is the debate in the abolition movement over how slavery should end?</p>	<p>European countries mostly banned slavery in the early 1800s.</p> <p>The debate is over how soon slavery should end and whether or not slave owners should be paid for their slaves.</p>