



TEACHING HARD HISTORY

A FRAMEWORK
FOR TEACHING
AMERICAN SLAVERY



TEACHING TOLERANCE



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AMERICAN SLAVERY



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TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

History is not the past. It is the present. We
carry our history with us. We are our history.

—JAMES BALDWIN, “BLACK ENGLISH: A DISHONEST ARGUMENT”

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Teaching Hard History

A FRAMEWORK FOR TEACHING AMERICAN SLAVERY

Welcome to *A Framework for Teaching American Slavery*.^{*} The team of historians and social studies experts who worked on this project are passionate about its importance and pleased to share this document outlining the components of the framework and advice for how to use them.

Our goal is to inspire a widespread commitment to robust and effective teaching about American slavery in K–12 classrooms. This history is fundamental to understanding our nation’s past and its present. Based on our research and a review of the materials currently available to educators, however, we’ve come to the conclusion that the topic is being taught without adequate breadth or depth. As a result, students are unable to draw connections between historical events and the concurrent struggles for racial equality or to contextualize how the world they inhabit was shaped by the institution of slavery and its ideological progeny, white supremacy.

A Framework for Teaching American Slavery was created to fill this void. We have designed this resource for teachers with the hope that it can be used at every level of instruction to influence the development of lessons, curricula and even textbooks.

1 The framework begins with 10 “**Key Concepts**,” important ideas that students need to truly understand if they are to grasp the historical significance of slavery. The Key Concepts also serve as tools educators can use to structure their teaching.

2 These ideas are expanded in the chronological scope and sequence, which breaks the framework into five eras to provide a blueprint

for integrating American slavery across the entire span of pre-1877 American history. Each era is designated with a section title and with dates so teachers can skip to a particular time period or consult the framework continuously as they move through their courses.

3 Each era also contains “**Summary Objectives**,” broad student learning outcomes related to the era. There are 21 Summary Objectives in this document; all are mapped to the Key Concepts. (See page 6.)

4 Beneath each Summary Objective, the framework includes two sections providing additional support for teaching that objective. Because the literature on American slavery is vast and we don’t expect all teachers to be content experts, we’ve included a section titled “**What else should my students know?**” This section provides key content at a more granular level. (See page 32 for a list of all Summary Objectives and key content.)

5 The last section of each Summary Objective is called “**How can I teach this?**” This section provides information about critical resources that can help educators plan lessons for each objective. Many of these resources, and scores of other primary and secondary sources, are available for download in the Teaching Hard History Text Library.

Available through the Teaching Tolerance website, tolerance.org, the Teaching Hard History Text Library provides educators with free access to a large collection of primary and secondary sources they can use as they implement the framework in their curriculum and

^{*} “American” is used instead of “United States” because we will address colonial North American experience in those lands that will become the United States.

1

Pre-Colonial and Colonial Era | to 1763

2

3

SUMMARY OBJECTIVE 1

Students will recognize that slavery existed around the world prior to the European settlement of North America.

4

MAPS TO KEY CONCEPT 1

What else should my students know?

1A Before the 15th century, most enslaved people were not Africans. Even the plantation system itself did not begin with African labor. Until the 1450s, European sugar planters in the Mediterranean imported enslaved laborers from parts of Eastern Europe and Central Asia.

1B Slavery was widespread in larger African kingdoms (the Kongo and Asante, for example). It was quite limited in smaller societies in regions like the Upper Guinea Coast.

1C In many African societies, people became enslaved when they were captured during war. The status of enslaved people changed as they learned the customs and integrated into their captors' community. Slavery was not always intergenerational; the children of enslaved parents were not necessarily enslaved.

1D Slavery was a part of some Native American societies before European settlement. In some Native American societies, slavery could be socially alienating. But others had a built-in flexibility about slavery, so enslaved people could integrate into their societies and even become people of power and influence.

1E European colonists in North America bought, sold and enslaved Native Americans. Some white colonists engaged in wars for the explicit purpose of acquiring Native Americans

to enslave; some colonists financed or otherwise encouraged Native American allies to engage in wars with other Native Americans for the purpose of acquiring Native Americans to enslave. In South Carolina, English enslavement of Native Americans was so pervasive and lucrative that it financed the rise of American rice plantations.

How can I teach this?

The BBC program *Story of Africa* and its accompanying website allow users to search for information about slavery and the slave trade in Africa. t.site/story-africa

"Indian Slavery in the Americas" by Alan Galloway is a short essay on the Gilder Lehrman Institute of American History website, available to K-12 teachers with a free account. It is accessible as a reading assignment for upper-level students or can be used as teacher preparation. t.site/indian-slavery

SUMMARY OBJECTIVE 2

Students will be able to describe the slave trade from Africa to the Americas.

MAPS TO KEY CONCEPTS 1, 2, 4, 6, 8 & 10

What else should my students know?

2A In the 1400s, Portugal was the earliest participant in the transatlantic slave trade. It was followed by other European nations.

2B Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America.

2C European slave traders participated in



KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.

2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.

3. Protections for slavery were embedded in the founding documents, and slaveholders dominated the federal government, Supreme Court and Senate from 1787 through 1860.

4. "Slavery was an institution of power," designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit obscured by racism.

5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.

6. The experience of slavery varied depending on time, location, class, labor performed, size of community and gender.

7. Slavery was the central cause of the Civil War.

8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and cause of slavery.

9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.

10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans endured, including the insight and desire.

and fundamentally changed the existing slave trade in Africa. The demand for enslaved people in the European colonies of the Western Hemisphere greatly expanded the African slave trade beyond its traditional wartime context.

2D Europeans believed that dark skin color (which they hyperbolically described as "black"), lack of Christianity and different styles of dress were evidence that Africans were less civilized.

2E The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas. Enslaved people endured traumatic conditions on slavers' ships, including cramped quarters, meager rations and physical and sexual assault.

How can I teach this?

The Trans-Atlantic Slave Trade Database maps the destinations of ships of the Middle Passage and allows users to search slave trade voyages

based on data including (but not limited to) origin, destination or date. t.site/slave-voyages

"Stowage on the Slave Ship *Brookes*, 1788" represents 18th-century guidelines for transporting enslaved people during the Middle Passage. Abolitionists used this image to convey the horrifying conditions enslaved people suffered while being forcibly transported from Africa to the Americas.

Portuguese chronicler Gomes Eannes de Azurara compiled accounts of the slave trade circa 1450. His description of the division of captives demonstrates the prejudices of the Europeans and the horrors of the slave trade.

Excerpts from slaver John Newton's journal describe the terrors of the Middle Passage, including disease, suicide attempts and sexual assault. He also discusses the ways enslaved people resisted their captors, including plans for violent rebellion.

their classrooms. The library is searchable by topic, author or grade level, and each text includes an introduction and reading questions for students.

Any national effort to improve our teaching about the American enslavement of Africans must make clear connections between slavery and the major events of American history. It must provide nuanced primary and secondary sources that educators and students can rely on to further meaningful inquiry and dialogue. It must also acknowledge the causal connection between American slavery and white supremacy, an ideology that disrupts intergroup relationships and undermines justice in our country even today. It is our hope that the Key Concepts, Summary Objectives and

additional teaching resources presented in *A Framework for Teaching American Slavery* accomplish these goals and—in doing so—significantly raise the quality of our K-12 history instruction and of our national dialogue about race, racism and racial reconciliation.

Each chronological era includes a description of how to teach the relevant Summary Objectives. The purple text indicates links to external supporting resources or to texts found in the Teaching Hard History Text Library.

Key Concepts and Summary Objectives

The Key Concepts are important ideas that students must truly understand if they are to grasp the historical significance of slavery. They also serve as tools educators can use to structure their teaching.

Summary Objectives are broad student learning outcomes related to each chronological era in the framework. Each of the 21 Summary Objectives maps to at least one Key Concept.

KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.
2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.
3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
4. "Slavery was an institution of power," designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*
5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.
6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.
7. Slavery was the central cause of the Civil War.
8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.
9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.
10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

* Ira Berlin, "Foreword: The Short Course for Bringing Slavery into the Classroom in Ten Not-So-Easy Pieces" in *Understanding and Teaching American Slavery*, ed. Bethany Jay and Cynthia Lyerly (Madison: University of Wisconsin Press, 2016), xviii.

SUMMARY OBJECTIVES

KEY CONCEPT

PRE-COLONIAL AND COLONIAL ERA | TO 1763

1 2 3 4 5 6 7 8 9 10

- 1. Students will recognize that slavery existed around the world prior to the European settlement of North America. 1 2 3 4 5 6 7 8 9 10
- 2. Students will be able to describe the slave trade from Africa to the Americas. 1 2 3 4 5 6 7 8 9 10
- 3. Students will be able to discuss the labor and culture of enslaved people during the colonial era. 1 2 3 4 5 6 7 8 9 10
- 4. Students will be able to demonstrate the impact of slavery on the economies of French, British and Spanish North America. 1 2 3 4 5 6 7 8 9 10

THE REVOLUTIONARY PERIOD AND THE CONSTITUTION | 1763-1787

1 2 3 4 5 6 7 8 9 10

- 5. Students will identify ways that slavery was a key component of the escalating conflicts between England and the North American colonies in the period from 1763 to 1776. 1 2 3 4 5 6 7 8 9 10
- 6. Students will describe the ways African Americans participated in the Revolutionary War in support of both sides. 1 2 3 4 5 6 7 8 9 10
- 7. Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power. 1 2 3 4 5 6 7 8 9 10

SLAVERY IN THE EARLY REPUBLIC | 1787-1808

1 2 3 4 5 6 7 8 9 10

- 8. Students will examine the way the Revolutionary War affected the institution of slavery in the new nation. Students will examine the ways that slavery shaped domestic and foreign policy in the early Republic. 1 2 3 4 5 6 7 8 9 10
- 9. Students will examine the rapid expansion of cotton slavery across the southern United States. 1 2 3 4 5 6 7 8 9 10

THE EXPANSION OF SLAVERY | 1808-1848

1 2 3 4 5 6 7 8 9 10

- 10. Students will understand the contours of the domestic slave trade as part of the nation's economic and geographic expansion. 1 2 3 4 5 6 7 8 9 10
- 11. Students will be able to describe the principal ways the labor of enslaved people was organized and controlled in the antebellum United States. 1 2 3 4 5 6 7 8 9 10
- 12. Students will understand the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat. 1 2 3 4 5 6 7 8 9 10
- 13. Students will understand that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing the wishes and interests of their enslavers. 1 2 3 4 5 6 7 8 9 10
- 14. Students will be able to discuss the culture of enslaved Americans and its impact on American culture in general. 1 2 3 4 5 6 7 8 9 10

THE SECTIONAL CRISIS AND CIVIL WAR | 1848-1877

1 2 3 4 5 6 7 8 9 10

- 15. Students will examine the expansion of slavery as a key factor in the domestic and foreign policy decisions of the United States in the 19th century. 1 2 3 4 5 6 7 8 9 10
- 16. Students will discuss the 1860 election of Abraham Lincoln and the subsequent decision that several slave states made to secede from the Union to ensure the preservation and expansion of slavery. 1 2 3 4 5 6 7 8 9 10
- 17. Students will examine the evolving Union policies concerning slavery and African-American military service and understand how free black and enslaved communities affected the Civil War. 1 2 3 4 5 6 7 8 9 10
- 18. Students will examine the ways that people who were enslaved claimed their freedom after the Civil War. 1 2 3 4 5 6 7 8 9 10
- 19. Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people. 1 2 3 4 5 6 7 8 9 10
- 20. Students will examine the ways that white Southerners attempted to define freedom for freedpeople. 1 2 3 4 5 6 7 8 9 10
- 21. Students will examine the impact of the Compromise of 1877 and the removal of federal troops from the former Confederacy. 1 2 3 4 5 6 7 8 9 10

Pre-Colonial and Colonial Era | to 1763

SUMMARY OBJECTIVE 1

Students will recognize that slavery existed around the world prior to the European settlement of North America.

MAPS TO KEY CONCEPT 1

What else should my students know?

1.A Before the 15th century, most enslaved people were not Africans. Even the plantation system itself did not begin with African labor: Until the 1450s, European sugar planters in the Mediterranean imported enslaved laborers from parts of Eastern Europe and Central Asia.

1.B Slavery was widespread in larger African kingdoms (the Kongo and Asante, for example). It was quite limited in smaller societies in regions like the Upper Guinea Coast.

1.C In many African societies, people were enslaved when they were captured during war. The status of enslaved people changed as they learned the customs and integrated into their captors' community. Slavery was not always intergenerational; the children of enslaved parents were not necessarily enslaved.

1.D Slavery was a part of some Native American societies before European settlement. In some Native American societies, slavery could be socially alienating. But others had a built-in flexibility about slavery, so enslaved people could integrate into their societies and even become people of power and influence.

1.E European colonists in North America bought, sold and enslaved Native Americans. Some white colonists engaged in wars for the explicit purpose of acquiring Native Americans

to enslave; some colonists financed or otherwise encouraged Native American allies to engage in wars with other Native Americans for the purpose of acquiring Native Americans to enslave. In South Carolina, English enslavement of Native Americans was so pervasive and lucrative that it financed the rise of American rice plantations.

How can I teach this?

The BBC program *Story of Africa* and its accompanying website allow users to search for information about slavery and the slave trade in Africa. t-t.site/story-africa

“Indian Slavery in the Americas” by Alan Gally is a short essay on the Gilder Lehrman Institute of American History website, available to K-12 teachers with a free account. It is accessible as a reading assignment for upper-level students or can be used as teacher preparation.

t-t.site/indian-slavery

SUMMARY OBJECTIVE 2

Students will be able to describe the slave trade from Africa to the Americas.

MAPS TO KEY CONCEPTS 1, 2, 4, 6, 8 & 10

What else should my students know?

2.A In the 1400s, Portugal was the earliest participant in the transatlantic slave trade. It was followed by other European nations.

2.B Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America.

2.C European slavers participated in and



fundamentally changed the existing slave trade in Africa. The demand for enslaved people in the European colonies of the Western Hemisphere greatly expanded the African slave trade beyond its traditional wartime context.

2.D Europeans believed that dark skin color (which they hyperbolically described as “black”), lack of Christianity and different styles of dress were evidence that Africans were less civilized.

2.E The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas. Enslaved people endured traumatic conditions on slavers’ ships, including cramped quarters, meager rations and physical and sexual assault.

How can I teach this?

The Trans-Atlantic Slave Trade Database maps the destinations of ships of the Middle Passage and allows users to search slave trade voyages

based on data including (but not limited to) origin, destination or date. t-t.site/slave-voyages

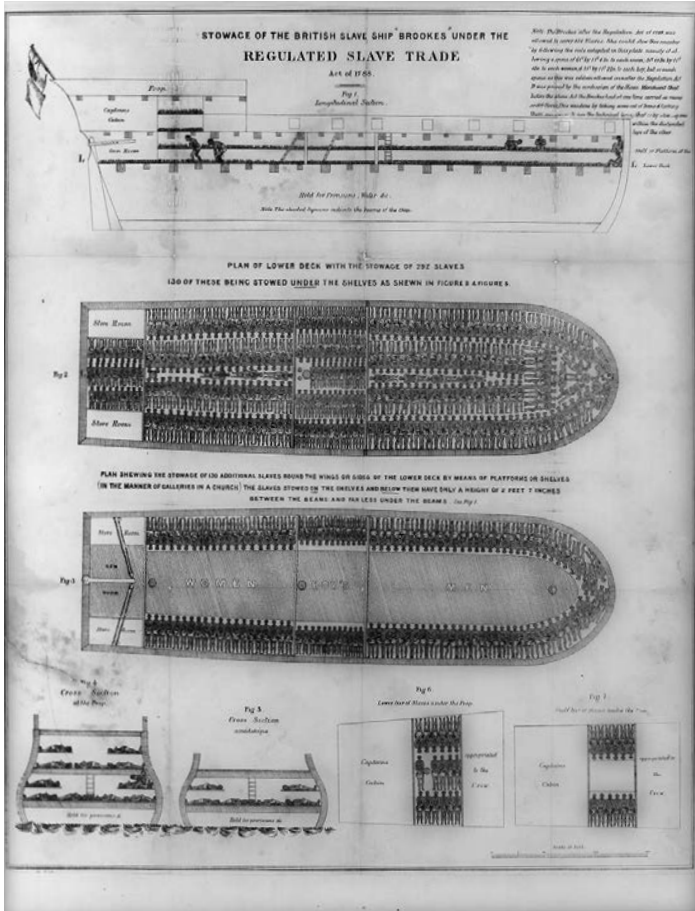
“**Stowage on the Slave Ship Brookes, 1788**” represents 18th-century guidelines for transporting enslaved people during the Middle Passage. Abolitionists used this image to convey the horrifying conditions enslaved people suffered while being forcibly transported from Africa to the Americas.

Portuguese chronicler **Gomes Eannes de Azurara** compiled accounts of the slave trade circa 1450. His description of the division of captives demonstrates the prejudices of the Europeans and the horrors of the slave trade.

Excerpts from slaver **John Newton’s journal** describe the terrors of the Middle Passage, including disease, suicide attempts and sexual assault. He also discusses the ways enslaved people resisted their captors, including plans for violent rebellion.

KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.
2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.
3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
4. “Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*
5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.
6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.
7. Slavery was the central cause of the Civil War.
8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.
9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.
10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.



“Stowage on the Slave Ship Brookes, 1788” represents 18th-century guidelines for transporting enslaved people during the Middle Passage. Abolitionists used this image to convey the horrifying conditions enslaved people suffered while being forcibly transported from Africa to the Americas.

SUMMARY OBJECTIVE 3

Students will be able to discuss the labor and culture of enslaved people during the colonial era.

MAPS TO KEY CONCEPTS 2, 4, 5, 6, 8, 9 & 10

What else should my students know?

3.A There is a significant difference between chattel slavery and indentured servitude. Chattel slavery is associated with people of African descent. It is defined as a system of slavery in which individuals become the personal property of another and can be bought, sold or traded as such. In chattel slavery, enslaved status is passed down to children. Indentured servants were Europeans who sold their labor (or had their labor sold by others) for a certain number of years to pay a debt, usually the cost of passage to the Americas. Indentured servitude was not a lifelong status and was not inherited by children.

3.B In British North America, chattel slavery was initially poorly defined, and some enslaved Africans became free. In the 17th century, British colonists relied on enslaved Africans and Native Americans as well as indentured servants for labor.

3.C Enslaved workers performed heavy labor on tobacco plantations in the Chesapeake and rice plantations in the southern colonies. Though there were some larger plantations in the North, the majority of enslaved laborers there worked on small farms, as household labor and in other industries in urban areas.

3.D Enslaved people across the colonies maintained aspects of their African cultures and resisted their enslavement at every turn.

How can I teach this?

The **1641 Massachusetts Body of Liberties** was the first British North American colonial statute to guarantee the legality of enslaving Africans and Native Americans.

For more on the colonial enslavement of Native Americans, see Margaret Ellen Newell’s essay “The Changing Nature of Indian Slavery in New England, 1670-1720,” available through the website of the Colonial Society of Massachusetts. t-t.site/changing-indian-slavery

“Slave for sale” and “Runaway slave” advertisements from colonial British America are widely available and illustrate both the types of work that enslaved people often performed and their continued, sometimes violent, resistance to enslavement.

Colonial laws in Virginia between 1640 and 1705 show increasingly specific definitions of who could be enslaved and increasingly restrictive measures to control enslaved people. The shifts in these laws demonstrate some key changes in the system of slavery during the 17th century.

In 1739, a group of enslaved people in South Carolina participated in the Stono Rebellion,

the largest rebellion against slavery in the British mainland colonies. The National Humanities Center has compiled a useful overview of the rebellion. The site also includes two accounts of the rebellion—one provided at the time by a white official and another recorded in 1937 by a descendant of the rebellion’s enslaved leader. t-t.site/stono-rebellion

Bacon’s Rebellion (fought in Virginia in 1676) provides a key event to discuss the transition from a mixed labor force to a total reliance on enslaved black people. During Bacon’s Rebellion, enslaved and free black people united with poor white people to oppose Native Americans and, later, the colony’s elite. This event led to more clearly defined slave codes and a greater reliance on black slavery over indentured servitude.

The African Burial Ground in New York City, a colonial cemetery, was recently unearthed by a construction project. The bodies interred there showed evidence of African burial traditions such as the burying of ritual objects with the deceased.

SUMMARY OBJECTIVE 4
Students will be able to demonstrate the impact of slavery on the economies of French, British and Spanish North America.

MAPS TO KEY CONCEPTS 2, 4, 6, 8, 9 & 10

What else should my students know?

4.A Enslaved labor produced the major agricultural exports of the colonial era including tobacco, rice and indigo.

4.B England’s West Indian sugar colonies produced more than three times as much revenue as the southern colonies and more than five times as much revenue as the economies of the northern colonies.

4.C Participation in slavery and the slave trade was not limited to southern colonies; the English in the Middle Colonies and New

England were also involved. Northern merchants shipped foodstuffs, lumber and other necessities in exchange for rice, sugar and molasses produced by enslaved people.

4.D In Catholic colonies like Spanish Florida and French Louisiana, the Catholic Church and the law sometimes offered pathways to freedom or limited protection to the enslaved.

How can I teach this?

The Watson Institute for International and Public Affairs at Brown University has developed a curriculum and resources on its site *A Forgotten History: The Slave Trade and Slavery in New England*. t-t.site/forgotten-history

The Trans-Atlantic Slave Trade Database maps the destinations of the ships of the Middle Passage and allows users to search voyages based on data including (but not limited to) origin, destination or date. t-t.site/slave-voyages

The Triangular Trade is one way to discuss northern colonies’ complicity in slavery and the slave trade. Fish and foodstuffs from northern colonies were traded to the West Indies to feed the enslaved population. In return, northern merchants brought home sugar and molasses produced by the enslaved population. That sugar and molasses were distilled into rum in northern distilleries. Northern enslavers and traders sent some of that rum to West Africa, where it was exchanged for enslaved Africans. Those enslaved Africans were sold to the West Indies and mainland British North America. The Crispus Attucks Museum has a useful graphic depicting the Triangular Trade. t-t.site/triangular-trade

When studying the culture of slavery in Catholic colonies, the **Code Noir** (the set of French laws regulating slavery in Louisiana before the Louisiana Purchase) is a useful resource.

KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.
2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.
3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
4. “Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*
5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.
6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.
7. Slavery was the central cause of the Civil War.
8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.
9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.
10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

The Revolutionary Period and the Constitution | 1763–1787

SUMMARY OBJECTIVE 5

Students will identify ways that slavery was a key component of the escalating conflicts between England and the North American colonies in the period from 1763 to 1776.

MAPS TO KEY CONCEPTS 2, 3, 5, 6, 9 & 10

What else should my students know?

5.A The Revenue Act (Sugar Act) of 1763 was an attempt to raise money from the North American colonies by regulating trade with the West Indies. It bolstered the economies of the British West Indies at the expense of merchants on the North American continent.

5.B *The Declaration of Independence* addressed slavery in several ways, including Jefferson’s indictment of the crown’s initiation of the slave trade (deleted from the final draft) and the charge that the king had “excited domestic insurrection among us.”

5.C Colonists used the metaphor of slavery to protest British laws and policies.

5.D Free and enslaved people of color used the language of the Revolution to argue for their own rights.

How can I teach this?

For colonists using the metaphor of slavery, see the 1764 tract by James Otis, “The Rights of the British Colonies Asserted and Proved.”

t-t.site/colony-rights

Several documents demonstrate the ways that enslaved colonists argued for their rights, including: “[Slaves’ Petition for Freedom to the Massachusetts Legislature, 1777](#)”; “[Peter Bestes and Other Slaves Petition for Freedom, 1773](#)”; “[Petition to End Slavery in Connecticut, 1788](#)”; “[1779 Freedom Petition to the New Hampshire State Legislature](#)” and [Phillis Wheatley’s 1774 letter to Samson Occum](#).

SUMMARY OBJECTIVE 6

Students will describe the ways African Americans participated in the Revolutionary War in support of both sides.

MAPS TO KEY CONCEPTS 2, 3, 5, 9 & 10

What else should my students know?

6.A Black soldiers participated in the early Revolutionary battles of Lexington, Concord and Bunker Hill.

6.B Washington decided to raise a black regiment in 1777-1778 to replenish the dwindling Continental Army. Five thousand black men fought in the Continental Army, and many more served at sea.

6.C The British actively recruited free and enslaved black men. Though the British promised freedom in return for service, black Loyalists faced an uncertain future as the British retreated at the end of the war. Many were re-enslaved when captured by the Patriots, and 3,000-4,000



black Loyalists were evacuated to uncertain fates in Nova Scotia, Jamaica and Britain.

How can I teach this?

Prince Hall, a free man who had been enslaved in Boston, is believed to have fought at Bunker Hill. An active Freemason, he also authored the 1777 “[Slaves’ Petition for Freedom to the Massachusetts Legislature.](#)”

Though painted after the fact, John Trumbull’s *The Death of General Warren at the Battle of Bunker’s Hill, June 17, 1775* (ca. 1815) and Emanuel Leutze’s *Washington Crossing the Delaware* (ca. 1851) both include images of African-American soldiers.

“A Proclamation of the Earl of Dunmore” (the Royal Governor of Virginia) offered freedom to any men enslaved by Patriots who agreed to

risk their lives by fighting for the Loyalists. [t-t.site/dunmore-proclamation](#)

The Black Brigade of Loyalists, the Ethiopian Regiment and the Black Pioneers were famous groups of Loyalist soldiers. Boston King and Colonel Tye were two famous black Loyalists.

The Book of Negroes documents the service of 3,000 black Loyalist soldiers evacuated by the British to Nova Scotia.

Among the primary documents available through the website of the PBS series *Africans in America* is a British pass issued to a black Loyalist in 1783 ensuring transport to Nova Scotia. [t-t.site/british-pass](#)

The website of Colonial Williamsburg details the story of Harry Washington, a laborer

KEY CONCEPTS

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9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.
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During the Boston Massacre, British soldiers killed five protesters. Crispus Attucks, a black sailor who had formerly been enslaved, was the first man killed.



enslaved by George Washington who fought for the British and was evacuated from New York City over Washington’s protests.

t-t.site/harry-washington

The essay “African Americans in the Revolutionary War” by Michael Lee Lanning (available to K-12 teachers with a free account through the website of the Gilder Lehrman Institute of American History) offers an overview of African-American service on both sides of the war. t-t.site/revolutionary-war

SUMMARY OBJECTIVE 7

Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.

MAPS TO KEY CONCEPTS 2, 3, 4, 7 & 10

What else should my students know?

7.A Articles 1, 4 and 5 of the Constitution offer direct protection of slavery.

- Article 1, Section 2, Paragraph 3 – The three-fifths clause counted three-fifths of the enslaved population to determine a state’s representation in Congress. The clause also stated that three-fifths of the enslaved population would be counted if a direct tax were levied on the states according to population, though most delegates assumed this would never happen.
- Article 1, Section 9, Paragraph 4 – This section repeated the tax section of the three-fifths clause. It reiterated that if a head tax were ever levied, enslaved persons would be taxed at three-fifths the rate of white people.
- Article 1, Section 9, Paragraph 9 – The slave trade clause prohibited Congress from banning the international slave trade before 1808. It did not require Congress to ban the trade at that

time. This clause exempted the slave trade from the Congressional power to regulate interstate commerce.

- Article 4, Section 2, Paragraph 3 – The fugitive slave clause required that people who escaped enslavement be returned to their enslavers even if they had fled to another state.

- Article 5 – This article prohibited any amendment of the slave trade or head tax clauses before 1808.

7.B Articles 1, 2, 4 and 5 also offer indirect protection of slavery.

- Article 1, Section 8, Paragraph 15 – This section empowered the use of the militia to suppress rebellions, including rebellions by enslaved people.

- Article 1, Section 9, Paragraph 5 – This section prohibited taxes on exports. This prevented Congress from indirectly taxing slavery by taxing products produced by enslaved laborers.

- Article 2, Section 1, Paragraph 2 – This section included the three-fifths clause as part of the Electoral College, giving white people in slave states a disproportionate influence in the election of the president.

- Article 4, Section 3, Paragraph 1 – This section established a process to admit new states—both slave and free—to the Union.

- Article 4, Section 4 – This section guaranteed that the U.S. government would protect states from “domestic Violence,” including rebellions by enslaved people.

- Article 5 – This section required three-fourths of the states to ratify any amendment to the Constitution. This gave slave states a veto over any constitutional changes so long as they were not greatly outnumbered by free states.

7.C The Constitution created a federal government without the power to interfere in the domestic institutions of the states. This ensured that the federal government could not emancipate enslaved people in particular states.

How can I teach this?

Enslavers populated the Supreme Court and the presidency between 1787 and 1860. Students could research presidents and justices to determine the role that slavery played in the lives of some of the most powerful Americans.

The speech “What to the Slave is the Fourth of July?” by Frederick Douglass draws specific and repeated attention to the hypocrisy of a “land of liberty” that preserves and defends slavery.

t-t.site/slave-july-fourth

The U.S. Constitution includes many connections to slavery, enslaved people and enslavers. Students could study the text of the document itself to search for these connections.

The Electoral College has affected elections since its founding. Students could research election results to explore this impact.

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Slavery in the Early Republic | 1787-1808

SUMMARY OBJECTIVE 8

Students will examine the way the Revolutionary War affected the institution of slavery in the new nation. Students will examine the ways that slavery shaped domestic and foreign policy in the early Republic.

MAPS TO KEY CONCEPTS 2, 3, 4, 5, 6, 7, 8, 9 & 10

What else should my students know?

8.A In most northern states, a combination of gradual emancipation laws, court decisions and other laws prohibiting slavery began the process of eliminating slavery after the Revolution. Plans for emancipation were accompanied by racial prejudice in northern states; across the country freedpeople were faced with limited opportunities.

8.B In the Chesapeake, the egalitarian rhetoric of the Revolution had a mixed impact. For white Virginians, the law had a fairly limited impact on slavery despite the decline of the tobacco industry. Portions of the free black and enslaved populations used the ideas of the American and Haitian Revolutions as inspiration for Gabriel's Rebellion, a planned uprising by enslaved people that was to take place in Richmond in 1800.

8.C The Haitian Revolution (1791-1804) inspired enslaved Americans and frightened their enslavers. The United States, where enslavers were disproportionately represented in all branches of government, refused to recognize Haiti's independence from France until 1862.

How can I teach this?

Northern racism after emancipation is visible in examples of the racist laws that emerged to limit the freedoms of African Americans. The resource bank of the PBS series *Africans in America* provides an overview in the essay "Race-based Legislation in the North." t-t.site/race-legislation

The Prudence Crandall School for Negro Girls in Connecticut offers more evidence of the racism that persisted in the North even after emancipation. The school became the target of mob violence when Crandall began educating young black women in the 1830s.

The legislation that emancipated enslaved people in northern states may also be examined. In Pennsylvania (1780), Connecticut (1784), Rhode Island (1784) and New York (1799), these laws required children born to enslaved mothers to serve their mothers' enslavers until they reached the age of majority (between the ages of 18 and 25).

Two Virginia laws, from 1782 and 1806, provide evidence of a varied response to emancipation. Initially, Virginians seemed enthusiastic about allowing individuals to manumit enslaved people. The **1782 "Act to Authorize the Manumission of Slaves"** allowed enslavers to grant freedom to those they enslaved without legislative approval. However, after the plan for Gabriel's Rebellion was discovered, white Virginians became wary of a large free black population. In 1806, the state legislature amended its emancipation policy to require that, once they were emancipated, freedpeople would have to be deported from Virginia.



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Accounts of Gabriel’s Rebellion, planned for Richmond, Virginia, in 1800, show the ways free and enslaved black people used Revolutionary rhetoric to plan acts of resistance to slavery. Multiple accounts note that Gabriel Prosser, the leader of Gabriel’s Rebellion, planned to create a flag with the motto “Death Or Liberty”—a reference to Patrick Henry’s famous 1775 speech. One 1804 document points out that a conspirator in Gabriel’s Rebellion reportedly likened himself to George Washington. [t-t.site/rebel-statement](https://www.tolerance.org/hardhistory/rebel-statement)

SUMMARY OBJECTIVE 9

Students will examine the rapid expansion of cotton slavery across the southern United States.

MAPS TO KEY CONCEPTS 2, 4, 6 & 10

What else should my students know?

9.A Eli Whitney’s 1793 invention of the cotton gin had a dramatic effect on the profitability of short-staple cotton. The cotton gin allowed two enslaved laborers to remove the seeds from

50 pounds of cotton in a single day. Before its invention, a single enslaved laborer could clean an average of only one pound of cotton each day.

How can I teach this?

The University of Oregon’s website Mapping History provides a useful model comparing the growth of cotton production and the expansion of slavery between 1790 and 1860.

[t-t.site/cotton-slavery-growth](https://www.tolerance.org/hardhistory/cotton-slavery-growth)

The online resources for the PBS series *Africans in America* include a letter from Henry Tayloe to his brother. He proposes selling the people his brother enslaved in Virginia for a profit in Alabama. Although it was not written until 1835, the letter allows for a discussion of the decline of the Virginia tobacco economy and the profitability of trading enslaved persons from the Upper South to the Deep South. This practice of transporting enslaved people from the Upper South to the cotton-producing states of the Deep South was ongoing from the early Republic until the Civil War.

[t-t.site/henry-tayloe-letter](https://www.tolerance.org/hardhistory/henry-tayloe-letter)

The Expansion of Slavery | 1808–1848

SUMMARY OBJECTIVE 10

Students will understand the contours of the domestic slave trade as part of the nation’s economic and geographic expansion.

MAPS TO KEY CONCEPTS 2, 3, 4, 6, 8 & 10

What else should my students know?

10.A In 1808, Congress ended legal participation in the international slave trade, but the domestic slave trade expanded to fill the need for enslaved workers. A total of 1.2 million men and women from parts of the Upper South were forcibly moved to the Deep South and the Black Belt during the first half of the 19th century. So many enslaved people were forced to make this journey that it came to be known as “The Second Middle Passage.”

10.B Enslaved families, many of which had generationally deep ties in the Upper South, were torn asunder and traumatized by this massive forced migration.

10.C As part of the domestic slave trade, market values were assigned to enslaved people. Men in their mid-20s were the most expensive because of their physical strength; young enslaved women were most valuable before puberty because of the assumption that they would have children who would be the property of their enslaver.

10.D The domestic slave trade reinforced racial stereotypes by linking skin tone to labor. Though exceptions existed, enslaved people with darker skin were often assigned to heavy fieldwork, while enslaved people with lighter skin were used for skilled labor or domestic work.

10.E Complex economic structures emerged to support the domestic slave trade, including insurance companies that insured enslaved people as property, traders and auction houses that served as middle-men and clearinghouses, and banks that provided credit for the purchase of enslaved laborers or allowed the capital represented in the bodies of enslaved people to be used as collateral for loans.

How can I teach this?

The papers of Z.B. Oakes, an enslaver in Charleston, South Carolina, are available through the Boston Public Library. (Correspondence can be accessed through the Digital Commonwealth online collections by searching “Oakes,” along with the date and sender of the letter.) The frank language of the documents underscores the commodification of enslaved people, the inhumanity of the slave trade and the trauma that those affected by the domestic slave trade experienced.

- In a February 26, 1855, **letter from F. Sumter**, the enslaver writes to ask Oakes for information about an enslaved woman named Clarissa, including whether she has miscarried, has children or is “breeding.”
- In a **letter from Jesse King** dated February 1, 1855, King inquires about the cost of several enslaved people.
- A **letter by E.A. Edwards**, dated April 14, 1857, accompanies a trunk sent to Tom, an enslaved man who was recently sold. It includes a note presumably dictated by Fatima, Tom’s wife, discussing her distress at his sale.



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Portions of the book *Twelve Years a Slave*, by Solomon Northup, describe the domestic slave trade. Students might read Northup’s account of a slave auction and the separation of Eliza from her two children. t-t.site/slave-auction

SUMMARY OBJECTIVE 11

Students will be able to describe the principal ways the labor of enslaved people was organized and controlled in the antebellum United States.

MAPS TO KEY CONCEPTS 2, 4, 5, 6 & 10

What else should my students know?

11.A The task system was used widely on rice plantations. It ranked enslaved people by their ability to perform labor and required them to do an amount of work that corresponded to their ranking. Once the task was finished, an enslaved laborer was done for the day. Enslavers who used the task system often provided fewer rations, expecting those they

enslaved to grow their own food or earn money in their “free time.”

11.B Gang labor was used on cotton plantations. Enslaved people would be in the field by sunrise and would work with only short breaks until sunset.

11.C Most enslaved people worked under the supervision of an overseer or a driver. Overseers were often impoverished white Southerners. Drivers were usually enslaved men who were entrusted (at least temporarily) with supervisory powers.

11.D A number of enslaved women and, sometimes, men were assigned domestic duties. Labor within a household necessitated close and continued proximity to enslavers.

11.E On large slaveholdings, a number of enslaved men and women often had special

skills and worked, for example, as blacksmiths, cooks or carpenters.

How can I teach this?

Solomon Northup's *Twelve Years a Slave* includes descriptions of his life on cotton and sugar plantations. In Chapter 16, Northup is made a driver. He describes the delicate balance he had to strike to keep both the white and enslaved populations as happy as possible.

In *Narrative of the Life of Frederick Douglass*, Douglass provides an account of his childhood in enslavement. In chapter 1, he offers a description of Mr. Plummer, the drunk, malicious overseer at the plantation where he was first enslaved.

In her *Incidents in the Life of a Slave Girl*, Harriet Jacobs describes her work in a white household, where she is subjected to the sexual advances of her enslaver and the ire of his wife.

In his January 19, 1854, letter to slaver Z.B. Oakes, A.J. McElveen describes an enslaved man named Isaac who works as a carriage driver, painter, violinist and cook, among other things.

SUMMARY OBJECTIVE 12

Students will understand the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat.

MAPS TO KEY CONCEPTS 3, 5, 7, 9 & 10

What else should my students know?

12.A Opposition to slavery in North America dates to slavery's beginnings there. Enslaved men and women were constantly seeking ways to use the religious and civil values espoused by enslavers to argue for their own freedom. They were joined by some white Quakers in the mid-18th century.

12.B During the Revolution, many enslaved people actively sought their freedom by escaping to the British or by adopting the language

of inalienable rights and challenging white American colonists to live up to their liberty-loving rhetoric. (See Summary Objective 6)

12.C African-American opposition to the American Colonization Society, promoted by those who wanted to remove African Americans and particularly free black people from the United States, signaled a new, centralized movement to promote abolition. In 1829, David Walker's *Appeal to the Colored Citizens of the World* rallied free African Americans to the abolitionist cause and urged enslaved African Americans to rise up in rebellion.

12.D William Lloyd Garrison and his black allies launched the radical abolitionist movement in 1831 using the ideas of all of these predecessors. Garrison began promoting immediate abolition as an alternative to gradual emancipation or colonization. He started publishing the anti-slavery newspaper *The Liberator* in 1831 and founded the American Anti-Slavery Society in 1833.

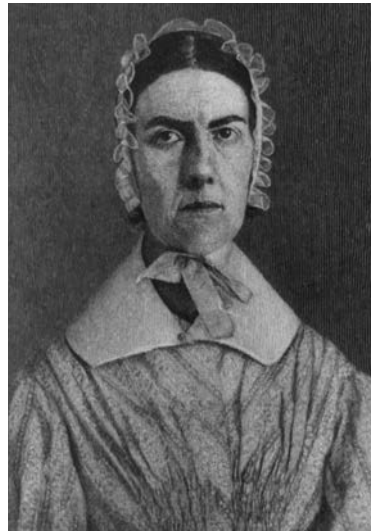
12.E White women and free black Northerners were among the largest groups represented in northern abolitionist societies. Even so, scholars estimate that abolitionists never accounted for more than one percent of the population.

12.F Fugitives also played a vital role in the abolitionist movement and were some of its most effective speakers.

12.G Southern lawmakers and cultural leaders reacted to the growth of northern abolition with an increased commitment to defending slavery as a positive good and with political actions to prevent the spread of the abolitionist message in the South.

How can I teach this?

Angelina and Sarah Grimké were sisters from South Carolina who became prominent advocates of abolition and women's rights. Their writings are readily available.



Sisters Sarah (left) and Angelina (right) Grimké rejected their South Carolina plantation roots and became staunch supporters of the abolitionist movement after converting to Quakerism. The outspoken sisters also advocated for the expansion of women's rights.

Sarah Parker Remond and her brother Charles Lenox Remond were members of a prominent free black family from Salem, Massachusetts. Both became popular anti-slavery lecturers.

Frederick Douglass and Harriet Tubman are among the most well known of the many formerly enslaved people who became abolitionists. *Narrative of the Life of Frederick Douglass* is among several fugitive slave narratives available through the website Documenting the American South. t-t.site/american-south

Copies of *The Liberator* are widely available online. t-t.site/the-liberator

Harriet Beecher Stowe's 1852 book, *Uncle Tom's Cabin*, was an effective way to educate Northerners on the horrors of slavery, even though it perpetuated many racist stereotypes.

To understand the southern reaction to abolition, see [the 1836 Gag Rule](#), which automatically "tabled" (postponed) action on

all abolitionist petitions relating to slavery without hearing them. Speeches on the subject by John Quincy Adams are also useful.

In 1835, the American Anti-Slavery Society began a direct mail campaign in the South. Local postmasters refused to deliver the mail and mobs in Charleston, South Carolina, burned the anti-slavery materials along with effigies of abolitionists. Following

this campaign, various slave states passed laws that made it illegal to deliver abolitionist materials. The blog of the Postal Museum includes a short article detailing this event: "America's First Direct Mail Campaign." t-t.site/first-direct-mail

David Walker's 1829 *Appeal to the Colored Citizens of the World* described the conditions of African-American people in slavery and called on them to rise up against their enslavers. Walker's *Appeal* was smuggled into the South using underground networks and subterfuge. Enslavers severely punished anyone caught reading or distributing it. For an overview of the *Appeal* (including excerpts) and its distribution, see the site of The David Walker Memorial Project. t-t.site/walker-appeal

Free and fugitive black Northerners participated in "Colored Conventions" to pursue educational, labor and legal goals. Before the war, the delegates to these conventions discussed, among other topics, colonization and immediate abolition. t-t.site/colored-conventions

After the growth of abolitionist societies, Southerners produced a number of forceful defenses of slavery grounded in specific ideas

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about religion and science. For examples, see John C. Calhoun’s “[Slavery as a Positive Good](#)” from 1837, James Henry Hammond’s “[Letter to an English Abolitionist, 1845](#)” or Hammond’s 1858 speech, “[Cotton Is King](#).”

Southerners also produced defenses of slavery grounded in the comparisons between enslaved men and women and the northern working class. See, for example, the poem “The Hireling and the Slave” by William Grayson.

[t-t.site/hireling-slave](#)

SUMMARY OBJECTIVE 13

Students will understand that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing the wishes and interests of their enslavers.

MAPS TO KEY CONCEPTS 3, 4, 5, 6, 9 & 10

What else should my students know?

13.A Violent rebellions by enslaved people were rare in continental North America. Unlike in the British Caribbean, where violent uprisings were more common, enslaved people in British North America and the United States were outnumbered by white people. Moreover, substantial militias in the United States were ready to put down armed rebellions.

13.B Despite the rarity of violent rebellion, evidence suggests that enslavers were often anxious that enslaved people would find ways to harm them. Enslaved women, for example, who were frequently the cooks in their enslavers’ households, were often feared to use poison.

13.C Nat Turner’s 1831 rebellion in Southampton, Virginia, was the deadliest rebellion by enslaved people in the United States.

13.D After Nat Turner’s Rebellion, enslaved and free black people were prohibited from holding or attending religious assemblies without white supervision. Many southern states also tightened laws against teaching enslaved people to

read and write and further restricted the movements and liberties of free African Americans.

13.E Learning how to read and write were acts of rebellion and resistance.

13.F Everyday acts of resistance—such as working slowly, breaking tools, feigning illness, feigning ignorance to avoid work and running away for short periods—were common.

13.G Religion—which stressed the self-esteem, dignity and humanity of enslaved people—proved a means of resistance. Prioritizing family—which meant viewing members as mothers, fathers, sons and daughters rather than as commodities or workers—was another “everyday” form of resistance.

13.H Enslaved people who successfully escaped were known as “fugitive slaves.” Escape was common enough that: 1. there was an elaborate system of patrols to catch people escaping from slavery; 2. enslavers depended on newspapers to advertise their “fugitive slaves”; 3. some white men made a living catching fugitives; and 4. because fugitives could cross state lines, the debate over fugitive slave laws began before the founding of the United States and continued until the Civil War ended.

How can I teach this?

William Henry Singleton’s *Recollections of My Slavery Days* provides many examples of everyday resistance. The National Endowment for the Humanities’ EDSITEment website includes a useful lesson: *Recollections of My Slavery Days With Emphasis on Resistance*.

[t-t.site/slavery-days](#)

Solomon Northup’s *Twelve Years a Slave* has many examples of resistance, from prayer to violence. [t-t.site/slave-auction](#)

In *Incidents in the Life of a Slave Girl*, Harriet Jacobs details her harrowing efforts to avoid being sexually harassed and assaulted by her enslaver, including explicitly resisting his

advances, escaping and spending years in hiding.

“Runaway slave” or “fugitive slave” advertisements are incredibly rich sources for showing everyday and extraordinary acts of resistance.

The “WPA Slave Narratives” (which should be introduced carefully and contextualized for students) offer many rich examples of everyday resistance. t-t.site/slave-narratives

The poetry of George Moses Horton is a window into one enslaved man’s struggle with the ways slavery chained his creativity and genius. Many of Horton’s poems, particularly “[George Moses Horton, Myself](#)” illustrate the ways Horton refused to see himself as his enslaver saw him.

SUMMARY OBJECTIVE 14

Students will be able to discuss the culture of enslaved Americans and its impact on American culture in general.

MAPS TO KEY CONCEPTS 5, 6, 9 & 10

What else should my students know?

14.A Religion functioned as a form of resistance for the enslaved (see Summary Objective 13).

14.B Enslaved people developed Afro-Christian traditions that blended African forms of spirituality with evangelical Christianity.

14.C Enslaved people used the Christian message of God’s love and the promise of a spiritual paradise to express their own desire for freedom in this world and the next. They also called on this idea to resist enslavers’ use of religion as a justification for slavery.

14.D Folk stories and trickster tales were common ways to teach survival skills to enslaved children.

14.E African foodways influenced diets in slavery and continue to have an impact on American cuisine.

14.F African language patterns have continued through slavery and into modern culture.

How can I teach this?

Numerous spirituals illustrate the relationship between Christian allusions and imagery and the desire for freedom from enslavement. The songs “[Hold the Wind](#)” and “[We’ll Soon Be Free](#)” are two useful examples.

The Library of Congress has multiple online collections that include the music of enslaved people, including recordings of freedpeople singing and playing music they learned while enslaved.

t-t.site/african-american-song

“[Run, Mary, Run](#)” was a popular spiritual that incorporated African traditions of drumming and syncopation with a message of freedom.

The “Br’er Rabbit” folktales provide examples of stories that originated among the enslaved population as a way to teach survival skills to enslaved children.

Historian Michael Twitty has written several accessible articles on slavery and the culinary history of the American South.

t-t.site/afroculinaria

Barbecue grew out of the culture of enslaved people as a way to use smoke and sauces with African spices to flavor the less desirable cuts of pork that enslavers gave as rations.

The Gullah/Geechee communities of South Carolina still have members who speak the traditional Gullah language.

The “WPA Slave Narratives” contain many testimonies about how enslavers and white preachers tried to reduce the Christian message to “Don’t lie, and don’t steal.” Some narratives also contain enslaved Christians’ clear repudiation of this version of Christianity.

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9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.

10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

The Sectional Crisis and Civil War | 1848–1877

SUMMARY OBJECTIVE 15

Students will examine the expansion of slavery as a key factor in the domestic and foreign policy decisions of the United States in the 19th century.

MAPS TO KEY CONCEPTS 2, 3, 4, 5, 7, 9 & 10

What else should my students know?

15.A Slavery was key in the debates over entering the Mexican War and admitting Missouri, Texas and California to the Union.

15.B The need to maintain a balance of slave states and free states in the Senate was central to southern lawmakers' domestic policy.

15.C Slavery was crucial to U.S. foreign policy.

15.D The Kansas-Nebraska Act and its potential effect on the expansion of slavery was a key event in the sectional crisis. After the Kansas-Nebraska Act was passed, both Northerners and Southerners rushed to populate Kansas. The violence of "Bleeding Kansas" resulted.

15.E In 1857, Chief Justice Taney wrote the majority decision for the Supreme Court in the *Dred Scott* case. Southern enslavers applauded the decision, which they saw as recognizing enslaved people as their property. Northerners were outraged. Taney's decision established several key precedents related to slavery. The three most important were:

1. There was nowhere in the United States enslaved people could go to be free. The court ruled that the status of enslaved people was determined by the laws in their home state;

traveling to a free state did not render an enslaved person free (this was the key issue at hand).

2. Black people were not citizens of the United States. Because Scott was black, Taney's argument said, he was not a citizen. Because he was not a citizen, he had no right to sue.

3. The Missouri Compromise of 1820 was unconstitutional. According to Taney, the Missouri Compromise restricted slavery in the territories, which Congress did not have the power to do.

How can I teach this?

In his editorial "War With Mexico," Frederick Douglass discusses the war as a mechanism to expand slavery.

Henry David Thoreau's *On the Duty of Civil Disobedience* discusses his protest against the Mexican War. t-t.site/thoreau-disobedience

The "Compromise of 1850" was a series of laws intended to appeal equally to free and slave states. The compromise strengthened the Fugitive Slave Act, exacerbating sectional tensions. New provisions included the appointment of "commissioners" to search for fugitives in the North; the requirement that individuals and organizations in free states assist the commissioners searching for people who escaped slavery; the acceptance of spurious evidence to convict accused fugitives; and a compensation structure which paid the commissioners \$10 if they returned an accused fugitive to slavery



but only \$5 if they found that the accused was legally free. Primary sources surrounding the 1854 trial of Anthony Burns, an enslaved man who escaped Virginia only to be arrested in Boston, offer examples of a range of responses to the Fugitive Slave Act. [t-t.site/burns-trial](https://www.tolerance.org/hardhistory/anthony-burns-trial)

To understand the violence that characterized “Bleeding Kansas,” students can look at the 1856 sacking of Lawrence, Kansas, by pro-slavery forces and at John Brown’s murder of several pro-slavery voters at Pottowatomie Creek a few days later.

To understand the impact of the slavery debate on American political institutions, students can examine the caning of Charles Sumner, a senator from Massachusetts. Preston Brooks, a congressman from South Carolina, repeatedly struck Sumner with a cane after the senator made a fiery speech denouncing slavery and the Kansas-Nebraska Act.

[t-t.site/barbarism-slavery](https://www.tolerance.org/hardhistory/barbarism-slavery)

SUMMARY OBJECTIVE 16

Students will discuss the 1860 election of Abraham Lincoln and the subsequent decision that several slave states made to secede from the Union to ensure the preservation and expansion of slavery.

MAPS TO KEY CONCEPTS 3, 4, 7 & 10

What else should my students know?

16.A Lincoln disliked slavery but believed that the Constitution protected the institution where it existed. He ran on the Republican platform of non-expansion of slavery into the territories.

16.B The first seven states to secede from the Union were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. In their declarations to the world explaining why they seceded, slavery and the political conflict over slavery were the central factors.

KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.
2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.
3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
4. “Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*
5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.
6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.
7. Slavery was the central cause of the Civil War.
8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.
9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.
10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

16.C The Confederate States of America was established in February 1861 (but never recognized by any other government or nation). Its constitution legalized and protected slavery everywhere in the new nation.

How can I teach this?

In Lincoln’s “**First Inaugural Address**,” he reiterated, “I have no purpose, directly or indirectly, to interfere with the institution of slavery where it exists” and asked “dissatisfied fellow countrymen” to rethink their decision to destroy the government.

In Lincoln’s December 22, 1860, **letter to Alexander H. Stephens**, the future Confederate vice president, he stated that slavery was safe where it existed and outlined the differences between enslavers and Republicans, namely, “You think slavery is right and ought to be extended; while we think it is wrong and ought to be restricted.”

States that left the Union created documents explaining why they did so. These documents cite Lincoln’s hostility to slavery as the key reason for secession. South Carolina’s “**Declaration of the Immediate Causes Which Induce and**

Justify the Secession of South Carolina from the Federal Union, December 1860” provides a useful example.

In his famous 1861 “**Cornerstone**” speech, Alexander Stephens argued that slavery was central to the project of the Confederate States of America.

SUMMARY OBJECTIVE 17

Students will examine the evolving Union policies concerning slavery and African-American military service and understand how free black and enslaved communities affected the Civil War.

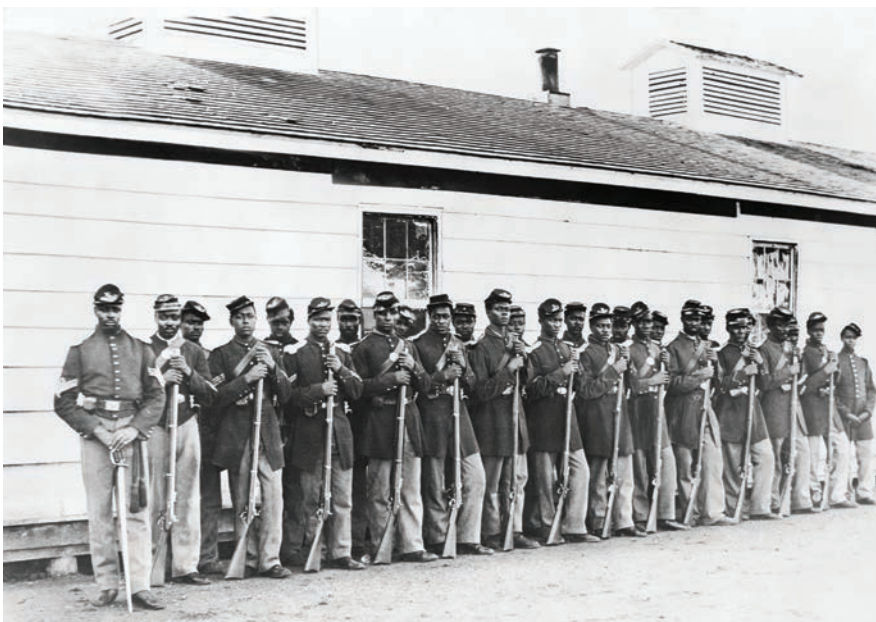
MAPS TO KEY CONCEPTS 2, 3, 5, 7, 9 & 10

What else should my students know?

17.A Union policy relating to slavery evolved over time. Initially, northern prejudice and the need to appease border states where slavery was legal within the Union made Lincoln reluctant to make ending slavery an objective of the war. As increasing numbers of enslaved people risked their lives to escape slavery and join the Union lines, the military accepted them as contraband property, a classification that negated any legal claims of ownership by enslavers and set important precedents for more general emancipation.

17.B While the experience of black soldiers was never free from prejudice, the Union’s position on black military service did evolve over time. Initially, Union military officials were reluctant to accept African-American men who wanted to serve. It was largely through the persistence of the African-American community that this policy changed. Eventually, the 180,000 black soldiers who served, including

Union soldiers in Company E of the Fourth Colored Infantry at Fort Lincoln, Washington, D.C., in 1865.



PHOTOGRAPH BY WILLIAM MORRIS SMITH/GETTY IMAGES

the 98,500 formerly enslaved men, provided a crucial service to the Union Army.

17.C In the South, enslaved men, women and children left plantations in large numbers. Their departures removed laborers from the fields, affecting the Confederacy's ability to supply its army and feed its civilians. It also had a dramatic impact on Confederate morale as the civilian population at home felt betrayed by the departure of those they had enslaved.

17.D Many enslaved people who remained on southern plantations and farms colluded with Union forces to hinder the Confederate military by providing valuable information on troop numbers and positions. Trying to control this espionage network required the Confederacy to divert military forces away from the front-line battles with the Union.

17.E The Emancipation Proclamation was the culmination of evolving Union policy. Lincoln's proclamation freed enslaved people in areas of seceded states not under Union control. The Emancipation Proclamation was the result of several factors: Lincoln's opposition to slavery, the changing sentiment in the North about the necessity of ending slavery as a way to end the war, the valor of the African-American soldiers who fought for freedom, and the self-emancipation of hundreds of thousands of enslaved Southerners who had already fled to Union lines.

How can I teach this?

The archives of the Freedmen and Southern Society Project website house a number of letters that can serve as primary documents for student interpretation.

On the need to maintain the loyalty of the border states where slavery was legal, see an 1861 letter from a Missouri Unionist to the commander of the Department of the West and the commander's reply. In the letter, Thomas T. Gantt asks whether the federal government will interfere with slavery. [t-t.site/gantt-letter](#)

A widely republished 1861 letter from black Ohioan William A. Jones to the Secretary of War discusses the formation and preparation of a black regiment that was waiting for the opportunity to fight. [t-t.site/jones-letter](#)

In 1862, John Boston, a fugitive from Maryland, writes to tell his wife that he has enlisted in a Brooklyn regiment. [t-t.site/boston-letter](#)

An 1863 letter "to the Commander of a Louisiana Black Brigade" describes the service of African-American soldiers during the Battle of Port Hudson and offers firsthand accounts of the bravery of these troops. [t-t.site/strunke-letter](#)

The First and Second Confiscation Acts offer opportunities to examine evolving Union policy. **The First Confiscation Act** (1861) allowed the Union Army to "confiscate" enslaved people as property, legally negating enslavers' claims to ownership. However, the law did not clarify if, once "confiscated," these formerly enslaved people were free. The **Second Confiscation Act** (1862) freed everyone enslaved by a member of the Confederate military or government.

The **Militia Act of July, 1862** allowed African-American men to serve in the army.

In his September 1861 editorial, "**Fighting Rebels With Only One Hand**," Frederick Douglass makes a persuasive argument for black service in the Union army.

For one example of the impact of black service, see accounts of Harriet Tubman's Combahee River expedition. Tubman, along with a regiment of African-American Union soldiers, led a raid to disrupt Confederate supply lines and free hundreds of enslaved people. In the end, Tubman's mission freed 700 enslaved people. She gave an account of the Combahee River raid to Sarah Bradford, who published it in *Scenes in the Life of Harriet Tubman*. [t-t.site/life-harriet-tubman](#)

KEY CONCEPTS

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One last resource is the widely available diary of Mary Chesnut. An elite white woman living in South Carolina, Chesnut provided accounts of enslaved people’s rebellions during the war. Students should be aware that Chesnut’s presentation of these events is intensely biased and includes racist ideas and language. Significant dates in the diary include:

- October 7, 1861. In this passage, Chesnut talks about the murder of Mrs. Witherspoon by the people she enslaved.
- July 13, 1862. Chesnut recounts a story of enslaved laborers in South Carolina attempting to inform a Union soldier of the location of a Confederate camp.
- January 9, 1864. Chesnut records the escape of two enslaved people from the household of C.S.A. President Jefferson Davis. She notes the surprise of Davis’ wife, Varina, at their leaving.

In 1878, African-American representatives in the South Carolina Legislature outnumbered white legislators.

Letters to and from President Lincoln may also prove useful.

- On the unequal pay of black soldiers, see the letter from 54th MA Corporal James Henry Gooding to the president. Gooding asks Lincoln to intervene to ensure that he and his fellow soldiers are fairly paid. Black soldiers were paid \$10 per month while white soldiers were paid \$13.
- Lincoln stresses how critical black service is to the Union in an 1864 [letter to Isaac M. Schermerhorn](#). He writes that “[a]ny different policy in regard to the colored man, deprives us of his help, and this is more than we can bear. We can not spare the hundred and forty or fifty thousand now serving us as soldiers, seaman, and laborers. This is not a question of sentiment or taste, but one of physical force which may be measured and estimated as horse-power and Steam-power are measured and estimated. Keep it and you can save the Union. Throw it away, and the Union goes with it.”

SUMMARY OBJECTIVE 18

Students will examine the ways that people who were enslaved claimed their freedom after the Civil War.

MAPS TO KEY CONCEPTS 7, 8, 9 & 10

What else should my students know?

18.A Congress officially ended slavery through the passage of the 13th Amendment.

18.B Freedpeople sought to exercise their freedom in several ways, including: 1. relocating (leaving the plantations where they had been enslaved); 2. pursuing education (in the numerous schools set up after the war); 3. living as families; and 4. participating in politics.

18.C Black voters became influential in southern elections during Congressional Reconstruction. Between 1865 and 1877, black men served in the U.S. Senate, the U.S. House of Representatives and in state capitols. More than 600 black men also served in state legislatures.

How can I teach this?

Charlotte Forten’s article “Life on the Sea Islands,” published in *The Atlantic Monthly* in 1864, describes her work teaching formerly enslaved students. George Mason University’s website History Matters provides an informative excerpt.

[t-t.site/forten-article](#)

In pursuing the freedom to live as families, many freedpeople searched for family members who had been sold during slavery. The Historic New Orleans Collection has archived more than a thousand “Lost Friends” advertisements from the *Southwestern Christian Advocate*.

[t-t.site/lost-friends](#)

In December 1865, 2,500 black residents of Washington, D.C., signed a letter to Congress outlining their loyalty to the Union and contributions to the community, followed by a request for the right to vote. The letter is available on the site of The Freedmen & Southern Society Project. [t-t.site/black-residents-letter](#)

The African American Odyssey: A Quest for Full Citizenship, from the Library of Congress, provides a variety of sources (both images and text) to explore the activities of freedpeople in the South. [t-t.site/african-american-odyssey](#)
For example:

- The account book from Hampton Plantation in South Carolina shows formerly enslaved people being paid for their work. [t-t.site/hampton-plantation](#)

- The November 16, 1867, cover of *Harper’s Weekly* was a drawing by Alfred R. Waud titled “The First Vote.” It showed African-American voters casting their first ballots. [t-t.site/first-vote](#)

- In 1878, African-American representatives in the South Carolina Legislature outnumbered white legislators. A photograph of the legislature is archived at the Library of Congress. [t-t.site/radical-members](#)

- The first African American to serve in the Senate was Hiram Revels of Mississippi. This group portrait, “The First Colored Senator and Representatives,” was published by Currier and Ives in 1872. [t-t.site/senator-representatives](#)

SUMMARY OBJECTIVE 19

Students will examine the ways that the federal government’s policies affected the lives of formerly enslaved people.

MAPS TO KEY CONCEPTS 8, 9 & 10

What else should my students know?

19.A The U.S. Bureau of Refugees, Freedmen and Abandoned Lands (the Freedmen’s Bureau) was a large bureaucracy created after the Civil War to help people who had been enslaved. It provided services including legal aid, food, housing and education. The Freedmen’s Bureau also tried to reunite separated families and oversaw the attempts to settle freedpeople on confiscated or abandoned Confederate lands.

19.B Access to land was one of the main issues to affect the lives of those who had been enslaved. During the war, the Union Army relocated freedpeople onto confiscated Confederate land. However, most of those resettled were kicked off their farms in 1866, when President Andrew Johnson ordered the land returned to the former enslavers.

19.C By passing the 14th and 15th Amendments during Congressional (Radical) Reconstruction, the federal government made a commitment to protect the legal and political rights of African Americans. Federal troops enforced the civil and political rights of African Americans in the South during Congressional Reconstruction.

How can I teach this?

A wealth of primary documents is available through the website of The Freedmen and Southern Society Project. [t-t.site/freedmen-ssp](#)

William Tecumseh Sherman’s **Special Field Order No. 15** (1865) confiscated 400,000 acres

KEY CONCEPTS

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2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.

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6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.

7. Slavery was the central cause of the Civil War.

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In this 1862 photograph, taken in Fair Oaks, Virginia, Captain George Armstrong Custer (right) of the Fifth Cavalry sits with a Confederate prisoner, Lieutenant James B. Washington, and a child enslaved.

of land from enslavers in South Carolina, Georgia and Florida and distributed it to people who had been enslaved. The land was returned during Presidential Reconstruction, when Andrew Johnson restored most former Confederates' political rights and property.

The Southern Homestead Act of 1866 gave individual grants of 80 acres of publicly owned land to settlers who resided there for five years. No one who supported the Confederacy could file a claim before 1867. However, the land was of poor quality and few freedpeople had the money necessary to move or to buy farming supplies.

SUMMARY OBJECTIVE 20

Students will examine the ways that white Southerners attempted to define freedom for freedpeople.

MAPS TO KEY CONCEPTS 2, 4, 5, 8 & 10

What else should my students know?

20.A White Southerners largely wanted to return to the pre-war plantation economy. Initially, southern landowners hoped to hire freedpeople to work under conditions that were nearly identical to those under slavery. A combination of factors, including the unwillingness of freedpeople to work under slavery conditions and the fact that most white farmers were

deeply in debt after the war, meant that this system did not work. Instead, tenant farming and sharecropping became the predominant labor systems.

20.B In general, both tenant farmers and sharecroppers lived on another person's land and used the proceeds from their farming to pay rent for their home and land and to settle other debts. Whatever money was left belonged to the tenant or was split among the sharecroppers. Freedpeople preferred tenant farming because there was less supervision by landowners. Unfortunately, the reality for most tenant farmers and sharecroppers was an endless cycle of debt and poverty. This was partly due to the bad economy, but it was also a result of unfair labor contracts signed with landowners.

20.C The Ku Klux Klan emerged as a terrorist organization committed to violent repercussions for African Americans and their white allies who sought education, political power or economic success for the black population.

20.D Black Codes were sets of laws passed by former Confederates who regained power under Johnson's Presidential Reconstruction. These laws codified certain rights such as owning property or legally marrying, but they also guaranteed harsher punishments for people of color accused of the same crimes as white people.

How can I teach this?

To understand sharecropping and tenant farming, examine a sharecropper contract. These documents are widely available online. One example is available to K-12 teachers with a free account through the website of The Gilder Lehrman Institute.

t-t.site/sharecropper-contract

Letters archived by the The Freedmen and Southern Society Project provide contemporary protests of racial violence and unfair laws.

- In a January 25, 1866, letter to the Freedmen's

Bureau, M. Howard, a freedman in Mississippi, protests labor contracts and Black Codes. [t-t.site/howard-protest](#)

- In a December 16, 1865, letter to the Freedmen’s Bureau, black soldier Calvin Holly writes to protest the violence directed at freedpeople in Mississippi. [t-t.site/holly-letter](#)

The Colfax Massacre is an understudied act of violence that occurred after a contested Louisiana gubernatorial election in 1873. One hundred and fifty black men were murdered by southern Democrats who saw them as a threat to Democratic power. Several of the perpetrators of the massacre were prosecuted under the Enforcement Act (Civil Rights Act of 1870). This law was passed to protect the rights of African Americans, who were regularly threatened by violent groups like the Ku Klux Klan. The Colfax convictions were appealed all the way to the Supreme Court, which ruled in *United States v. Cruikshank* (1876) that the protections of the 14th Amendment protected people only from the actions of state governments—not from the actions of individuals. This meant that the federal government could not use the Enforcement Act to target terrorist groups such as the Ku Klux Klan.

Students might examine documents that threatened African-American rights. This [broadside, published by a “Committee”](#) (likely the name for a local band of white vigilantes) and seized by the Freedman’s Bureau in Tennessee, outlined rules for freedpeople and promised penalties for any infractions.

Key examples of Black Code legislation included laws that exploited or regulated the labor of black bodies. Vagrancy laws (particularly in Mississippi and South Carolina) allowed magistrates to arrest any black man who appeared unemployed and hire him out to a white planter. Apprenticeship laws meant that if courts ruled that parents were unable to adequately care for children under 18, those children could be apprenticed out as labor, with

preference given to former enslavers. Licensure laws required African Americans to get a special license to do anything other than farm.

SUMMARY OBJECTIVE 21

Students will examine the impact of the Compromise of 1877 and the removal of federal troops from the former Confederacy.

MAPS TO KEY CONCEPTS 2, 8, & 10

What else should my students know?

21.A The Compromise of 1877 emerged from the contested presidential election of 1876. Republican Rutherford B. Hayes was given the presidency in exchange for the formal end of Reconstruction, including the removal of the last federal troops from the South.

21.B After the end of Reconstruction, the Ku Klux Klan and local and state governments attacked African-American political participation, leading to the return of white Democratic rule in the former Confederacy.

21.C White Democratic governments across the South used Jim Crow legal codes to enforce new ways of controlling black labor and black bodies.

How can I teach this?

Debt peonage and convict leasing emerged as legal ways to extract labor from a free black population. The PBS documentary *Slavery By Another Name* covers this period well.

States imposed literacy tests and the grandfather clause, which were designed to disqualify African Americans from voting. Literacy tests were unfairly administered to the black population. The grandfather clause, which obviously targeted African Americans, provided exemptions from these tests and from poll taxes only for voters—or descendants of voters up to grandchildren—who had voted prior to 1867. •

KEY CONCEPTS

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2. Slavery and the slave trade were central to the development and growth of the economy across British North America and, later, the United States.
3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
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Framework | Appendix

PRE-COLONIAL AND COLONIAL ERA | TO 1763

SUMMARY OBJECTIVE 1

Students will recognize that slavery existed around the world prior to the European settlement of North America.

MAPS TO KEY CONCEPT 1

1.A Before the 15th century, most enslaved people were not Africans. Even the plantation system itself did not begin with African labor: Until the 1450s, European sugar planters in the Mediterranean imported enslaved laborers from parts of Eastern Europe and Central Asia.

1.B Slavery was widespread in larger African kingdoms (the Kongo and Asante, for example). Slavery was quite limited in smaller societies in regions like the Upper Guinea Coast.

1.C In many African societies, people were enslaved when they were captured during war. The status of enslaved people changed as they learned the customs and integrated into their captors' community. Slavery was not always intergenerational; the children of enslaved parents were not necessarily enslaved.

1.D Slavery was a part of some Native American societies before European settlement. In some Native American societies, slavery could be socially alienating. But others had a built-in flexibility about slavery, so enslaved people could integrate into their societies and even become people of power and influence.

1.E European colonists in North America bought, sold and enslaved Native Americans. Some white colonists engaged in wars for the explicit purpose of acquiring Native Americans to enslave; some colonists financed or otherwise encouraged Native American allies to engage in wars with other Native Americans for the purpose of acquiring Native Americans to enslave. In South Carolina, English enslavement of Native Americans was so pervasive and lucrative that it financed the rise of American rice plantations.

SUMMARY OBJECTIVE 2

Students will be able to describe the slave trade from Africa to the Americas.

MAPS TO KEY CONCEPTS 1, 2, 4, 6, 8 & 10

2.A In the 1400s, Portugal was the earliest participant in the transatlantic slave trade. It was followed by other European nations.

2.B Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America.

2.C European slavers participated in and fundamentally changed the existing slave trade in Africa. The demand for enslaved people in the European colonies of the Western Hemisphere greatly expanded the African slave trade beyond its traditional wartime context.

2.D Europeans believed that dark skin color (which they hyperbolically described as “black”), lack of Christianity and different styles of dress were evidence that Africans were less civilized.

2.E The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas. Enslaved people endured traumatic conditions on slavers' ships, including cramped quarters, meager rations and physical and sexual assault.

SUMMARY OBJECTIVE 3

Students will be able to discuss the labor and culture of enslaved people during the colonial era.

MAPS TO KEY CONCEPTS 2, 4, 5, 6, 8, 9 & 10

3.A There is a significant difference between chattel slavery and indentured servitude. Chattel slavery is associated with people of African descent. It is defined as a system of slavery in which people become the personal property of another and can be bought, sold or traded as such. In chattel slavery, enslaved status is passed down to children. Indentured servants were Europeans who sold their labor (or had their labor sold by others) for a certain number of years to pay a debt, usually the cost of passage to the Americas. Indentured servitude was not a lifelong status and was not inherited by children.

3.B In British North America, chattel slavery was initially poorly defined and some Africans became free. In the 17th century, British colonists relied on enslaved Africans and Native Americans as well as indentured servants for labor.

3.C Enslaved workers performed heavy labor on tobacco plantations in the Chesapeake and rice plantations in the southern colonies. Though there were some

larger plantations in the North, the majority of enslaved laborers there worked on small farms, as household labor and in other industries in urban areas.

3.D Enslaved people across the colonies maintained aspects of their African cultures and resisted their enslavement at every turn.

SUMMARY OBJECTIVE 4

Students will be able to demonstrate the impact of slavery on the economies of French, British and Spanish North America.

MAPS TO KEY CONCEPTS 2, 4, 6, 8, 9 & 10

4.A Enslaved labor produced the major agricultural exports of the colonial era including tobacco, rice and indigo.

4.B England's West Indian sugar colonies produced more than three times as much revenue as the southern colonies and more than five times as much revenue as the economies of the northern colonies.

4.C Participation in slavery and the slave trade was not limited to southern colonies; the English in the Middle Colonies and New England were also involved. Northern merchants shipped foodstuffs, lumber and other necessities in exchange for rice, sugar and molasses produced by enslaved people.

4.D In Catholic colonies like Spanish Florida and French Louisiana, the Catholic Church and the law sometimes offered pathways to freedom or limited protection to the enslaved.

KEY CONCEPTS

1. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.

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4. "Slavery was an institution of power," designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*

5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.

6. The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.

7. Slavery was the central cause of the Civil War.

8. Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.

9. Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.

10. By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

THE REVOLUTIONARY PERIOD AND THE CONSTITUTION | 1763–1787

SUMMARY OBJECTIVE 5

Students will identify ways that slavery was a key component of the escalating conflicts between England and the North American colonies in the period from 1763 to 1776.

MAPS TO KEY CONCEPTS 2, 3, 5, 6, 9 & 10

5.A The Revenue Act (Sugar Act) of 1763 was an attempt to raise money from the North American colonies by regulating trade with the West Indies. It bolstered the economies of the British West Indies at the expense of the merchants on the North American continent.

5.B The *Declaration of Independence* addressed slavery in several ways, including Jefferson's indictment of the crown's initiation of the slave trade (deleted from the final draft) and the charge that the king had "excited domestic insurrection among us."

5.C Colonists used the metaphor of slavery to protest British laws and policies.

5.D Free and enslaved people of color used the language of the Revolution to argue for their own rights.

SUMMARY OBJECTIVE 6

Students will describe the ways African Americans participated in the Revolutionary War in support of both sides.

MAPS TO KEY CONCEPTS 2, 3, 5, 9 & 10

6.A Black soldiers participated in the early Revolutionary battles of Lexington, Concord and Bunker Hill.

6.B Washington decided to raise a black regiment in 1777-1778 to replenish the dwindling Continental Army. Five thousand black men fought in the Continental Army, and many more served at sea.

6.C The British actively recruited free and enslaved black men. Though the British promised freedom in return for service, black Loyalists faced an uncertain future as the British retreated at the end of the war. Many were re-enslaved when captured by the Patriots, and 3,000-4,000 black Loyalists were evacuated to uncertain fates in Nova Scotia, Jamaica and Britain.

SUMMARY OBJECTIVE 7

Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.

MAPS TO KEY CONCEPTS 2, 3, 4, 7 & 10

7.A Articles 1, 4 and 5 of the Constitution offer direct protection of slavery.

• Article 1, Section 2, Paragraph 3 – The three-fifths clause counted three-fifths of the enslaved population to determine a state's representation in Congress. The clause also stated that three-fifths of the enslaved

population would be counted if a direct tax were levied on the states according to population, though most delegates assumed this would never happen.

- Article 1, Section 9, Paragraph 4 – This section repeated the tax section of the three-fifths clause. It reiterated that if a head tax were ever levied, enslaved persons would be taxed at three-fifths the rate of white people.

- Article 1, Section 9, Paragraph 9 – The slave trade clause prohibited Congress from banning the international slave trade before 1808. It did not require Congress to ban the trade at that time. This clause exempted the slave trade from the Congressional power to regulate interstate commerce.

- Article 4, Section 2, Paragraph 3 – The fugitive slave clause required that people who escaped enslavement be returned to their enslavers even if they had fled to another state.

- Article 5 – This article prohibited any amendment of the slave trade or head tax clauses before 1808.

7.B Articles 1, 2, 4 and 5 also offer indirect protection of slavery.

- Article 1, Section 8, Paragraph 15 – This section empowered the use of the militia to suppress rebellions, including rebellions by enslaved people.

- Article 1, Section 9, Paragraph 5 – This section prohibited taxes on exports. This prevented Congress from indirectly taxing slavery by taxing products produced by enslaved laborers.

- Article 2, Section 1, Paragraph 2 – This section included the three-fifths clause as part of the Electoral College, giving white people in slave states a disproportionate influence in the election of the president.

- Article 4, Section 3, Paragraph 1 – This section established a process to admit new states—both slave and free—to the Union.

- Article 4, Section 4 – This section guaranteed that the U.S. government would protect states from “domestic Violence,” including rebellions by enslaved people.

- Article 5 – This section required three-fourths of the states to ratify any amendment to the Constitution. This gave slave states a veto over any constitutional changes so long as they were not greatly outnumbered by free states.

7.C The Constitution created a federal government without the power to interfere in the domestic institutions of the states. This ensured that the federal government could not emancipate enslaved people in particular states.

SLAVERY IN THE EARLY REPUBLIC | 1787-1808

SUMMARY OBJECTIVE 8

Students will examine the way the Revolutionary War affected the institution of slavery in the new nation. Students will examine the ways that slavery shaped domestic and foreign policy in the early Republic.

MAPS TO KEY CONCEPTS 2, 3, 4, 5, 6, 7, 8, 9 & 10

8.A In most northern states, a combination of gradual emancipation laws, court decisions and other laws prohibiting slavery began the process of eliminating slavery after the Revolution. Plans for emancipation were accompanied by racial prejudice in northern states; across the country freedpeople were faced with limited opportunities.

8.B In the Chesapeake, the egalitarian rhetoric of the Revolution had a mixed impact. For white Virginians, the law had a fairly limited impact on slavery despite the decline of the tobacco industry. Portions of the free black and enslaved population, used the ideas of the American and Haitian Revolutions as inspiration for Gabriel’s Rebellion, a planned uprising by enslaved people that was to take place in Richmond in 1800.

8.C The Haitian Revolution (1791-1804) inspired enslaved Americans and frightened their enslavers. The United States, where slaveholders were disproportionately represented in all branches of government,

refused to recognize Haiti's independence from France until 1862.

SUMMARY OBJECTIVE 9

Students will examine the rapid expansion of cotton slavery across the southern United States.

MAPS TO KEY CONCEPTS 2, 4, 6 & 10

THE EXPANSION OF SLAVERY 1808–1848

SUMMARY OBJECTIVE 10

Students will understand the contours of the domestic slave trade as part of the nation's economic and geographic expansion.

MAPS TO KEY CONCEPTS 2, 3, 4, 6, 8 & 10

10.A In 1808, Congress ended legal participation in the international slave trade, but the domestic slave trade expanded to fill the need for enslaved workers. A total of 1.2 million men and women from parts of the Upper South were forcibly moved to the Deep South and the Black Belt during the first half of the 19th century. So many enslaved people were forced to make this journey that it has come to be known as “The Second Middle Passage.”

10.B Enslaved families, many of which had generationally deep ties in the Upper South, were torn asunder and traumatized by this massive forced migration.

10.C As part of the domestic slave trade, market values were assigned to enslaved people. Men in their mid-20s were the most expensive because of their physical strength; young enslaved women were most valuable before puberty because of the assumption that they would have children who would be the property of their enslaver.

10.D The domestic slave trade reinforced racial stereotypes by linking skin tone to labor. Though exceptions existed, enslaved people with darker skin were often assigned to heavy fieldwork, while enslaved people with lighter skin were used for skilled labor or domestic work.

10.E Complex economic structures emerged to support the domestic slave trade, including insurance companies that insured enslaved people as property, traders and auction houses that served as middle-men

9.A Eli Whitney's 1793 invention of the cotton gin had a dramatic effect on the profitability of short-staple cotton. The cotton gin allowed two enslaved laborers to remove the seeds from 50 pounds of cotton in a single day. Before its invention, a single enslaved laborer could clean an average of only one pound of cotton each day.

and clearinghouses, and banks that provided credit for the purchase of enslaved laborers or allowed the capital represented in the bodies of enslaved people to be used as collateral for loans.

SUMMARY OBJECTIVE 11

Students will be able to describe the principal ways the labor of enslaved people was organized and controlled in the antebellum United States.

MAPS TO KEY CONCEPTS 2, 4, 5, 6 & 10

11.A The task system was used widely on rice plantations. It ranked enslaved people by their ability to perform labor and required them to do an amount of work that corresponded to their ranking. Once the task was finished, an enslaved laborer was done for the day. Enslavers who used the task system often provided fewer rations, expecting those they enslaved to grow their own food or earn money in their “free time.”

11.B Gang labor was used on cotton plantations. Enslaved people would be in the field by sunrise and would work with only short breaks until sunset.

11.C Most enslaved people worked under the supervision of an overseer or a driver. Overseers were often impoverished white Southerners. Drivers were usually enslaved men who were entrusted (at least temporarily) with supervisory powers.

11.D A number of enslaved women and, sometimes, men were assigned domestic duties. Labor within a household necessitated close and continued proximity to enslavers.

11.E On large slaveholdings, a number of enslaved men and women often had special skills and worked, for example, as blacksmiths, cooks or carpenters.

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SUMMARY OBJECTIVE 12

Students will understand the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat.

MAPS TO KEY CONCEPTS 3, 5, 7, 9 & 10

12.A Opposition to slavery in North America dates to slavery's beginnings there. Enslaved men and women were constantly seeking ways to use the religious and civil values espoused by enslavers to argue for their own freedom. They were joined by some white Quakers in the mid-18th century.

12.B During the Revolution, many enslaved people actively sought their freedom by escaping to the British or adopting the language of inalienable rights and challenging white American colonists to live up to their liberty-loving rhetoric. (See Summary Objective 6.)

12.C African-American opposition to the American Colonization Society, promoted by those who wanted to remove African Americans and particularly free black people from the United States, signaled a new, centralized movement to promote abolition. In 1829, David Walker's *Appeal to the Colored citizens of the World* rallied free African Americans to the abolitionist cause and urged enslaved African Americans to rise up in rebellion.

12.D William Lloyd Garrison and his black allies launched the radical abolitionist movement in 1831 using the ideas of all of these predecessors. Garrison began promoting immediate abolition as an alternative to gradual emancipation or colonization. He started publishing the anti-slavery newspaper *The Liberator* in 1831 and founded the American Anti-Slavery Society in 1833.

12.E White women and free black Northerners were among the largest groups represented in northern abolitionist societies. Even so, scholars estimate that abolitionists never accounted for more than one percent of the population.

12.F Fugitives also played a vital role in the abolitionist movement and were some of its most effective speakers.

12.G Southern lawmakers and cultural leaders reacted to the growth of northern abolition with an increased

commitment to defending slavery as a positive good and with political actions to prevent the spread of the abolitionist message in the South.

SUMMARY OBJECTIVE 13

Students will understand that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing the wishes and interests of their enslavers.

MAPS TO KEY CONCEPTS 3, 4, 5, 6, 9 & 10

13.A Violent rebellions by enslaved people were rare in continental North America. Unlike in the British Caribbean, where violent uprisings were more common, enslaved people in British North America and the United States were outnumbered by white people. Moreover, substantial militias in the United States were ready to put down armed rebellions.

13.B Despite the rarity of violent rebellion, evidence suggests that enslavers were often anxious that enslaved people would find ways to harm them. Enslaved women, for example, who were frequently cooks in their enslavers' households, were often feared to use poison.

13.C Nat Turner's 1831 rebellion in Southampton, Virginia, was the deadliest rebellion by enslaved people in the United States.

13.D After Nat Turner's Rebellion, enslaved and free blacks were prohibited from holding or attending religious assemblies without white supervision. Many southern states also tightened laws against teaching enslaved people to read and write and further restricted the movements and liberties of free African Americans.

13.E Learning how to read and write were acts of rebellion and resistance.

13.F Everyday acts of resistance—such as working slowly, breaking tools, feigning illness, feigning ignorance to avoid work and running away for short periods were common.

13.G Religion—which stressed the self-esteem, dignity and humanity of enslaved people—proved a means of resistance. Prioritizing family—which meant viewing members as mothers, fathers, sons and daughters

rather than as commodities or workers—was another “everyday” form of resistance.

13.H Enslaved people who successfully escaped were known as “fugitive slaves.” Escape was common enough that: 1. there was an elaborate system of patrols to catch people escaping from slavery; 2. enslavers depended on newspapers to advertise their “fugitive slaves”; 3. some white men made a living catching fugitives; and 4. because fugitives could cross state lines, the debate over fugitive slave laws began before the founding of the United States and continued until the Civil War ended.

SUMMARY OBJECTIVE 14

Students will be able to discuss the culture of enslaved Americans and its impact on American culture in general.

MAPS TO KEY CONCEPTS 5, 6, 9 & 10

14.A Religion functioned as a form of resistance for the enslaved (See Summary Objective 13).

14.B Enslaved people developed Afro-Christian traditions that blended African forms of spirituality with evangelical Christianity.

14.C Enslaved people used the Christian message of God’s love and the promise of a spiritual paradise to express their own desire for freedom in this world and the next. They also called on this idea to resist enslavers’ use of religion as a justification for slavery.

14.D Folk stories and trickster tales were common ways to teach survival skills to enslaved children.

14.E African foodways influenced diets in slavery and continue to have an impact on American cuisine.

14.F African language patterns have continued through slavery and into modern culture.

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THE SECTIONAL CRISIS AND CIVIL WAR | 1848–1877

SUMMARY OBJECTIVE 15

Students will examine the expansion of slavery as a key factor in the domestic and foreign policy decisions of the United States in the 19th century.

MAPS TO KEY CONCEPTS 2, 3, 4, 5, 7, 9 & 10

15.A Slavery was key in the debates over entering the Mexican War and admitting Missouri, Texas and California to the Union.

15.B The need to maintain a balance of slave states and free states in the Senate was central to southern lawmakers’ domestic policy.

15.C Slavery was crucial to U.S. foreign policy.

15.D The Kansas-Nebraska Act and its potential effect on the expansion of slavery was a key event in the sectional crisis. After the Kansas-Nebraska Act was passed, both Northerners and Southerners rushed to populate Kansas. The violence of “Bleeding Kansas” resulted.

15.E In 1857, Chief Justice Taney wrote the majority decision for the Supreme Court in the *Dred Scott* case.

Southern enslavers applauded the decision, which they saw as recognizing enslaved people as their property. Northerners were outraged. Taney’s decision established several key precedents related to slavery. The three most important were:

1. There was nowhere in the United States enslaved people could go to be free. The court ruled that the status of enslaved people was determined by the laws in their home state; traveling to a free state did not render an enslaved person free (this was the key issue at hand).

2. Black people were not citizens of the United States. Because Scott was black, Taney’s argument said, he was not a citizen. Because he was not a citizen, he had no right to sue.

3. The Missouri Compromise of 1820 was unconstitutional. According to Taney, the Missouri Compromise restricted slavery in the territories, which Congress did not have the power to do.

SUMMARY OBJECTIVE 16

Students will discuss the 1860 election of Abraham Lincoln and the subsequent decision that several slave states made to secede from the Union to ensure the preservation and expansion of slavery.

MAPS TO KEY CONCEPTS 3, 4, 7 & 10

16.A Lincoln disliked slavery but believed that the Constitution protected the institution where it existed. He ran on the Republican platform of non-expansion of slavery into the territories.

16.B The first seven states to secede from the Union were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. In their declarations to the world explaining why they seceded, slavery and the political conflict over slavery were the central factors.

16.C The Confederate States of America was established in February 1861 (but never recognized by any other government or nation). Its constitution legalized and protected slavery everywhere in the new nation.

SUMMARY OBJECTIVE 17

Students will examine the evolving Union policies concerning slavery and African-American military service and understand how free black and enslaved communities affected the Civil War.

MAPS TO KEY CONCEPTS 2, 3, 5, 7, 9 & 10

17.A Union policy relating to slavery evolved over time. Initially, northern prejudice and the need to appease border states where slavery was legal within the Union made Lincoln reluctant to make ending slavery an objective of the war. As increasing numbers of enslaved people risked their lives to escape slavery and join the Union lines, the military accepted them as contraband property, a classification that negated any legal claims of ownership by enslavers and set important precedents for more general emancipation.

17.B While the experience of black soldiers was never free from prejudice, the Union's position on black military service did evolve over time. Initially, Union military officials were reluctant to accept African-American men who wanted to serve. It was largely through the persistence of the African-American community that this policy changed. Eventually, the 180,000 black soldiers who served, including the 98,500 formerly enslaved men, provided a crucial service to the Union Army.

17.C In the South, enslaved men, women and children left plantations in large numbers. Their departures removed laborers from the field, affecting the Confederacy's ability to supply its army and feed its civilians. It also had a dramatic impact on Confederate morale as the civilian population at home felt betrayed by the departure of those they had enslaved.

17.D Many enslaved people who remained on southern plantations and farms colluded with Union forces to hinder the Confederate military by providing valuable information on troop numbers and positions. Trying to control this espionage network required the Confederacy to divert military forces away from the front-line battles with the Union.

17.E The Emancipation Proclamation was the culmination of evolving Union policy. Lincoln's proclamation freed enslaved people in areas of seceded states not under Union control. The Emancipation Proclamation was the result of several factors: Lincoln's opposition to slavery, the changing sentiment in the North about the necessity of ending slavery as a way to end the war, the valor of the African-American soldiers who fought for freedom, and the self-emancipation of hundreds of thousands of southern enslaved Southerners who had already fled to Union lines.

SUMMARY OBJECTIVE 18

Students will examine the ways that people who were enslaved claimed their freedom after the Civil War.

MAPS TO KEY CONCEPTS 7, 8, 9 & 10

18.A Congress officially ended slavery through the passage of the 13th Amendment.

18.B Freedpeople sought to exercise their freedom in several ways, including: 1. relocating (leaving the plantations where they had been enslaved); 2. pursuing education (in the numerous schools set up after the war); 3. living as families; and 4. participating in politics.

18.C Black voters became influential in southern elections during Congressional Reconstruction. Between 1865 and 1877, black men served in the U.S. Senate, the U.S. House of Representatives and in state capitols. More than 600 black men served in state legislatures.

SUMMARY OBJECTIVE 19

Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people.

MAPS TO KEY CONCEPTS 8, 9 & 10

19.A The U.S. Bureau of Refugees, Freedmen and Abandoned Lands (the Freedman's Bureau) was a large bureaucracy created after the Civil War to help people who had been enslaved. It provided services including legal aid, food, housing and education. The Freedman's Bureau also tried to reunite separated families and oversaw the attempts to settle freedpeople on confiscated or abandoned Confederate lands.

19.B Access to land was one of the main issues to affect the lives of those who had been enslaved. During the war, the Union Army relocated freedpeople onto confiscated Confederate land. However, most of those resettled were kicked off their farms in 1866, when President Andrew Johnson ordered the land returned to the former enslavers.

19.C By passing the 14th and 15th Amendments during Congressional (Radical) Reconstruction, the federal government made a commitment to protect the legal and political rights of African Americans. Federal troops enforced the civil and political rights of African Americans in the South during Congressional Reconstruction.

SUMMARY OBJECTIVE 20

Students will examine the ways that white Southerners attempted to define freedom for freedpeople.

MAPS TO KEY CONCEPTS 2, 4, 5, 8 & 10

20.A White Southerners largely wanted to return to the pre-war plantation economy. Initially, southern landowners hoped to hire freedpeople to work under conditions that were nearly identical to those under slavery. A combination of factors, including the unwillingness of freedpeople to work under slavery conditions and the fact that most of the white farmers were deeply in debt after the war, meant that this system did not work. Instead, tenant farming and sharecropping became the predominant labor systems.

20.B In general, both tenant farmers and sharecroppers lived on another person's land and used the proceeds from their farming to pay rent for their home

and land and to settle other debts. Whatever money was left belonged to the tenant or was split among the sharecroppers. Freedpeople preferred tenant farming because there was less supervision by the landowners. Unfortunately, the reality for most tenant farmers and sharecroppers was an endless cycle of debt and poverty. This was partly due to the bad economy, but it was also a result of unfair labor contracts signed with landowners.

20.C The Ku Klux Klan emerged as a terrorist organization committed to violent repercussions for African-Americans and their white allies who sought education, political power or economic success for the black population.

20.D Black Codes were sets of laws passed by former Confederates who regained power under Johnson's Presidential Reconstruction. These laws codified certain rights such as owning property or legally marrying, but they also guaranteed harsher punishments for people of color accused of the same crimes as white people.

SUMMARY OBJECTIVE 21

Students will examine the impact of the Compromise of 1877 and the removal of federal troops from the former Confederacy.

MAPS TO KEY CONCEPTS 2, 8, & 10

21.A The Compromise of 1877 emerged from the contested presidential election of 1876. Republican Rutherford B. Hayes was given the presidency in exchange for the formal end of Reconstruction, including the removal of the last federal troops from the South.

21.B After the end of Reconstruction, the Ku Klux Klan and local and state governments attacked African-American political participation, leading to the return of white Democratic rule in the former Confederacy.

21.C White Democratic governments across the South used Jim Crow legal codes to enforce new ways of controlling black labor and black bodies.

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