Teacher's Guide

iCivics

Slavery: No Freedom, No Rights

Time Needed: One class period

Materials Needed:
Student worksheets

Copy Instructions:
Student Packet *(3 pages double-sided; class set)*
Activity Half Page *(double-sided)*
Active Participation Guide *(single sided)*
Teacher Keys *(double sided)*

Learning Objectives. Students will be able to:

- Explain the impact of slavery on African Americans
- Describe the territorial expansion of slavery and the conflicts and compromises it caused (Missouri Compromise, Compromise of 1850)
- Identify modes of resisting slavery through the actions of Nat Turner and Dred Scott
- Explain the 'necessary evil' defense of slavery
- Describe the methods of the abolitionist movement
- Identify the inconsistencies in the founding documents regarding the legal existence of slavery

Step by Step

- ❑ **ANTICIPATE** by asking students to think of *one thing* they think they already know about slavery in America. Have them tell that one thing to a partner. Alternatively or in addition, call on random students to share what they thought of.
- ❑ **DISTRIBUTE** one "For Sale: Human Beings!" reading page (2 sides) to each student.
- ❑ **READ** the first page with the class.
- ❑ **PAUSE** at the top of the second page after you have read "Freedom and Equality." Discuss these provisions with the class and have students underline the phrases that don't make sense for a country that has slavery.
- ❑ **FINISH** the reading with the class.
- ❑ **REVIEW** concepts from the reading by doing the quick true/false active participation activity with the class. (See the Active Participation Guide.)
- ❑ **DISTRIBUTE** one "Did They Really Think That?" half-page activity to each student. (Copy them so the quotes are on one side and the cell phone is on the other.)
- ❑ **READ** each quote with the class. Together, check the "Examples of Pro-Slavery Thinking" chart on the second reading page. Have students decide which kind of thinking each quote illustrates and write that type on the line. Alternatively, have students complete this activity in pairs.
- ❑ **TIME** students for 8-10 minutes while they compose a text message opposing their most-hated example of pro-slavery thinking on the other side of the page.
- ❑ **DISTRIBUTE** one "Slavery: No Freedom, No Rights" worksheet to each student (2 sides). Have students complete the activities on the worksheet. Note: Some activities review the reading material and others introduce new concepts to students.
- ❑ **CLOSE** by asking students to remember the one thing about slavery they thought of at the beginning of class. Ask them to think of one new thing they learned about slavery and tell both things to a partner.

This lesson plan is part of the *Civil Rights* series by iCivics, Inc. a nonprofit organization dedicated to advancing civic education. For more resources, please visit www.icivics.org/teachers, where you can access the state standards aligned to this lesson plan. Provide feedback to feedback@icivics.org.

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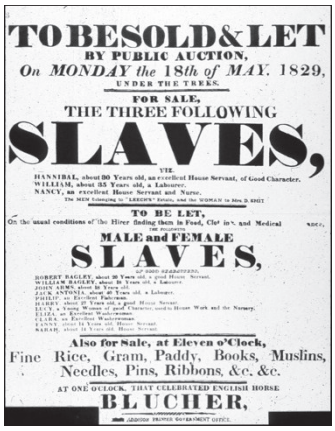
Slavery: No Freedom, No Rights

Name:

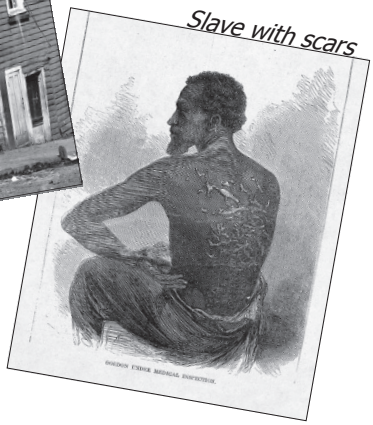
For Sale: Human Beings!

It's too awful to seem real, but it was. From the earliest days of the American colonies through the mid-1860's—nearly 250 years—many American families owned slaves. A **slave** is a person who is held as the property of another person. In early America, slaves were bought and sold the same way horses and wagons were bought and sold. Slaves were people, but they were given no rights. Slaves had to do whatever their owners told them to do, and many suffered at the hands of brutal owners. All slaves, no matter how they were treated, suffered because they had no freedom.


TO BE SOLD & LET
BY PUBLIC AUCTION,
On MONDAY the 18th of MAY, 1829,
UNDER THE TREES.
FOR SALE,
THE THREE FOLLOWING
SLAVES,
VIZ.
HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 35 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.
TO BE LET,
MALE and FEMALE
SLAVES,
Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons, &c. &c.
AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE
BLUCHER,

Harriet Tubman with freed slaves

Slave sales


Slave with scars

Why Would Anyone Own Slaves?

That's easy—there was hard work to be done, and lots of it. Slaves received no pay for their work, so they were a form of cheap labor. A slave owner only had to invest whatever money it took to keep the slaves alive.

Slavery, the practice of owning slaves, developed mainly in the southern colonies. That's because huge plantations of tobacco, cotton, and rice required a large number of people to operate. Workers were needed to plow the fields and harvest the crops, and plantation owners used slaves to do all that work.

In the northern colonies, slavery did not become as widespread because people made a living on smaller farms or by trading or manufacturing goods. Even so, plenty of smaller households in both the north and south had one or two slaves that they used as servants.

How Was Slavery Defended?

People defended slavery in one of two ways. Some people thought slavery was a **necessary evil**—something we needed even though we didn't like it. Others thought slavery was actually a good thing that helped everyone involved. Here are four ways people justified slavery:

Examples of Pro-Slavery Thinking	
Don't Make Me Do That We have to have slavery so there's someone to do the yucky work nobody else wants to do.	No Pain, No Gain We believe slavery in America is teaching Africans to be better people, which will be good for them in the long run.
Tiger By The Tail We want to let the slaves go, but we're afraid of what will happen if we do, so we won't.	For Their Own Good We think black people are so inferior that keeping them enslaved actually helps them.

Slavery: No Freedom, No Rights

Name:

Freedom and Equality…

During the Revolutionary War, the colonies fought for freedom from British oppressors. Can you tell how their values led many to believe slavery was wrong?

Declaration of Independence (1776)
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness.

Preamble to the Constitution (1788)
We the People of the United States, in Order to… establish Justice,… promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Bill of Rights (1791)
No person shall...be deprived of life, liberty, or property, without due process of law.

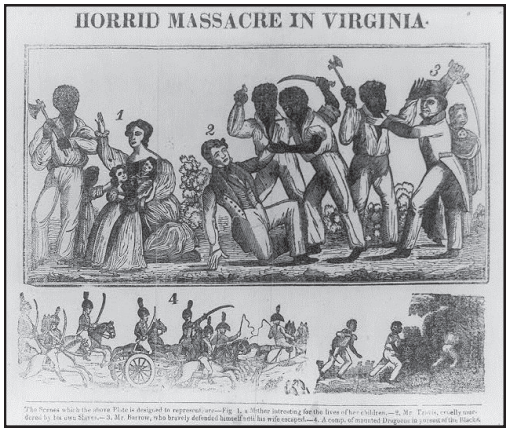
… But Not for All

While many believed slavery was wrong, plantation owners in the south had relied on slave labor for a long time. Compromises were made in the Constitution to satisfy states that supported slavery.

Constitutional Compromises

Originally, our Constitution said this:

- Congress had to wait until 1808 (20 years) before it could pass a law making it illegal to import slaves into the United States.
- Slaves who escaped to a state where slavery was illegal did not become free. If their owners claimed them, they had to be returned.
- In order to figure out how many representatives each state would get in the House of Representatives, slaves were counted as 3/5 of a person.

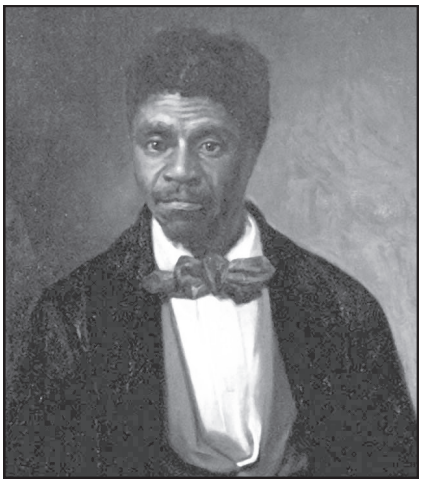


A Deadly Revolt

One Virginia night in 1831, Nat Turner and several other slaves crept into the house where their owners slept and murdered the entire family. Then they went to other houses and killed even more white people. More slaves joined Turner, and they killed at least 55 people before they were stopped. Turner and many others were executed for these murders, and angry white mobs murdered nearly 200 black people afterward. People blamed Turner's rebellion partly on his education. Virginia responded by passing a law making it illegal to teach black people to read and write.

Don't Like It? Sue Me!

Another slave, Dred Scott, took a different approach. Scott's owner moved often and took Scott with him to each new residence. Because of that, Scott had lived in both free and slave states. In 1846, he sued for his freedom. He argued that because his owner had taken him to live where slavery was illegal, he should be free. Scott's case went all the way to the United States Supreme Court—but he didn't win. In the *Dred Scott* decision, the Supreme Court ruled black people were not citizens and had no right to sue in the first place.



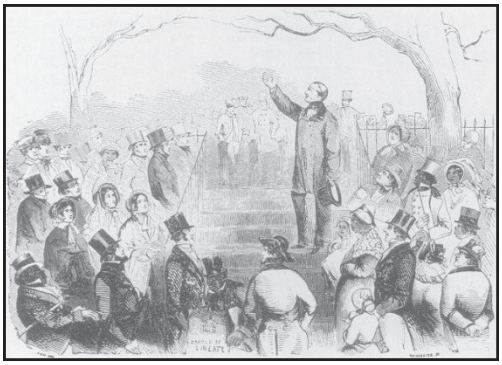
Dred Scott

Slavery: No Freedom, No Rights

Name:

Friends of Freedom

Many people in the United States opposed slavery. **Abolitionists** were people who wanted slavery ended permanently (abolished). Most abolitionists lived in the northern states, where slavery wasn't as popular, but some Southerners were abolitionists too. Abolitionists put pressure on politicians to end slavery, and they worked to convince society that slavery was morally wrong. They did this by forming groups, holding conventions, giving speeches and sermons, handing out pamphlets, and even publishing newspapers and songs.



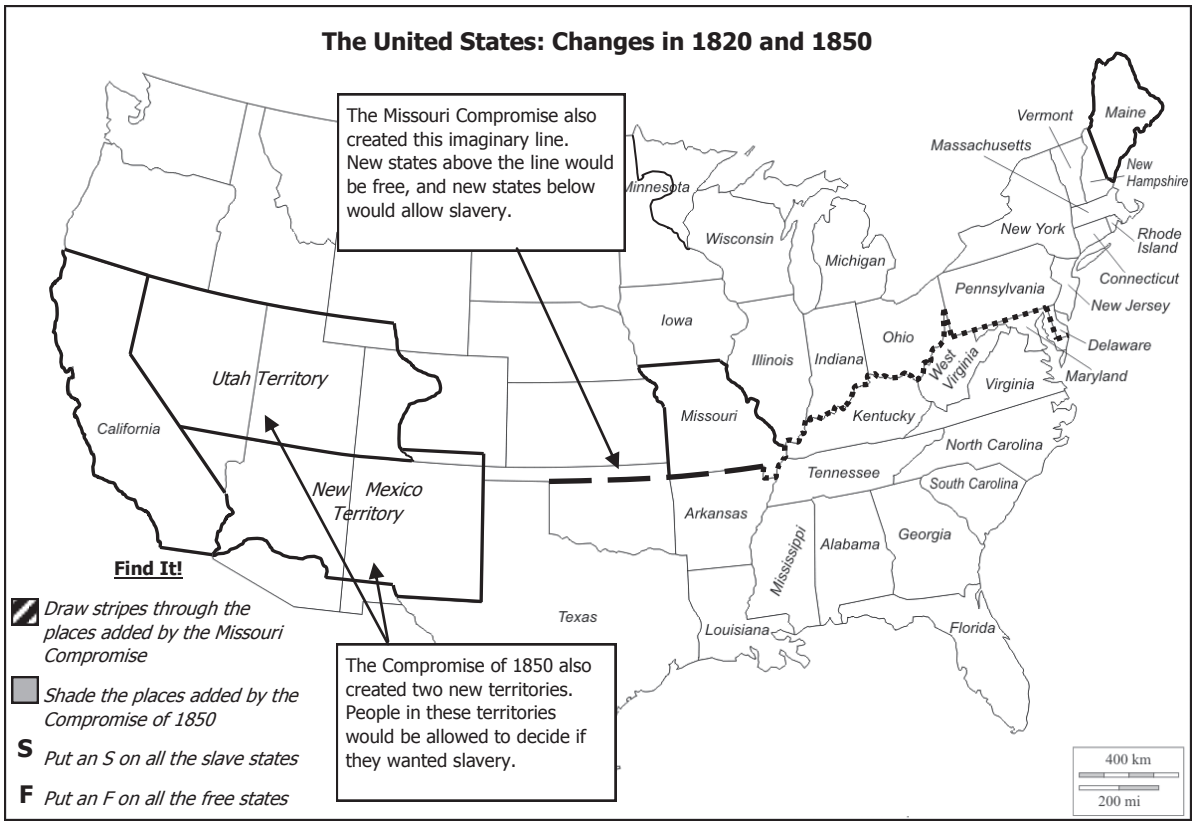
Boston abolitionist Wendell Phillips in 1851.

Stop Right There!

The United States may have started out with only thirteen states, but it soon began to grow. As new states joined the union, everyone wanted to know if they would be slave states or free states. In 1819, there was a delicate balance of 11 free states and 11 slave states. Both sides worried that a new state would give one side more representatives in Congress. Abolitionists hoped to keep slavery from spreading by making sure all new states would be free states.

In 1819, Missouri applied for statehood. The **Missouri Compromise** kept the balance by accepting Missouri as a slave state and creating a new state, Maine, as a free state. Now there were 12 of each. In 1849, California applied for admission as a free state. The arguments heated up again! The **Compromise of 1850** admitted California as a free state, but it came with the Fugitive Slave Act. This act required citizens in free states to return slaves to their owners. This outraged abolitionists.

Map Activity

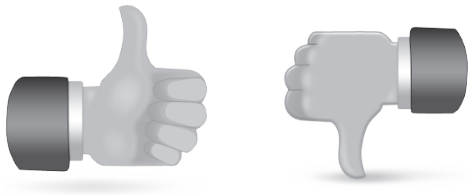


Missouri Compromise (1820)

Free States
Maine
Vermont
New Hampshire
New York
Massachusetts
Rhode Island
Connecticut
New Jersey
Pennsylvania
Delaware
Ohio
Indiana

Slave States
Maryland
West Virginia
Virginia
Kentucky
Tennessee
North Carolina
South Caroline
Georgia
Alabama
Mississippi
Louisiana
Missouri

Active Participation Guide



True or False?

After working through the reading pages with the class, review the basic concepts by reading each true/false statement out loud and having the class give thumbs-up for true and thumbs-down for false, or by having students answer as a chorus. When a statement is false, discuss with the class what would make the statement true.

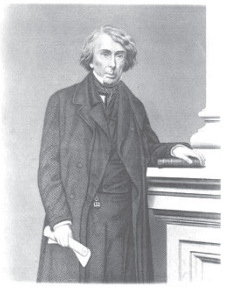
1. Because they were human beings, slaves had rights. (F)
2. Slaves were considered citizens of the United States. (F)
3. Slaves were paid a small wage for their work. (F)
4. Some slaves risked their lives trying to gain freedom. (T)
5. Originally, our Constitution said slavery was legal. (T)
6. Abolitionists hoped slavery would end if they could stop it from spreading. (T)
7. The Missouri Compromise created more free states than slave states. (F)
8. Slavery developed mainly in the North, where slaves worked large plantations. (F)
9. Thanks to Dred Scott, the Supreme Court said all African-Americans were citizens. (F)
10. Slave rebellions caused even harsher restrictions against black people. (T)
11. The Compromise of 1850 admitted California as a slave state. (F)
12. Slaves who escaped to the northern states automatically became free. (F)
13. Slaveholders thought slaves would work better if they could read and write. (F)
14. The Fugitive Slave Act gave all runaway slaves their freedom. (F)
15. When counting the population of a state, a slave counted as 3/5 of a person. (T)

Slavery: No Freedom, No Rights

Name: _____

Did they really think that? Read each statement and match it to the correct type of thinking about slavery.

Black people are "altogether unfit to associate with the white race" and they "might justly and lawfully be reduced to slavery for [their] benefit."



Roger B. Taney
(1857)
Chief Justice of the Supreme Court

Which type of pro-slavery thinking is this?

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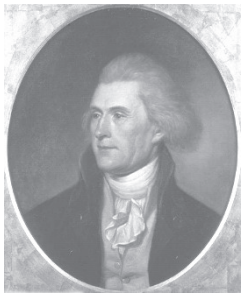
"We have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."



Thomas Jefferson
(1820)
3rd President of the United States

Which type of pro-slavery thinking is this?

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"In all societies there must be a class to do the menial duties, to perform the drudgery of life."

James Henry Hammond
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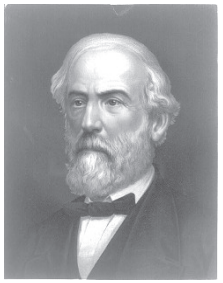

Robert E. Lee
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General of the Confederate Army

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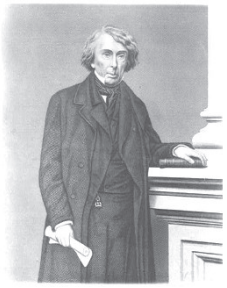

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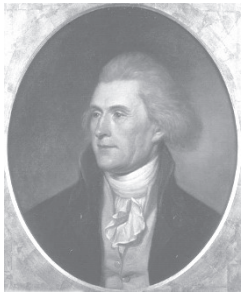

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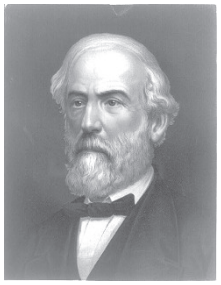

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Activity p.1

Slavery: No Freedom, No Rights Name:

Worst of the Worst! Which defense of slavery do you dislike the most?

- ❑ Don't Make *Me* Do That
- ❑ No Pain, No Gain
- ❑ Tiger By The Tail
- ❑ For Their Own Good

If you could send a text message to one of the four men on the other side of this page to tell him why he's wrong, what would your text message say?

You can only have 100 characters:

Slavery: No Freedom, No Rights Name:

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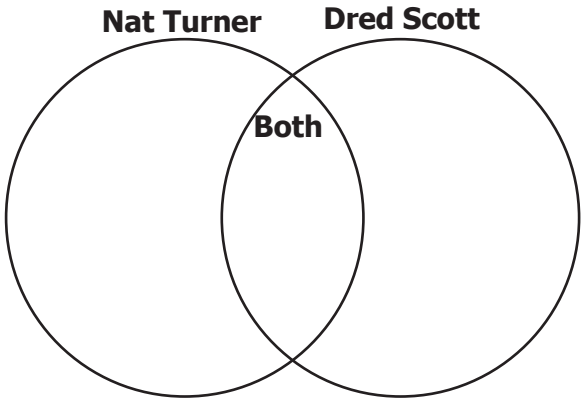
Slavery: No Freedom, No Rights

Name:

You Make the Call. Circle the correct option in each sentence.

1. A **slave <u>or</u> abolitionist** is a person who is held as the property of another person.
2. A slave owner had to invest enough money to keep slaves **healthy <u>or</u> alive**.
3. Slavery was not as widespread in the **northern <u>or</u> southern** colonies.
4. Congress had to wait 20 years before it could make it illegal to **import <u>or</u> own** slaves.
5. The **Missouri Compromise <u>or</u> Compromise of 1850** created the Fugitive Slave Act.
6. A slave who escaped to a free state **became free forever <u>or</u> did not become free**.
7. A "necessary evil" is something we **need <u>or</u> want** but **like <u>or</u> don't like**.
8. In 1846, the Supreme Court said black people were not **slaves <u>or</u> citizens**.
9. Abolitionists tried to keep slavery from **spreading <u>or</u> ending**.
10. Slaves counted as **a whole <u>or</u> three-fifths** of a person.

Compare. What did Nat Turner and Dred Scott have in common? Decide whether each statement describes Turner, Scott, or both. Write the letter of each description in the correct part of the diagram.



A. He was a slave.
B. He lived in slave states
C. He lived in free states
D. He tried to gain his freedom
E. He used violence
F. He used the court system
G. His plan to achieve freedom failed
H. His challenge to slavery resulted in less freedom for slaves

Who do you think is most likely shown in this drawing?

(circle one)

Dred Scott

- or -

Nat Turner

Hidden Values. Ten (10) words from the documents quoted in "Freedom and Equality…" are hidden in the puzzle below. Find them!

H	W	W	V	M	D	X	W	H	W
U	A	E	I	T	U	S	A	Y	A
L	N	L	I	F	E	P	Y	G	X
L	R	F	W	R	P	F	T	E	N
I	C	A	V	I	R	L	R	E	N
H	Q	R	N	G	O	A	E	D	T
O	H	E	A	H	C	U	B	Y	O
T	S	Q	H	T	E	Q	I	E	G
S	G	N	I	S	S	E	L	B	D
Z	A	D	J	U	S	T	I	C	E

Slavery: No Freedom, No Rights

Name: _____

"Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally."

Trading Places. If Lincoln could have made slaves and owners trade places for one day, would the owners really learn what it was like to be a slave? Look at the checklist. Mark everything that could NOT be traded for just one day:

- ❑ Inability to read or write
- ❑ Dirty living conditions
- ❑ Trauma from past experiences
- ❑ Skin color
- ❑ Slavery in the Constitution
- ❑ Clothes that don't fit right
- ❑ Hard labor in the fields
- ❑ Bad health or physical condition
- ❑ Cheap food
- ❑ Hopelessness for the future
- ❑ Bare feet, no shoes
- ❑ Fear of being sold away from family

What Did It Mean To Have No Rights? Match each cause with an effect to learn about a few tragic consequences of slavery:

Causes

____ 1. Slaves did not have the right to a fair trial.

____ 2. Slaves were not protected by the laws that protected citizens.

____ 3. Slaves could not vote.

____ 4. People were afraid slaves who could read and write might convince other slaves to rebel.

____ 5. Slaves could "marry," but their marriages were not legal.

Effects

A. Some states passed laws that made it illegal to educate slaves.

B. Husbands, wives, and families could be broken up and sold to different owners.

C. Slaves accused of a crime could be sentenced with little or no evidence.

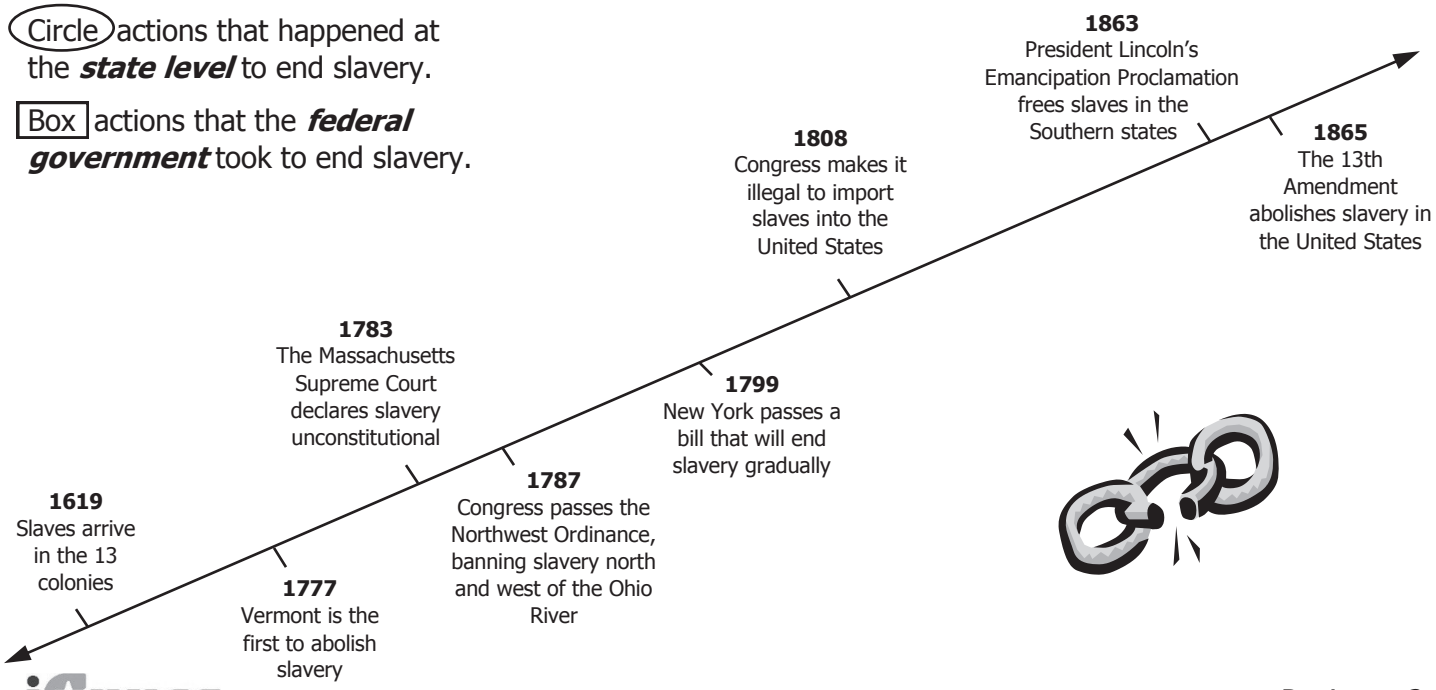
D. The slave population could not elect government leaders who would end slavery.

E. Owners could treat slaves very badly and not get punished.

Timeline of Anti-Slavery Laws

Circle actions that happened at the ***state level*** to end slavery.

Box actions that the ***federal government*** took to end slavery.



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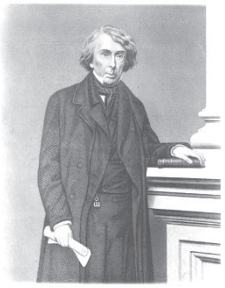

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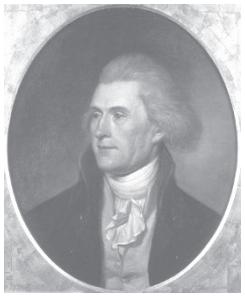

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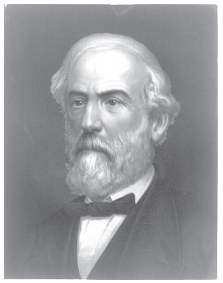

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Slavery: No Freedom, No

TEACHER GUIDE

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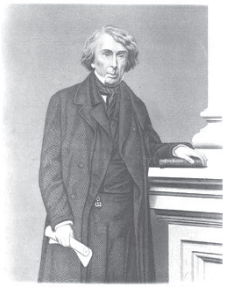

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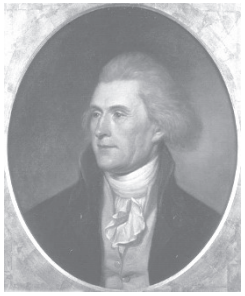
"Don't Make Me Do That"

"We have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."

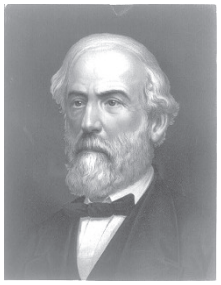


Thomas Jefferson
(1820)
3rd President of the United States

Which type of pro-slavery thinking is this?

"Tiger By The Tail"

"The blacks are…better off here than in Africa, morally, physically, and socially. The painful discipline they are undergoing is necessary for their further instruction as a race, and will prepare them, I hope, for better things."



Robert E. Lee
(1856)
General of the Confederate Army

Which type of pro-slavery thinking is this?

"No Pain, No Gain"

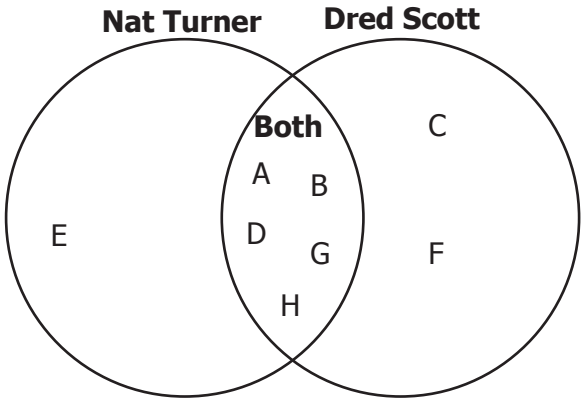
Slavery: No Freedom, No Rights

TEACHER GUIDE

You Make the Call. Circle the correct option in each sentence.

1. A **slave** **or** **abolitionist** is a person who is held as the property of another person.
2. A slave owner had to invest enough money to keep slaves **healthy** **or** **alive**.
3. Slavery was not as widespread in the **northern** **or** **southern** colonies.
4. Congress had to wait 20 years before it could make it illegal to **import** **or** **own** slaves.
5. The **Missouri Compromise** **or** **Compromise of 1850** created the Fugitive Slave Act.
6. A slave who escaped to a free state **became free forever** **or** **did not become free**.
7. A "necessary evil" is something we **need** **or** **want** but **like** **or** **don't like**.
8. In 1846, the Supreme Court said black people were not **slaves** **or** **citizens**.
9. Abolitionists tried to keep slavery from **spreading** **or** **ending**.
10. Slaves counted as **a whole** **or** **three-fifths** of a person.

Compare. What did Nat Turner and Dred Scott have in common? Decide whether each statement describes Turner, Scott, or both. Write the letter of each description in the correct part of the diagram.



A. He was a slave.
B. He lived in slave states
C. He lived in free states
D. He tried to gain his freedom
E. He used violence
F. He used the court system
G. His plan to achieve freedom failed
H. His challenge to slavery resulted in less freedom for slaves

Who do you think is most likely shown in this drawing?

(circle one)

Dred Scott

- or -

Nat Turner

Hidden Values. Ten (10) words from the documents quoted in "Freedom and Equality…" are hidden in the puzzle below. Find them!

H	W	W	V	M	D	X	W	H	W
U	A	E	I	T	U	S	A	Y	A
L	N	L	I	F	E	P	Y	G	X
L	R	F	W	R	P	F	T	E	N
I	C	A	V	I	R	L	R	E	N
H	Q	R	N	G	O	A	E	D	T
O	H	E	A	H	C	U	B	Y	O
T	S	Q	H	T	E	Q	I	E	G
S	G	N	I	S	S	E	L	B	D
Z	A	D	J	U	S	T	I	C	E

Slavery: No Freedom, No Rights

TEACHER GUIDE

"Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally."

Lincoln

Trading Places. If Lincoln could have made slaves and owners trade places for one day, would the owners really learn what it was like to be a slave? Look at the checklist. Mark everything that could NOT be traded for just one day:

- ☑ Inability to read or write
- ❑ Dirty living conditions
- ☑ Trauma from past experiences
- ☑ Skin color
- ☑ Slavery in the Constitution
- ❑ Clothes that don't fit right
- ❑ Hard labor in the fields
- ☑ Bad health or physical condition
- ❑ Cheap food
- ☑ Hopelessness for the future
- ❑ Bare feet, no shoes
- ☑ Fear of being sold away from family

What Did It Mean To Have No Rights? Match each cause with an effect to learn about a few tragic consequences of slavery:

Causes

_C_ 1. Slaves did not have the right to a fair trial.

_E_ 2. Slaves were not protected by the laws that protected citizens.

_D_ 3. Slaves could not vote.

_A_ 4. People were afraid slaves who could read and write might convince other slaves to rebel.

_B_ 5. Slaves could "marry," but their marriages were not legal.

Effects

A. Some states passed laws that made it illegal to educate slaves.

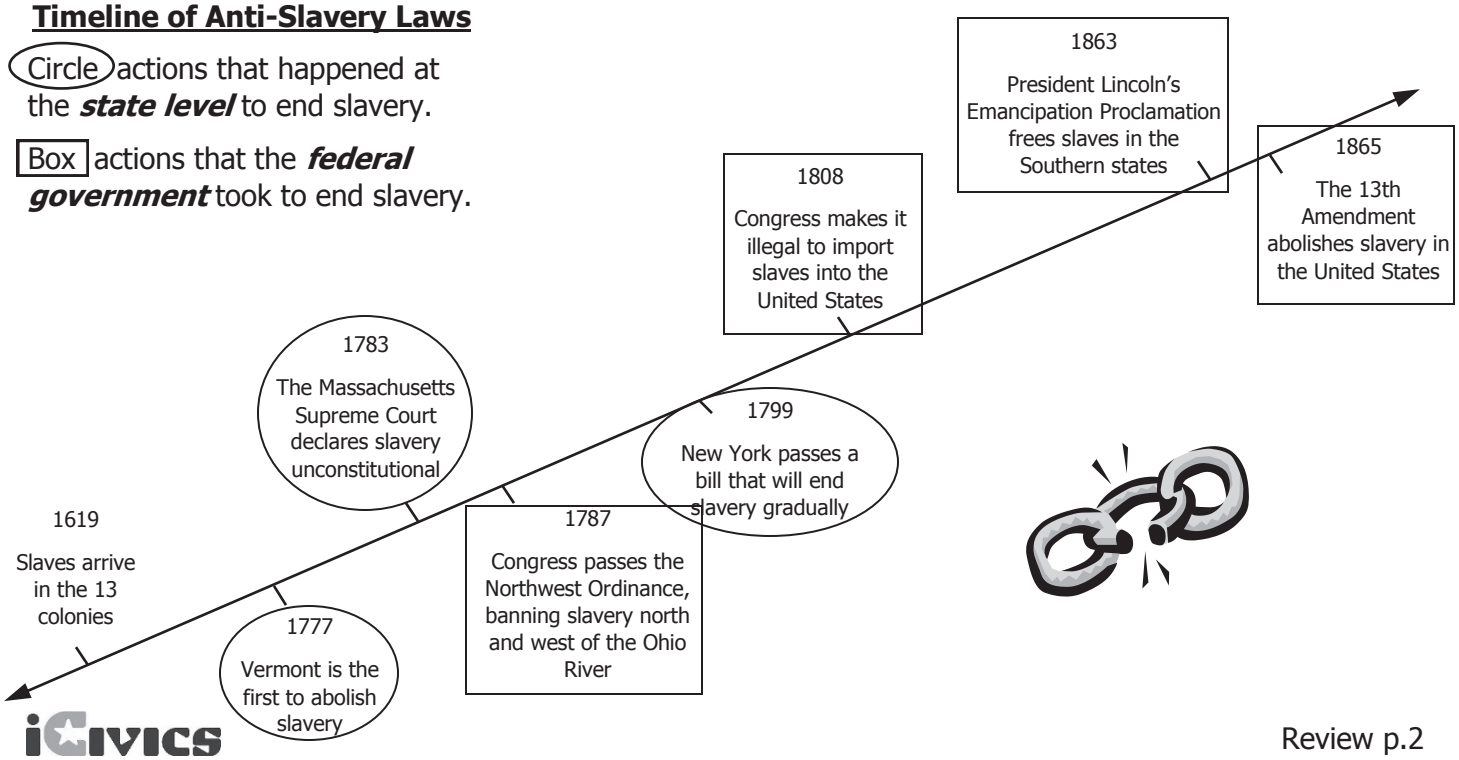
B. Husbands, wives, and families could be broken up and sold to different owners.

C. Slaves accused of a crime could be sentenced with little or no evidence.

D. The slave population could not elect government leaders who would end slavery.

E. Owners could treat slaves very badly and not get punished.

Timeline of Anti-Slavery Laws

Circle actions that happened at the ***state level*** to end slavery.

Box actions that the ***federal government*** took to end slavery.