



# 8th Grade Student Workbook

Second Edition

United States History and Geography



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

Period: \_\_\_\_





# Lesson 8.2.3

# Materials

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# Document 1

## Notes from the Constitutional Convention

**Background:** During the Constitutional Convention, James Madison took notes on what the participants said. This portion of his notes focuses on the debate about the slave trade.

**Directions:** Read the summary of Madison's notes. As you read, identify whether the speaker is for or against the slave trade by writing a plus or minus in the box; circle the evidence that led you to your conclusion.

<b>Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts</b>	<b>Document: Notes from August 21, 1787</b>
<u>inconsistent</u> - opposed; goes against	<u>Mr. Luther Martin (of Maryland)</u> It was <u>inconsistent</u> with the principles of the revolution and dishonorable to the American character to have such a feature [the slave trade] in the Constitution.
<u>commodities</u> - goods; products	<u>Mr. John Rutledge (of South Carolina)</u> The true question at present is whether the Southern states shall or shall not be parties to the Union. If the Northern states consult their interest, they will not oppose the increase of slaves, which will increase the <u>commodities</u> of which they will become the carriers.
<u>morality</u> - worthiness <u>meddled</u> - interfered <u>import</u> - to bring	<u>Mr. Oliver Ellsworth (of Connecticut)</u> Let every state <u>import</u> what it pleases. The <u>morality</u> or wisdom of slavery are considerations belonging to the states themselves[. . .]
	<u>General Charles Pinckney (of South Carolina)</u> South Carolina can never receive the plan if it prohibits the slave trade.

# Document 1

Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts

Document: Notes from August 21, 1787

<p><u>expedient</u> - useful <u>abolition</u> - end</p>	<p><u>Mr. Roger Sherman (of Connecticut)</u> [Roger Sherman] disapproved of the slave trade; yet as the states were now possessed of the right to import slaves, and as it was <u>expedient</u> to have as few objections as possible to the proposed government, [Roger Sherman] thought it best to leave the matter as we find it. [Roger Sherman] observed that the <u>abolition</u> of slavery seemed to be going on in the United States.</p>
<p><u>infernal</u> - evil <u>avarice</u> - greed</p>	<p><u>Col. George Mason (of Virginia)</u> This <u>infernal</u> [slave] trade originated in the <u>avarice</u> of British merchant. The present question concerns not the importing states alone, but the whole Union [. . .] Maryland and Virginia had already prohibited the importation of slaves expressly. North Carolina had done the same in substance. All this would be in vain if South Carolina and Georgia be at liberty to import. The Western people are already calling for slaves for their new lands. [. . . slavery] brings the judgment of Heaven on a country.</p>
<p><u>intermeddle</u> - interfere</p>	<p><u>Mr. Oliver Ellsworth (of Connecticut)</u> Let us not <u>intermeddle</u>. As population increases, poor laborers will be so plenty as to render slaves useless. Slavery, in time, will not be a speck in our country.</p>
<p><u>imports</u> - products from another country</p>	<p><u>General Charles Pinckney (of South Carolina)</u> South Carolina and Georgia cannot do without slaves. As to Virginia, she will gain by stopping the importations. [Charles Pinckney] admitted that it would be reasonable that slaves should be taxed like other <u>imports</u>; but should consider a rejection of the clause as an exclusion of South Carolina from the Union.</p>

## Document 2

1790 Census Records: Chart of Slave Populations

State	Total Population (1790)	Slave Population	Percentage (%) of total population enslaved
Connecticut	237,655	2,648	1%
Delaware	59,096	8,887	15%
<i>Georgia</i>	82,548	29,264	35%
<i>Maryland</i>	319,728	103,036	32%
Massachusetts	378,556	0	0%
New Hampshire	141,899	157	0.1%
New Jersey	184,139	11,423	6%
New York	340,241	21,193	6%
<i>North Carolina</i>	395,005	100,783	26%
Pennsylvania	433,611	3,707	0.8%
Rhode Island	69,112	958	1%
<i>South Carolina</i>	247,073	104,094	42%
<i>Virginia</i>	747,550	292,627	39%



**13 Colonies Key**

- 1. New Hampshire
- 2. New York
- 3. Massachusetts
- 4. Rhode Island
- 5. Connecticut
- 6. New Jersey
- 7. Pennsylvania
- 8. Delaware
- 9. Maryland
- 10. Virginia
- 11. North Carolina
- 12. South Carolina
- 13. Georgia



# Document 4

## From the Constitution of the United States, 1787

### Article 1 - The Legislative Branch

#### Section 9 - Limits on Congress

The **Migration** (*movement*) or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be **prohibited** (*stopped*) by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

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# Student Handout 2

## Writing a Thesis and Supporting it with Evidence

A thesis is the main argument of a piece of historical writing. It is what you want the reader of your paper to believe. To help make your thesis convincing, you will need to support your argument with evidence and analysis. Evidence and its analysis are the facts, examples, ideas and “proof” you use to back up your argument. In history evidence should largely come from the primary source documents you are studying.

### A. Models of a thesis statement with a preview of evidence

- 1) Los Angeles is a good place to live because it has nice weather, lots of entertainment, and interesting people.
- 2) Los Angeles is a terrible place to live because it has far too many people, too much violent crime, and is too expensive.

*What are you noticing about these two examples?*

### B. An example of a thesis relating to an historical topic

The Roman Empire declined due to barbarian invasions, corrupt leaders, and economic problems.

*What do you notice about this example?*

### C. Practice

Respond to the following question by filling in the blanks. *Should students study history in middle school?*

Students \_\_\_\_\_ study history in middle school because

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,

and \_\_\_\_\_ .

Respond to the following question by writing a thesis statement with three supporting pieces of evidence. *Who was the most important person in American history?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*What questions do you still have about thesis statements and evidence?*

\_\_\_\_\_  
\_\_\_\_\_

# Student Handout 3

## Preparing Your Argument: Thesis and Evidence

To prepare to write your argument you will need to complete the chart below.

When you are copying items from other documents, be sure to put quotation marks (“ ”) around the part you are copying and to put the document title in parenthesis. For example: “We hold these truths to be self-evident” (Declaration of Independence, 1776). You must do this in your essay. After writing each evidence statement, write one sentence that explains how that statement supports your argument.

**Focus Question:** Were the Founders for or against the slave trade?

FOR	AGAINST

Based on the things you have written, which side do you believe has a stronger argument? Which pieces of evidence will you use? Put a check next to them.

Now practice writing your thesis for the focus question. Include your preview of evidence.

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# Student Handout 4

## The Founders and the Slave Trade

### **Background:**

In 1787 twelve states sent delegates to Philadelphia for a Constitutional Convention. The delegates at the Constitutional Convention disagreed about many issues. One issue that they disagreed about was the slave trade. By reading the debates on the slave trade and Article 1 Section 9 of the Constitution, you can see what the Founders thought and decided about the slave trade. Based on these two sources, answer the following question.

### **Prompt:**

Were the Founders for or against the slave trade?

### **Task:**

Write a paragraph in which you:

1. Write a clear thesis statement that addresses the question.
2. Provide at least three pieces of evidence from the documents to support your argument.

### **Suggested Vocabulary:**

slave trade  
compromise  
economic(s)  
northerners  
southerners  
founders  
political or politics  
prohibited  
importation  
union

# Student Handout 5

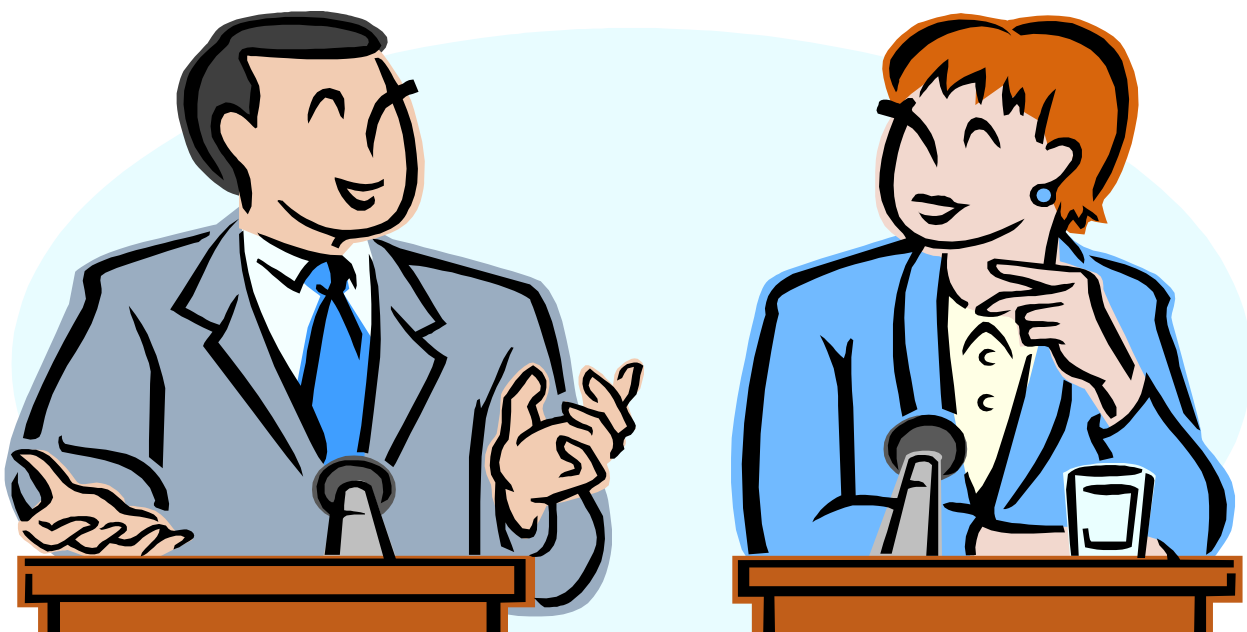
## Paragraph Organizer

Subject	
Topic Sentence (Main Idea)	The Founders were for/against the _____ because (reason 1) _____, (reason 2) _____ and (reason 3) _____.
Explanation of Reason 1	
Explanation of Reason 2	
Explanation of Reason 3	
Concluding Thought	This shows that the Founders were _____ _____.

* * * *	Historical Context 1- 2 sentence summary of topic		I N T R O D U C T I O N
	<u>Thesis</u> Your main argument or idea that you will support		
Main Idea	Topic Sentence		B O D Y
	Supporting Detail/Evidence		
	Supporting Detail/Evidence		
	Explanation/ Analysis		
	Concluding Sentence		
Main Idea	Topic Sentence		
	Supporting Detail/Evidence		
	Supporting Detail/Evidence		
	Explanation/ Analysis		
	Concluding Sentence		
Main Idea	Topic Sentence		
	Supporting Detail/Evidence		
	Supporting Detail/Evidence		
	Explanation/ Analysis		
	Concluding Sentence		
Restate Thesis			C O N C L U S I O N
Review Main Points			
Final Thought			

# Lesson 8.3, 4

## Materials





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# Student Handout 1

Use this sheet to answer the quick write question.

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## Student Handout 2

### Sentence Starters

- I believe that....
- I understand your point, but....
- I would like to point out...
- I disagree with you because...
- I respect your opinion. However...
- I would like you to clarify...
- I am confused because...
- I agree because...

# Document 1

## Background Information Reading Alexander Hamilton

### Personal Background

Hamilton was born in the West Indies and raised on the Caribbean island of *St. Croix*. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few St. Croix leaders arranged to send the talented teenager to New York, where he could get the education he deserved.

With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm. George Washington spotted Hamilton's talents early in the Revolutionary War. Washington made the young man his aide-de-camp or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a **delegate** from New York to the Constitutional Convention.

### View of Human Nature

Hamilton's view of **human nature** was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country.

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."

### Best Form of Government

Federalists believed that the country should be ruled by "best people" - educated, wealthy, **public-spirited** men like themselves. Such people had the time, education, and background to run the country wisely. "Those who own the country," said Federalist John Jay bluntly, "ought to govern it."

Federalists favored a strong national government, they believed in **loose construction** - broad or flexible **interpretation** - of the Constitution. They hoped to use the new government's powers under the Constitution to unite the **quarreling** states and keep order among the people. In their view, the rights of the states were not nearly as important as national power and unity.

**delegate** - somebody chosen to represent their state

**human nature** - human behavior that does not change over time

**public-spirited** - motivated by or showing concern for others in the community

**loose construction** - broad interpretation

**interpretation** - an explanation of something

**quarreling** - an angry disagreement between two or more people

# Document 1

## Ideal Economy

Hamilton's dream of national greatness depended on the United States developing a strong economy. In 1790, the nation's economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation's wealth by using the power of the federal government to promote business, manufacturing, and trade.

In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not **promptly** paid, he warned, the government would lose respect both at home and abroad.

Hamilton's plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

**promptly** - done at once without delay

## Differences between the First Political Parties

<b>Federalists</b>	<b>Democratic-Republicans</b>
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored: <ul style="list-style-type: none"><li>• Rule by the wealthy class</li><li>• Strong federal government</li><li>• Emphasis on manufacturing</li><li>• Loose interpretation of the Constitution</li></ul>	Favored: <ul style="list-style-type: none"><li>• Rule by the people</li><li>• Strong state governments</li><li>• Emphasis on agriculture</li><li>• Strict interpretation of the Constitution</li></ul>

# Student Handout 3

## Alexander Hamilton's Ideas about Government and the Federalist Party

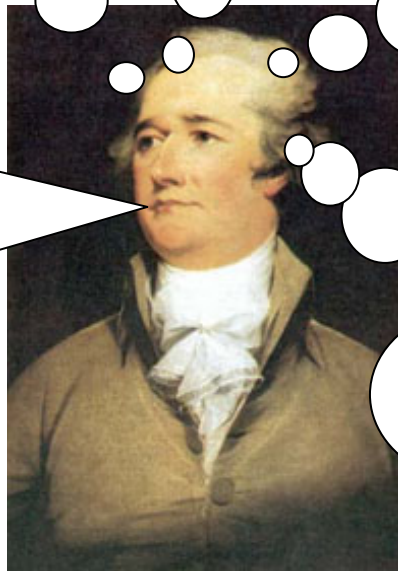
Directions: Write three important ideas from Document 1 in each bubble.

View of Human Nature

Best Form of Government

Ideal Economy

What he might say about Jefferson



Personal Background

Additional Notes

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# Document 2

## Background Information Reading Thomas Jefferson

### Personal Background

Jefferson was born in Virginia to an old and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

### View of Human Nature

Jefferson's view of **human nature** was very hopeful. He assumed that **informed** citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men." Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue [outcome] where reason is left free to **exert** her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil - farmers and planters like himself. "State a problem to a **ploughman** and a professor," he said, and "the former will decide it often better than the latter."

### Best Form of Government

Democratic -Republicans had no patience with the Federalists' view that only the "best people" should rule. To Democratic-Republicans, this view came close to monarchy, or rule by a king.

Democratic-Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a strict construction, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, was **unconstitutional** and dangerous.

### Ideal Economy

Like most Americans in the 1790s, Jefferson was a country man. He believed that the nation's future lay not

**human nature** - human behavior that does not change over time

**informed** - having enough knowledge to understand something

**exert** - to make a strenuous physical or mental effort

**ploughman** - farmer

**unconstitutional** - not allowed by the Constitution



## Document 2

**manufacturing** - to make something into a product using raw materials

with Federalist bankers and merchants, but with plain, Democratic-Republican farm folk. "Those who labor in the earth," he wrote, "are the chosen people of God, if ever He had a chosen people."

Democratic-Republicans favored an economy based on agriculture. They opposed any measures designed to encourage the growth of business and **manufacturing**.

### Differences between the First Political Parties

<b>Federalists</b>	<b>Democratic-Republicans</b>
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored: <ul style="list-style-type: none"><li>• Rule by the wealthy class</li><li>• Strong federal government</li><li>• Emphasis on manufacturing</li><li>• Loose interpretation of the Constitution</li></ul>	Favored: <ul style="list-style-type: none"><li>• Rule by the people</li><li>• Strong state governments</li><li>• Emphasis on agriculture</li><li>• Strict interpretation of the Constitution</li></ul>

# Student Handout 4

## Thomas Jefferson's ideas about Government and the Democratic-Republican Party

**Directions:** Write three important ideas from **Document 2** in each bubble.

View of Human Nature

Best Form of Government

Ideal Economy

Personal Background

What he might say about Hamilton

Additional Notes

# Document 3

## Who Is the Speaker?

**Directions:** Read the quotations and answer the following questions for each quote. These quotes and your analysis will help you answer the writing prompt.

Key Vocabulary Terms, Key Concepts	Quotation	Analysis
<u>labor</u> - work	1. "Those who <u>labor</u> in the earth are the chosen people of God..."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
	2. "All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people...."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
<u>consolidation</u> - the process of uniting <u>concentration</u> - gather into one (concentrated)	3. "It is not by the <u>consolidation</u> , or <u>concentration</u> of powers, but by their distribution, that good government is effected."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
<u>construed</u> - understood	4. "Laws are made for men of ordinary understanding and should, therefore, be <u>construed</u> by the ordinary rules of common sense."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____

# Document 3

Key Vocabulary Terms, Key Concepts	Quotation	Analysis
	5. "A fondness for power is implanted, in most men, and it is natural to abuse it, when acquired."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
	6. "A national debt, if it is not excessive, will be to us a national blessing."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
<u>tranquility</u> - calm, quiet <u>asylum</u> - place of protection, shelter	7. "America is now, I think, the only country of <u>tranquility</u> and should be the <u>asylum</u> of all those who wish to avoid the scenes which have crushed our friends in [other lands]."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____
<u>subsistence</u> - minimum needed to sustain life (food, shelter, etc.)	8. "Power over a man's <u>subsistence</u> is power over his will."	1. What is the main idea of the quotation? _____ _____ 2. Who do you think is the speaker? _____ 3. Explain how you came to your conclusion about the speaker. _____ _____

# Student Handout 5

## Structured Practice

### Directions:

When you complete a writing assignment and are asked to provide evidence to support your position, you are using citation, a component of good writing; authors use citations to let the reader know that the ideas presented are not their own. Most citations have a formal structure in which the author is required to provide specific information from the source. However, the writing assignment you will complete will simply require you to identify where you learned the information.

### Practice

Read the following Section from the Constitution:

#### Article One, Section Eight, United States Constitution

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Write one sentence that explains what you've learned from the above passage. Inside the parentheses write the word Constitution because that is where you learned the information.

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\_\_\_\_\_ ( \_\_\_\_\_ ).

Explain one item that you have learned from **Document 1** and cite your source.

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\_\_\_\_\_ ( \_\_\_\_\_ ).

Explain one item that you learned from the **Document 2** and cite your source.

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\_\_\_\_\_ ( \_\_\_\_\_ ).

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# Student Handout 6

## Hamilton and Jefferson

### **Background:**

Thomas Jefferson and Alexander Hamilton were powerful political leaders in the early days of the United States of America who disagreed about many things. They disagreed about what was best for America and what the government should do to make America better. Eventually, their disagreements led to the formation of two political parties or groups.

### **Prompt:**

Who had the better ideas, Thomas Jefferson or Alexander Hamilton? Present three ideas and show how those ideas are superior to the ideas of the opposing person.

### **Task:**

Write one introduction and one body paragraph in which you:

1. Write a clear thesis statement that addresses the prompt above.
2. Provide at least three pieces of evidence from the documents to support your argument.
3. Include at least two different sources (**Documents 1, 2, or 3**).
4. Cite each piece of evidence used.
5. Present at least one solid reason why the ideas of the person you chose (Hamilton or Jefferson) are better than the ideas of the other person (Hamilton or Jefferson).

### **Suggested Vocabulary:**

government  
political parties  
human nature  
economy  
manufacturing  
agriculture  
Federalists  
Democratic-Republicans

# Student Handout 7

## Paragraph Organizers

Subject	
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Who were Jefferson and Hamilton?	
Why did Jefferson and Hamilton disagree?	
What was the result of their disagreement?	
Who had the better ideas, Jefferson or Hamilton?	

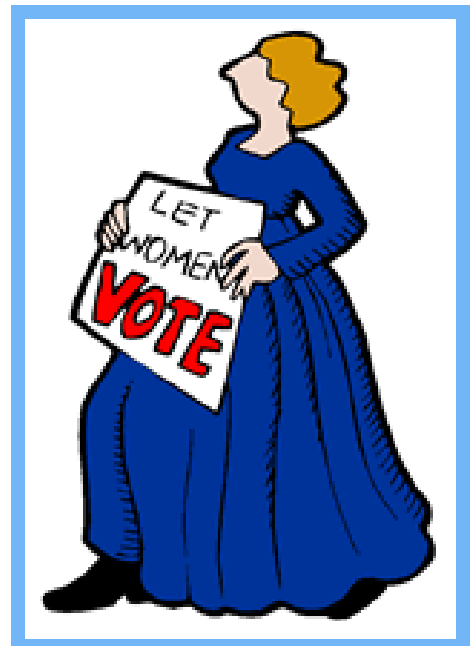
Topic Sentence (Main Idea)		
	Reason/ Detail/ Fact	
	Reason/ Detail/ Fact	
	Reason/ Detail/ Fact	
Concluding Thought		



* * * *	Historical Context 1- 2 sentence summary of topic			I N T R O D U C T I O N
	Thesis Your main argument or idea that you will support			
* *	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
* *	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
	Main Idea	Topic Sentence		C O N C L U S I O N
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
Restate Thesis				
Review Main Points				
Final Thought				

# Lesson 8.6.6

## Materials



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# Student Handout 1

## How much do you know about the beginnings of the women's rights movement?

### Part I:

Carefully read each of the following questions. In the space provided write the number that you think answers the question correctly.

- \_\_\_\_\_ 1. In 1800, how many of the original 13 states allowed women to vote?
- \_\_\_\_\_ 2. Ten years later (in 1810), how many states allowed women to vote?
- \_\_\_\_\_ 3. In 1800, how many women attended colleges in the United States?
- \_\_\_\_\_ 4. In 1800, how many states allowed women to serve on juries?
- \_\_\_\_\_ 5. In 1800, what percentage of married women were able to own property?

### Part II:

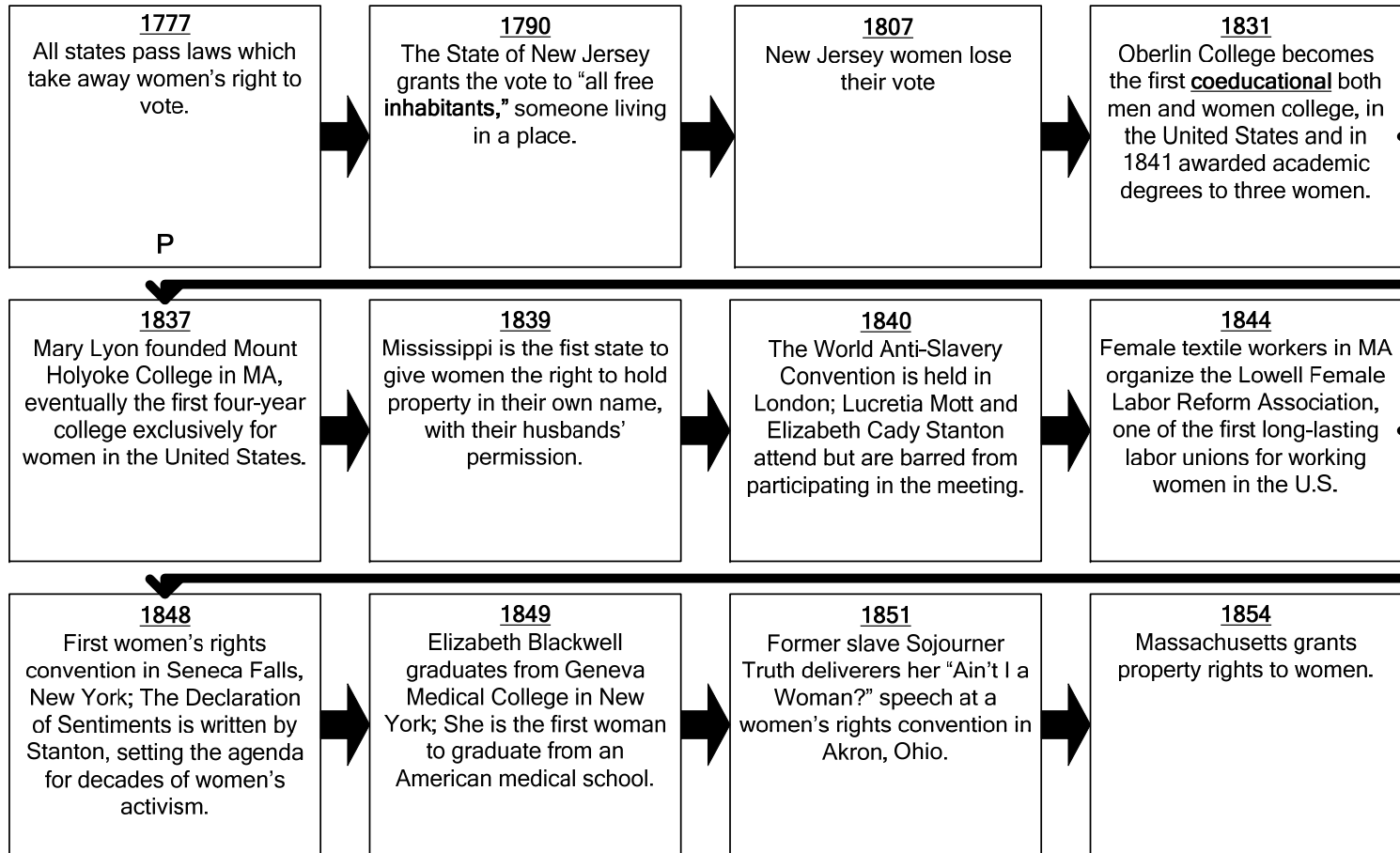
Review the following categories by reading the definition and drawing a picture or writing an example that represents each definition.

Category	Definition	Picture/Example
Social	The organization of people and the way they live in a society.	
Economic	The study of the production and trade of goods and money.	
Political	Ideas and activities relating to government and power.	

# Student Handout 2

## Women's Rights Timeline: The Early Years

**Instructions:** With a partner, review the timeline. Your task is to categorize each date on the timeline as social, economic, or political. Write S for social, E for economic, and P for political in each box of the timeline. The first has been completed for you.



# Document 1

## A Brief History of Women's Rights Before the Civil War

**sue** - to take legal action against someone

**endowed** - funded  
**lecturers** - a speaker giving useful information on a specific topic  
**empowerment** - to give somebody power

**illegitimate** - born to parents who are not married to each other  
**criticism** - an opinion of what is wrong or bad of somebody or something  
**abolition** - outlawing slavery

**abolitionist** - a person who opposes slavery

**assigned** - to give somebody a job to do

**denounced** - to publicly say someone is wrong or bad

**preaching** - to urge people to accept an idea

In the 1700s, men treated women like children. The law did not let women sign a contract or **sue** people in court. Women could not be on a jury. Once she married, her husband owned a woman's land and money.

At first, women could only vote in one state—New Jersey. In 1807, New Jersey joined the other states. It banned voting. Men did not want women to vote. Men thought women would just vote like their fathers, brothers, or husbands so they did not need this right.

In 1821, Emma Hart Willard founded the Troy Female Seminary in New York. Hart was unable to get funding for the school from the governor of New York but later the town of Troy voted to raise money if Hart would move her school to the town. This institution was the first **endowed** school for girls.

One of the first female **lecturers**, Frances Wright, spoke out for not only the political rights of working men but for equality for women, **empowerment** of women through divorce, **emancipation** of the slave, free public education for everyone, and equal treatment of **illegitimate** children.

Women formed the Female Anti-Slavery Society in 1837. The society spread and it became the target of much **criticism**. There was strong opposition to **abolition** and even stronger opposition toward the female abolition societies. Meetings were often mobbed and the hall was burnt down where the Anti-Slavery Convention of American Women was being held.

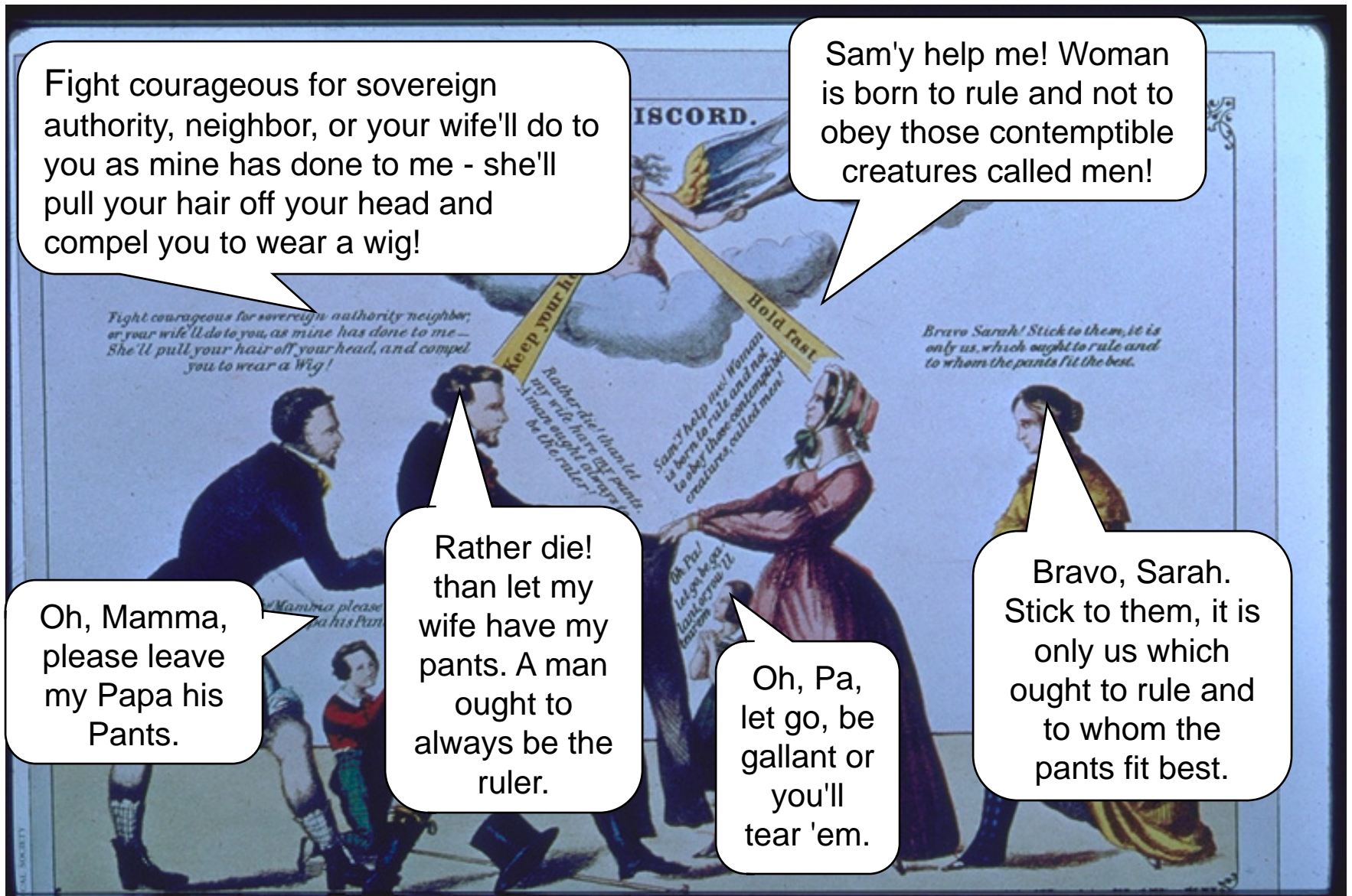
In 1836 Angelina Grimke and her sister Sarah arrived in New York as the first female **abolitionist** agents in the country. They were brought by the Female Anti-Slavery Society and **assigned** to give parlor talks to women. Their lectures soon began to attract larger and larger audiences so the meetings were moved to public auditoriums. The sisters were **denounced** by the clergy for going beyond women's "God-given place."

Margaret Fuller, a writer, began to have essays written about women's rights published in newspapers and journals. In 1845, Fuller published her book titled Women in the Nineteenth Century, which has become a classic book in the women's rights movement.

Maria Mitchell became an astronomer and discovered a comet in 1847. Although discovering a comet was not rare, being a woman astronomer was not common. A year later, Mitchell became the first woman elected to the American Academy of Arts and Sciences.

African American women joined the movement as well. In 1851, former slave Sojourner Truth was the only African American to attend a women's rights convention in Akron, Ohio. She delivered her famous "Ain't I A Woman" speech at this convention. She spent her life **preaching** the message of equality for all people.

# Student Handout 3



Fight courageous for sovereign authority, neighbor, or your wife'll do to you as mine has done to me - she'll pull your hair off your head and compel you to wear a wig!

Sam'y help me! Woman is born to rule and not to obey those contemptible creatures called men!

Oh, Mamma, please leave my Papa his Pants.

Rather die! than let my wife have my pants. A man ought to always be the ruler.

Oh, Pa, let go, be gallant or you'll tear 'em.

Bravo, Sarah. Stick to them, it is only us which ought to rule and to whom the pants fit best.

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## Document 2

	Excerpt From: <i>The Declaration of Sentiments</i>	Excerpt From: <i>The Declaration of Independence</i>
1	When, in the course of human events, it	When in the Course of human events it
2	becomes necessary for one portion of the	becomes necessary for one people to dissolve
3	family of man to assume among the people of	the political bands which have connected them
4	the earth a position different ... mankind	with another and to assume among the powers
5	requires that they should declare the causes	of the earth ... a decent respect to the opinions
6	that impel them to such a course.	of mankind requires that they should declare
7		the causes which impel them to the separation.
8		
9	We hold these truths to be self-evident: that	We hold these truths to be self-evident, that all
10	all men and women are created equal; that	men are created equal, that they are endowed
11	they are endowed by their Creator with	by their Creator with certain unalienable
12	certain inalienable rights; that among these	Rights, that among these are Life, Liberty and
13	are life, liberty, and the pursuit of happiness;	the pursuit of Happiness. – That to secure
14	that to secure these rights governments are	these rights, Governments are instituted
15	instituted, deriving their just powers from the	among Men, deriving their just powers from the
16	consent of the governed. Whenever any form	consent of the governed, – That whenever any
17	of government becomes destructive of these	Form of Government becomes destructive of
18	ends, it is the right of those who suffer from it	these ends, it is the Right of the People to alter
19	to refuse allegiance to it, and to insist upon	or to abolish it, and to institute new
20	the institution of a new government...	Government ... To prove this, let Facts be
21		submitted to a candid world.

# Student Handout 4

## Analyzing The Declaration of Sentiments

**Task:** Read the grievances from the Declaration of Sentiments, explain each in your own words and categorize the grievance.

Grievance (Quote from the Declaration of Sentiments)	Explanation (In your own words)	Category (political, social, or economic)
He has never permitted her to exercise her inalienable right to the <b>elective franchise</b> (the right to vote).	Women may not take part in the voting process.	
He has compelled her to submit to laws, in the formation of which she had no voice.		
He has made her, if married, in the eye of the law, <b>civilly dead</b> (having no rights in society or government).		
He has taken from her all right in property, even to the wages she earns.		
He has denied her the <b>facilities</b> (way) for obtaining a thorough education, all colleges being closed against her.		

## Document 4

Excerpt from: *Ain't I A Woman?*  
Speech given by Sojourner Truth  
Delivered to The Women's Convention In Akron, Ohio  
December, 1851

Notes, Questions, Comments

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could [do better than] me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

# Student Handout 5

## Looks Like/Feels Like/Sounds Like

**Directions:** Read each grievance from the Declaration of Sentiments. Then, write or draw what you would see if this grievance still occurred, what it would feel like to experience the grievance, and finally, what you might hear people saying if the grievance still occurred.

Grievance	What does it look like?	What does it feel like?	What does it sound like?
He has never permitted her to exercise her inalienable right to the <b>elective franchise</b> (the right to vote).	Men are walking into a voting booth; women are forced to wait outside.	It feels unfair; women should be able to vote.	"You can't come in here!" "Go away, this is a place for men not women!"
He has compelled her to submit to laws, in the formation of which she had no voice.			
He has made her, if married, in the eye of the law, <b>civilly dead</b> (having no rights in society or government).			
He has taken from her all right in property, even to the wages she earns.			
He has denied her the <b>facilities</b> (way) for obtaining a thorough education, all colleges being closed against her.			

# Student Handout 6

## Graphic Organizer

**Directions:** Fill in the graphic organizer by recording the goals of the women’s rights movement in each category, **Student Handouts 2 and 4** and **Documents 1 and 2** will help you identify these goals. Then determine if the movement was successful in achieving this goal by circling either success or failure. Finally, cite evidence from the documents and student handouts that supports your opinion.

Social Goals	Economic Goals	Political Goals
Success/Failure	Success/Failure	Success/Failure
Evidence	Evidence	Evidence

# Student Handout 7

## Early Women's Rights Movement

### **Background:**

In the early 19<sup>th</sup> century, women began to demand a change in American society. The women's rights movement worked to extend the political and social rights of women. In 1848, *The Declaration of Sentiments* was written to call attention to the demands of the movement. Although these women worked tirelessly to achieve their goals, they faced many obstacles along the way.

### **Prompt:**

The women's rights movement of the 19<sup>th</sup> century sought to bring women social, political, and economic equality. Which of these goals was the most important and how successful was the women's rights movement in achieving that goal?

### **Task:**

Write a multi-paragraph paper in which you:

1. Write a clear introduction, including a thesis.
2. Write one body paragraph that identifies the most important goal of the women's rights movement.
3. Write one body paragraph that evaluates the success or failure of that goal.
4. Include evidence from two documents, with appropriate citations, to support your ideas.

### **Suggested Vocabulary:**

education  
social  
political  
economic  
voting  
rights  
equality  
reform  
movement

# Student Handout 8

<p><u>Historical Context:</u> Summary of the Women's Rights Movement.</p>	
<p><u>Thesis:</u> Which goal of the Women's Rights Movement was most important? How successful were women at achieving this goal?</p>	

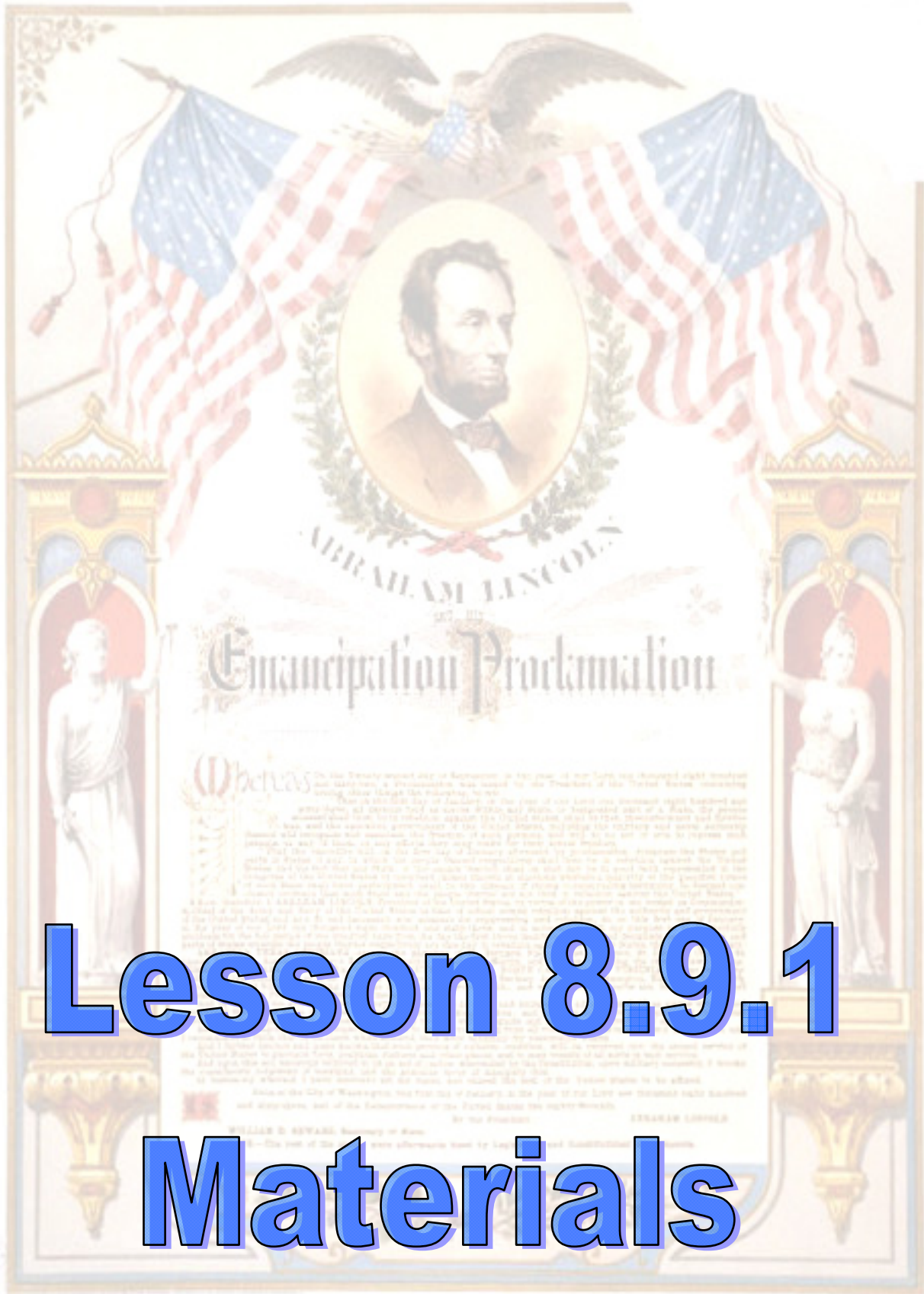
<p>Most Important Goal</p>	<p>Topic sentence</p>	
	<p>Evidence</p>	
	<p>Explanation</p>	
	<p>Concluding Thought</p>	
<p>Evaluation</p>	<p>Topic Sentence</p>	
	<p>Evidence</p>	
	<p>Explanation</p>	
	<p>Concluding Thought</p>	

* *	Historical Context 1- 2 sentence summary of topic			I N T R O D U C T I O N
	* * <u>Thesis</u> Your main argument or idea that you will support			
* *	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
* *	Main Idea	Topic Sentence		
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
	Main Idea	Topic Sentence		C O N C L U S I O N
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
Restate Thesis				
Review Main Points				
Final Thought				



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# Lesson 8.9.1

# Materials

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# Student Handout 1


## How much force should be used in response to a social injustice?

### Part I:

Carefully read each of the five social injustices. Choose two or three and write your response in the “Action You Would Take” table.

Home 

A. Sibling steals one of your special possessions.

Classroom 


B. Classmate embarrasses you and everyone laughs.

School 






C. Assistant Principal wrongly accuses you of tagging school.

Community 

D. You are told that you can no longer skateboard in the park.

Society 

E. You and your family are pulled over by a police officer because of how you look.

	Action You Would Take	Consequences (for you)
A. 		
B. 		
C. 		
D. 		
E. 		

### Part II:

Now, think about the actions you would take above. For each action, identify where the action would fall on the spectrum below by writing the letter of the action on the line. For example, for situation A, if you wrote, “Tell my parents,” you would respond with words, but take no physical action. Therefore, you would put an “A” above “Respond with Words” on the spectrum.

0%

100%

No Response

Respond with  
Words

Respond with  
Nonviolent  
Physical Action

Respond  
with Violence

**Level of Force Needed to Remedy an Injustice**

# Student Handout 2

## Step 1: Observation

You are about to view six visuals of abolitionist leaders from 1820-1860. As historians, study the visuals and the quotes. Then write how you think they attempted to abolish slavery, and identify two pieces of evidence from the pictures or quotes that support your thinking.

<u>Abolitionist</u>	<u>How do you think they tried to abolish slavery?</u>	<u>What evidence do you see that supports your thinking?</u>
Theodore Weld		
John Q. Adams		
John Brown		
Harriet Tubman		
William Lloyd Garrison		
Frederick Douglass		

## Step 2: Prediction

Based on the images, quotes, and other information, predict the amount of force you think these leaders were willing to use to abolish slavery. Place their names on the continuum.

0%

100%

No Response

Responded with  
Words

Responded with  
Nonviolent  
Physical Action

Responded  
with Violence

**Level of Force Needed to Remedy an Injustice**

# Student Handout 3

**Directions:**

Match the Abolitionist leader, the action taken, and the strategy they used. Use **Student Handout 2** to help you. Write the number of the leader next to the action taken and the strategy used. Some strategies will have more than one matching leader.

Example: Theodore Weld was a preacher who wrote books and gave speeches explaining why the Bible said slavery was wrong.

<u>Leader</u>	<u>Action Taken</u>	<u>Strategy</u>
1. Theodore Weld	Propose Legislation/Amendment _____	No Response _____
2. John Q. Adams	Rebellion/Violence _____	Responded with Words _____1._____
3. John Brown	Newspaper/"The Liberator" _____	Responded with Nonviolent Physical Action _____
4. Harriet Tubman	Essays/Writings _____	Responded with Violence _____
5. William Lloyd Garrison	Religious-based Speeches 1. _____	
6. Frederick Douglass	Underground Railroad _____	

Frederick Douglass was born in 1817. “I have no accurate knowledge of my age, never having seen any authentic record containing it. . . I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. . . The white children could tell their ages. . .”

His mother was a black slave and his father a white farmer. “I never saw my mother, to know her as such; more than four or five times in my life; and each of these times was very short in duration, and at night. . . She died when I was about seven years old, on one of my master's farms, near Lee's Mill.”

By the time he was 8 years old, Frederick was sent to work at a slave plantation for the Auld family. Despite the state law against teaching a slave to read and write, Ms. Auld taught Frederick to read. Mr. Auld was less kind, and often beat and abused his slaves, including Frederick. “He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped. . .”



Auld called in a “slavebreaker” named Mr. Covey. “. . . he ordered me to take off my clothes. I made him no answer, but stood with my clothes on. He repeated his order. I still made him no answer, nor did I move to strip myself. Upon this he rushed at me with the fierceness of a tiger, tore off my clothes, and lashed me till he had worn out his switches, cutting me so savagely as to leave the marks visible for a long time after.” After several whippings, Douglass turned on Covey, knocked him to the ground and grabbed his throat. He chose not to kill him.

Douglass escaped to the North using the papers of a freed, black seaman. He was forced to do odd jobs for 3 years until he became involved with the anti-slavery movement. Douglass protested segregated seating on northern trains by sitting in “whites only” cars. When a group of white men tried to throw him off, he hung onto his seat until they pulled the seat out of the floor with Douglass hanging on to it and threw him out.



William Lloyd Garrison heard Douglass speak (“His was a “voice like thunder””) and sponsored Douglass to speak for antislavery organizations. “I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master, and ran off with them.” Douglass hoped that abolition could be achieved without violence. In 1847, Douglass began his own antislavery newspaper, *The North Star*. He also worked on the Underground Railroad with Harriet Tubman. He often led escaped slaves all the way to safety in Canada.

However, by 1859, Douglass began to doubt that peaceful means could end slavery. Frederick Douglass met secretly with abolitionist John Brown who was planning to attack Harpers Ferry, Virginia. Brown planned to capture 100,000 guns, free slaves, and start a war. Douglass decided not to join Brown, saying the attack would be a mistake. “Here we separated; he to go to Harper's Ferry, I to [New York].” Being a part of the conspiracy, not the attack, Douglass himself had to flee to Canada.

Douglass returned to not only continue his work as an abolitionist, but eventually as the advisor to President Abraham Lincoln during the Civil War.

## John Brown

In 1800, John Brown was born into a deeply religious family in Connecticut. His father believed that you must do “right” or you will answer to God. His father strongly opposed slavery. When he was 12, John Brown saw a young slave boy beaten terribly with a shovel and wondered, “If he has no mother or father, was God his father?”



Later, Brown worked in the Underground Railroad to protect escaped slaves from slave catchers. When his friend Elijah Lovejoy was murdered for writing against slavery, Brown stood up in church and said,

“Here before God, I consecrate my life to the destruction of slavery.” He even dreamed he was sent by God to end slavery.

In 1856, John Brown and his sons carried out an attack on proslavery settlers in Kansas. His sons dragged five men from their homes, brutally beat them, murdered them, and cut off their heads. He became an abolitionist hero as a result. A play about him was written and performed in New York City.

For the next few years Brown traveled to raise money and collect guns to bring his war against the injustice of slavery to the South. He started planning an attack.

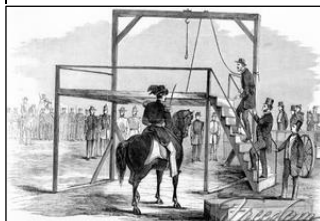
In 1859 Brown planned to attack the federal arsenal that contained 100,000 guns and rifles at Harpers Ferry, Virginia. He planned to capture the guns, free slaves to join him, and start a war. He met with Frederick Douglass at a nearby farm house. Douglass argued against this violent plan. He decided not to join Brown, saying the attack would be a fatal mistake. Douglass wrote, “Here we separated; he to go to Harpers Ferry, I to Rochester [New York].”

With 21 men Brown attacked Harpers Ferry. His men cut the telegraph wires, captured the armory, and rounded up hostages. However, the townspeople took “potshots” at them until the next morning when the U.S. Marines arrived and surrounded them.



The next day, the Marines made an offer: if the raiders surrendered, their lives would be spared. Brown refused. The Marines stormed the building, broke down the door. A Marine tried to run Brown through with his sword but the blade hit the old man’s belt buckle. He was wounded.

John Brown was taken to jail for trial. His statements from prison reached the nation and he inspired others to rally against slavery to fulfill the promise of the Declaration of Independence that “all men are created equal.” His trial took a week. The jury reached a verdict: guilty of murder, treason, and inciting a slave rebellion





On December 2, 1859, Brown was led to a wagon where he took a seat next to his own coffin. Brown was taken to the gallows. He climbed up and a noose was put around his neck. A white linen hood was placed over his head. The sheriff cut the rope with a single blow, the platform fell away, and Brown dropped through. The wind blew his lifeless body to and fro.



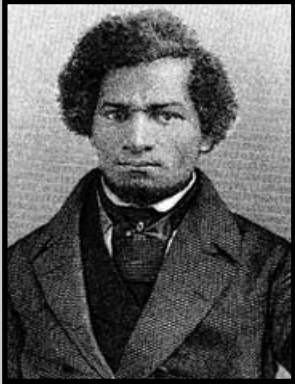

# Student Handout 4

## Reading Analysis

<b>Abolitionist</b>	<b>1. <i>What experiences did he have that led him to oppose slavery?</i> (Use Documents 1 and 2 to answer)</b>	<b>2. <i>What actions did he take to end slavery?</i> (Use Documents 1 and 2 to answer)</b>
<b>Frederick Douglass</b> 		
<b>John Brown</b> 		

# Student Handout 4

## Reading Analysis

Abolitionist	3. <i>What did he say to support his actions?</i> (Use Documents 3 and 4 to answer) Remember to cite your sources.	4. <i>Were his actions the right way to end slavery? Why or why not?</i> (Thought Question)
Frederick Douglass 		
John Brown 		

# Document 3

## Frederick Douglass

Vocabulary	Quotes
<p><u>alleged</u> asserted</p> <p><u>apprehend</u> understand</p>	<p>“I see, too, that there are special reasons why I should write my own biography, in preference to employing another to do it. Not only is slavery on trial, but unfortunately, the enslaved people are also on trial. It is <u>alleged</u>, that they are, naturally, inferior; that they are so low in the scale of humanity, and so utterly stupid, that they are unconscious of their wrongs, and do not <u>apprehend</u> their rights.”</p> <p style="text-align: right;">-Preface to <i>My Bondage, My Freedom</i>, 1855</p>
<p><u>stripes</u> strokes from a whip</p> <p><u>perpetuate</u> continue</p>	<p>“. . . Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? . . . The blessings in which you, this day, rejoice are not enjoyed in common. This Fourth of July is yours, not mine. . . . the Constitution and the Bible which are disregarded and trampled upon, dare to call in question and denounce, with all the emphasis I can command, everything that serves to <u>perpetuate</u> slavery - the great sin and shame of America.”</p> <p style="text-align: right;">-<i>What to the Slave is the Fourth of July?</i>, 1852</p>
<p><u>redress</u> setting right what is wrong</p> <p><u>pang</u> sharp pain or emotional distress</p>	<p>“...the man who has SUFFERED THE WRONG is the man to DEMAND <u>REDRESS</u>,—that the man STRUCK is the man to CRY OUT—and that he who had ENDURED THE CRUEL <u>PANGS</u> OF SLAVERY is the man to ADVOCATE LIBERTY.</p> <p style="text-align: right;">-“Our Paper and Its Prospects,” <i>The North Star</i>, Dec. 3, 1847</p>

# Document 4

## John Brown

Vocabulary	Quotes
<b><u>purge</u></b> to do away with; clean out	“I John Brown am now quite certain that the crimes of this guilty land: will never be <b><u>purged</u></b> away; but with Blood.”  -John Brown’s last letter, the day he was hanged, Dec. 2, 1859
	“Whereas slavery, throughout its entire existence in the United States, is none other than a most...unjustifiable war of one portion of its citizens upon another portion . . . in utter disregard and violation of those eternal and self-evident truths set forth in our Declaration of Independence.”  -John Brown, 1858.
<b><u>oppress</u></b> to deny others their rights or liberty	“I want you to understand that I respect the rights of the poorest and the weakest of the colored people, <b><u>oppressed</u></b> by the slave system, just as much as I do those of the most wealthy and powerful. That is the idea that has moved me and that alone.  -Virginia Court Hearing, 1858

# Student Handout 5

## Abolition Movement

### **Background:**

The Declaration of Independence states 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.”

In the decades preceding the Civil War, abolitionists sought to realize these ideals. Some abolitionists, like Frederick Douglass, took nonviolent action, while others, like John Brown, resorted to violence.

### **Prompt:**

Describe and analyze the lives and actions of Frederick Douglass and John Brown. Whose actions were the best choice to help end slavery?

### **Task:**

Construct a written argument in a five-paragraph essay in which you:

1. Write an introduction in which you give a summary of the Abolitionist Movement, including the activities of Frederick Douglass and John Brown. Include a thesis statement in which you evaluate the actions of either Frederick Douglass or John Brown.
2. Describe the life experiences that influenced Frederick Douglass and led him to take action against slavery. Cite one quote that justifies why he took those actions.
3. Describe the life experiences that influenced John Brown and led him to take action against slavery. Cite one quote that justifies why he took those actions.
4. Select either Douglass or Brown and explain why his actions were the best choice to end slavery. Support your choice by citing either actions or quotes from the abolitionist. You may wish to include information about other abolitionists who supported this point of view.
5. Write a conclusion that supports your thesis.

### **Suggested Vocabulary**

abolition  
abolitionist  
injustice  
equality  
nonviolent  
violent  
response  
slavery  
justify

# Student Handout 6 Essay Organizer

<u>Historical Context:</u> 2-3 sentence summary of the Abolitionist Movement, including Douglass and Brown.	
<u>Thesis:</u> Whose actions were the best choice to end slavery? Why?	

I  
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Frederick Douglass	Experience	
	Action to end slavery	
	Quote	
John Brown	Experience	
	Action to end slavery	
	Quote	
Whose actions were the best way to end slavery?	Douglass or Brown?	
	Supporting action and your reason	
	Supporting quote and your reason	

B  
O  
D  
Y

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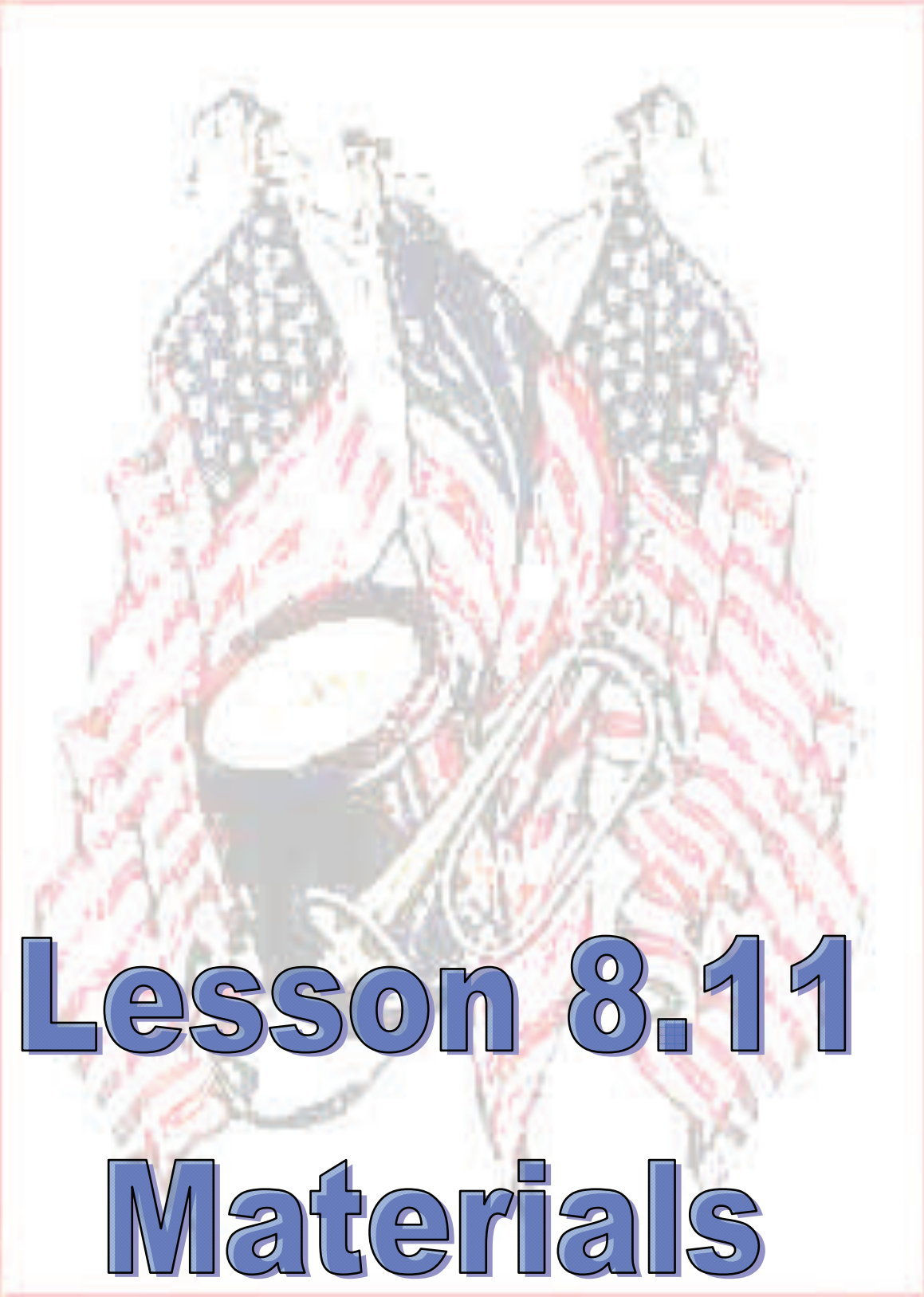
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*	Historical Context 1- 2 sentence summary of topic			I N T R O D U C T I O N
	* * <u>Thesis</u> Your main argument or idea that you will support			
* *	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
* *	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
* *	Main Idea	Topic Sentence		C O N C L U S I O N
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
*	Restate Thesis			C O N C L U S I O N
*	Review Main Points			
	Final Thought			

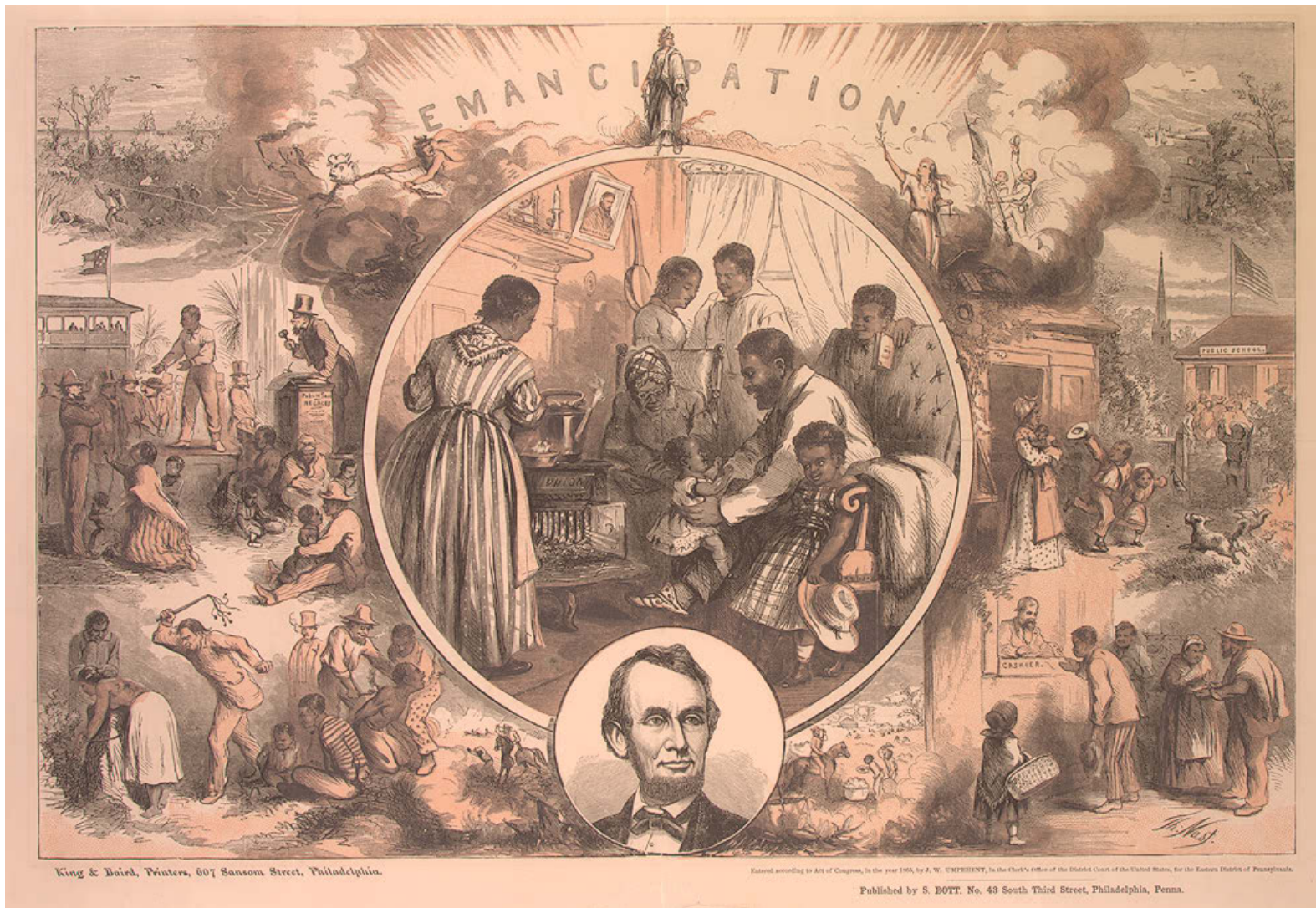
A faded, grayscale illustration of a band performing. In the foreground, a large American flag is draped over a drum set. Behind it, several other American flags are visible, some held by figures. The scene is set against a light background, and the entire illustration is framed by a thin red border.

# Lesson 8.11

## Materials



# Document 1



Thomas Nast *Emancipation*, 1865

# Student Handout 1

## Visual Analysis Worksheet

Visuals	Words (if any)
<ol style="list-style-type: none"><li>1. List the objects or people you see in the image.</li><li>2. Which of the objects on your list are most important?</li><li>3. How is the right side of the image different from the left?</li><li>4. What is the artist trying to convey in the middle image</li><li>5. Why is the organization of the image important?</li></ol>	<ol style="list-style-type: none"><li>1. Identify the image caption and/or title.</li><li>2. Record any important dates or numbers that appear in the image.</li><li>3. Describe the emotions portrayed in the image.</li><li>4. Which words or phrases in the image appear to be most significant? Why do you think so?</li></ol>
<ol style="list-style-type: none"><li>A. Describe the experience of freedmen in the image.</li><li>B. Explain the evidence that led you to your conclusion.</li></ol>	

# Student Handout 2

## Overview of Reconstruction

The term reconstruction means to repair or rebuild something that has been damaged or destroyed. In the history of the United States, the term Reconstruction refers to the time after the Civil War in which the country was rebuilt. This rebuilding involved physical things that were destroyed such as railroads, houses, cities, and farms. The greatest challenges during the Reconstruction era however involved the social and political rebuilding that needed to take place. What should happen to the former Confederates? How should the North and the South be reunited? How should the wounds of secession and the war be healed? What should happen to the four million formerly enslaved people called freedmen? Finally, what would freedom mean for the freedmen?

You will be spending the next few days exploring the last question. This exploration will take place by analyzing primary and secondary sources on the experiences of freedmen. You will look at artistic depictions of events and political cartoons. You will read a letter written by freedmen. You will also read portions from amendments to the Constitution.

By analyzing these sources you will realize that Reconstruction was a complicated time with both positive and negative experiences for freedmen. After analyzing these sources and discussing them with your classmates you will need to answer the following document based question (also called a DBQ): ***Was Reconstruction more of a success or failure for freedmen?*** As you will see, you can answer this question either way. The success of your argument will depend on how well you use the evidence from the sources to support your argument.

Below is a brief timeline of some events from the Reconstruction Era

1863	January 1863 Emancipation Proclamation Issued	March 1865 Freedmen's Bureau established
	April 1865 Lee surrenders to Grant, ending the Civil War	
	December 1865 13 <sup>th</sup> Amendment Ratified	April 1865 Lincoln assassinated
	April 1866 Memphis race riot	1865 Black Codes enacted
	1867 Reconstruction Acts	1866 Ku Klux Klan founded
	1870 Hiram Revels elected as the first African American Senator	July 1868 14 <sup>th</sup> Amendment ratified
	1872 Freedmen's Bureau abolished (ended)	March 1870 15 <sup>th</sup> Amendment ratified
	1877 Reconstruction ends	1875 Civil Rights Acts of 1875
1877		

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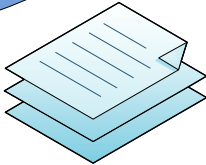
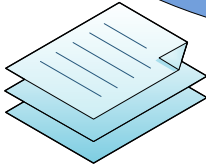
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# Student Handout 3

Document Analysis Sheet

As you read the documents, fill in each of the boxes below for each document. This will help you organize your thoughts and answer the question:

**Was Reconstruction more of a success or failure for freedmen?**



Number, Title and Date of Document	Does the document represent a positive or negative experience for freedmen?	Evidence that supports your interpretation	Additional Notes and Analysis

Number, Title and Date of Document	Does the document represent a positive or negative experience for freedmen?	Evidence that supports your interpretation	Additional Notes and Analysis

## Documents 2-4

**involuntary servitude:** being forced to work against your will

**abridge:** take away

**due process:** legal procedure that must be the same

### Excerpts from the Constitution of the United States

#### Document 1 The Thirteenth Amendment Ratified December 6, 1865

Section 1. Neither slavery nor **involuntary servitude**, except as a punishment of a crime wherof the party shall have been duly convicted, shall exist in the United States, or any place subject to their jurisdiction.

#### Document 2 The Fourteenth Amendment Ratified July 9, 1868

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall **abridge** the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without **due process** of law; nor deny any person within its jurisdiction the equal protection of the laws.

#### Document 3 The Fifteenth Amendment Ratified February 3, 1870

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitud

# Document 5

Thomas Kelly after James C. Beard, *The 15<sup>th</sup> Amendment. Celebrated May 19 1870, 1870.*



## Key

The corresponding text for the five images at the bottom of the document reads:

A. "Education will prove the equality of the races,"

B. "Liberty protects the marriage altar,"

C. "The ballot box is open to us,"

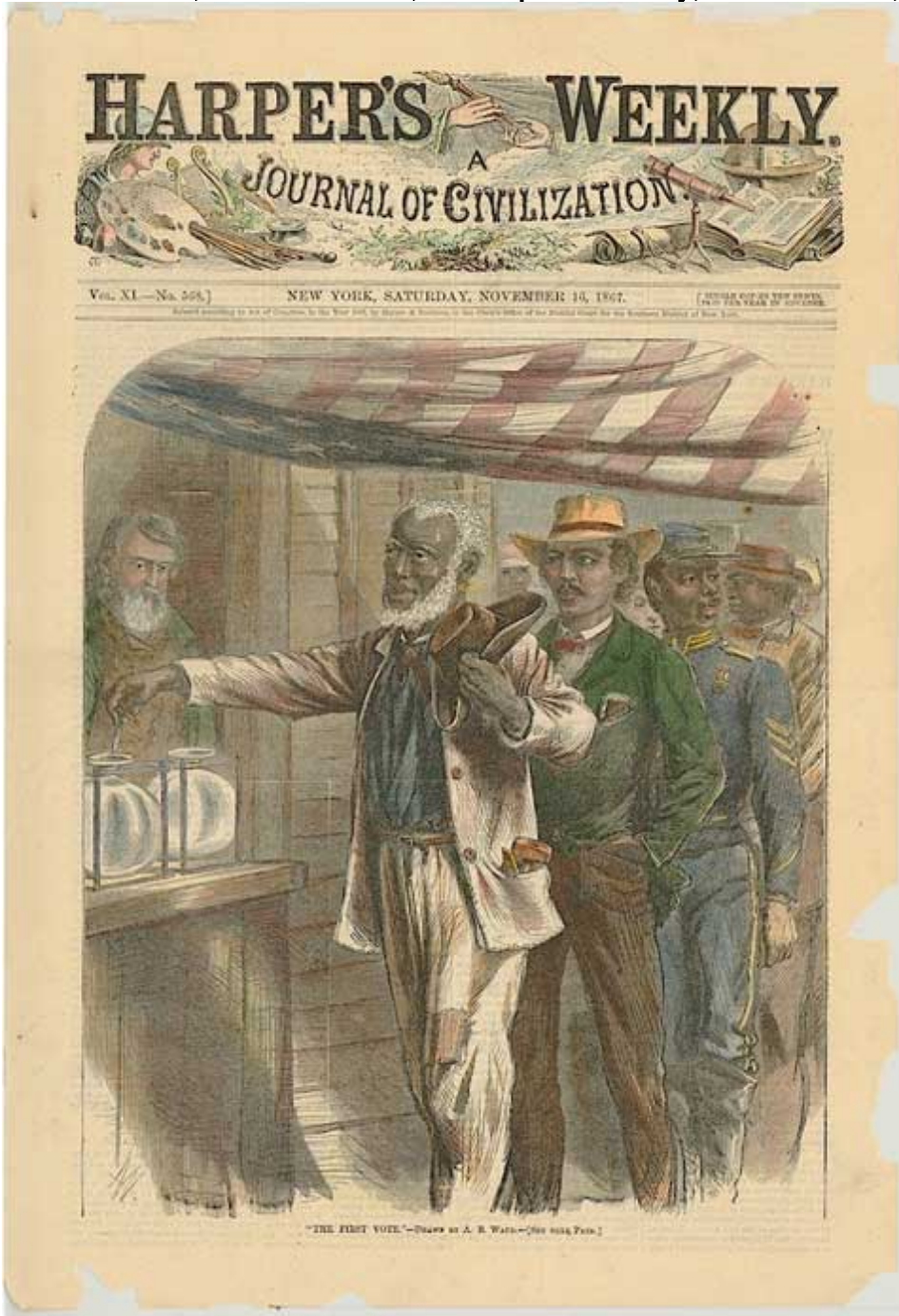
D. "Our representative sits in the national legislature,"

E. "The holy ordinances of religion are free."



# Document 6

Alfred R. Waud, "The First Vote," in Harper's Weekly, November 16, 1867.



# Document 7

## Protest of the Freedmen of Edisto Island , South Carolina to General Howard, October 1865

**Note:** This document is in the original spelling in which it was written.

**homesteads:**  
land to settle and  
live on

...General we want Homesteads; we were promised **homesteads** by the government; If It does not carry out the promises Its agents made to us, If the government Haveing concluded to befriend Its late enemies and to neglect to observe the principles of common faith between Its self and us Its allies In the war you said was over, now takes away from them all right to the soil they stand upon save such as they can get by again working for your late and thier all time enemies—If the government does so we are left In a more unpleasant condition than our former.

we are at the mercy of those who are combined to prevent us from getting land enough to lay our Fathers bones upon. We Have property In Horses, cattle, carriages, & articles of furniture, but we are landless and Homeless, from the Homes we Have lived In In the past we can only do one of three things Step Into the public road or the sea or remain on them working as In former time and subject to their will as then. We can not resist It In any way without being driven out Homeless upon the road.

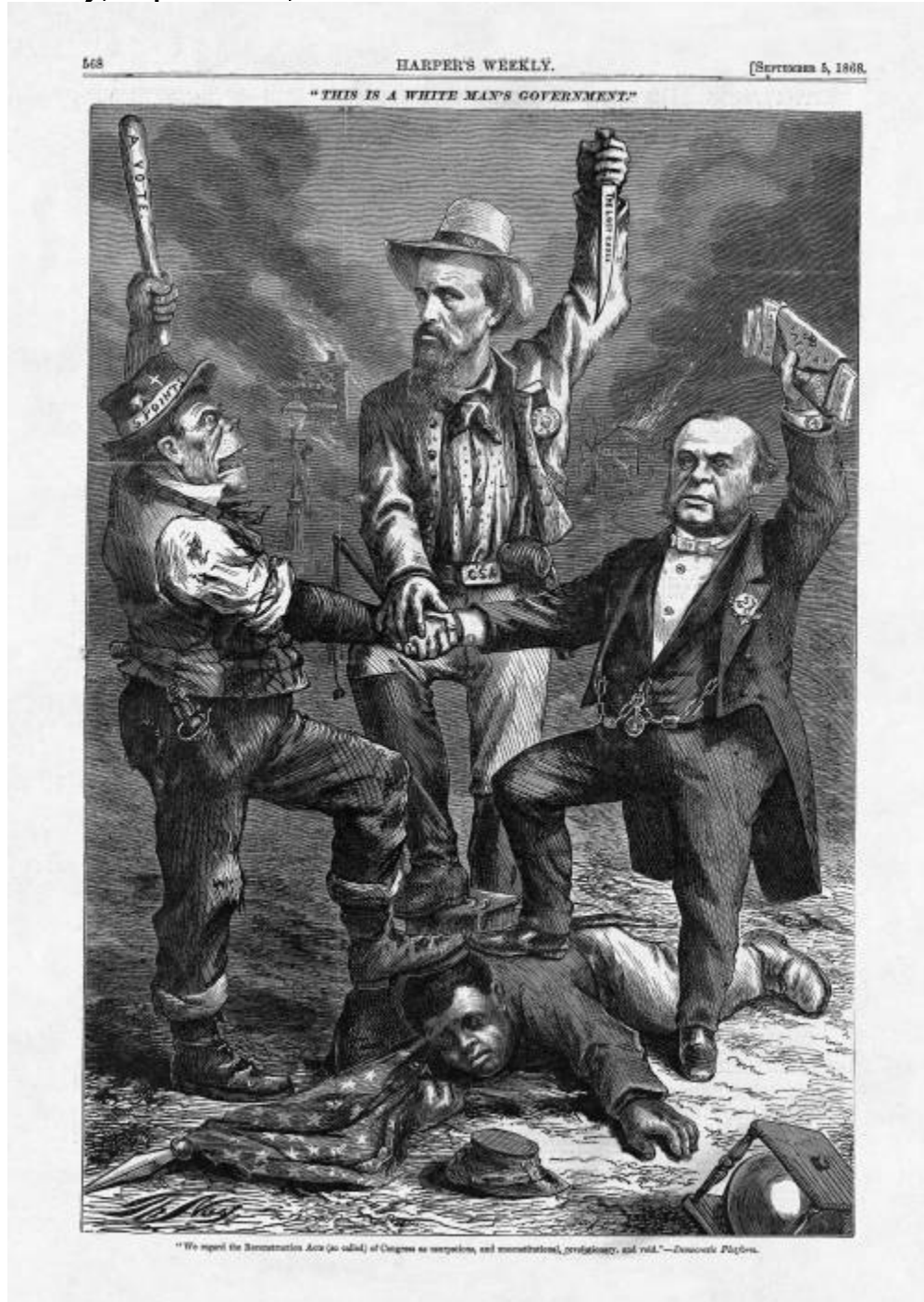
You will see this Is not the condition of really freemen....

In behalf of the people

Committee: Henry Bram, Ishmael Moultrie, Yates Sampson

# Document 8

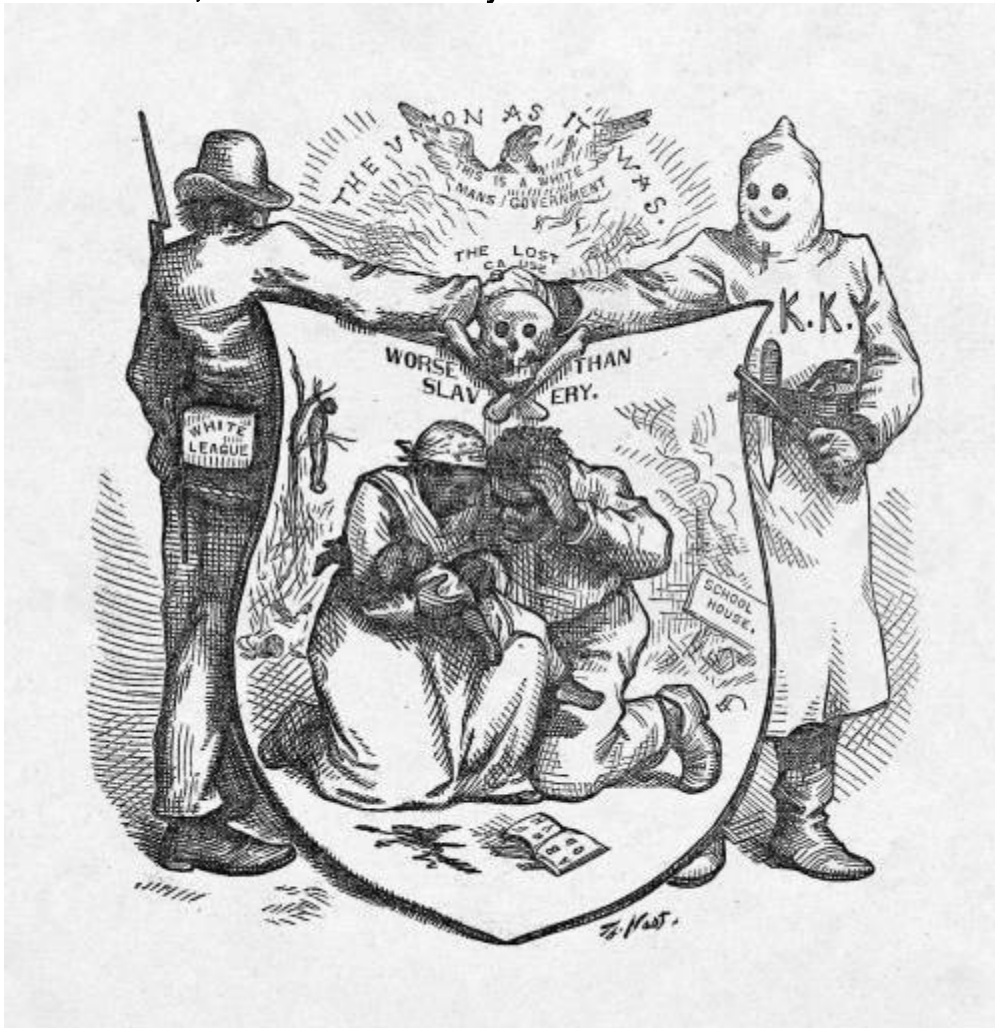
Thomas Nast, "This is a White Man's Government," in *Harper's Weekly*, September 5, 1868.



"We regard the Reconstruction Acts (so called) of Congress as usurpations, and unconstitutional, revolutionary, and void." -  
Democratic Platform

# Document 9

Thomas Nast, "Worse than Slavery" 1874



## Sharecropping

Most former slaves desperately wanted land to farm but had no money to buy it. Meanwhile, their former owners desperately needed workers to farm their land but had no money to pay them. Out of the needs of both groups came a farming system called sharecropping.

Planters who turned to sharecropping divided their land into small lots. They rented these plots to individual tenant farmers (farmers who pay rent for the land they work). A few tenants paid the rent for their plots in cash. But most paid the rent by giving the landowner a share - usually a third or a half - of the crops they raised on their plots.

Sharecropping looked promising to freedmen at first. They liked being independent farmers who worked for themselves. In time, they hoped to earn enough money to buy a farm of their own.

However, most sharecroppers had to borrow money from planters to buy food, seeds, tools, and supplies they needed to survive until harvest-time. Few ever earned enough from their crops to pay back what they owed. Rather than leading to independence, sharecropping usually led to a lifetime of poverty and debt.

From *History Alive! The United States Through Industrialism*, Teacher's Curriculum Institute, Palo Alto CA. 2005 (page 327).

# Student Handout 4

## Reconstruction DBQ Prompt

### Background:

You have spent the last few days examining documents that relate to the experiences of the freedmen during the time of Reconstruction. The Reconstruction era lasted from roughly 1863 - 1877. This was a time of rebuilding for America and new experiences for the formerly enslaved African-Americans. Using the document analysis sheet and the essay organizer you have filled out, answer the following question.

### Prompt:

Was Reconstruction more of a success or failure for freedmen?

**Task:** Write an essay in which you:

1. Provide a short explanation of Reconstruction to build the historical context/background for your essay.
2. Write a clear thesis statement that addresses the question above.
3. Use at least three documents in your essay. Cite the specific document titles such as (The Thirteenth Amendment).
4. For each document you use, identify at least one specific piece of evidence that supports your argument. To be specific, it should either be a direct quote from a document, a paraphrased version of a quote, or a description of a specific detail from an image.
5. Provide clear analysis for each document in which you explain how your evidence “proves” your argument.
6. Include a conclusion in which you restate your main ideas.

### Suggested Vocabulary

Reconstruction  
freedmen  
emancipation  
amendment  
political  
social  
economic  
sharecropper  
equality  
racism  
voting  
slavery

*	Historical Context 1- 2 sentence summary of topic			I N T R O D U C T I O N
	* * <u>Thesis</u> Your main argument or idea that you will support			
*	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
*	Main Idea	Topic Sentence		B O D Y
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
*	Main Idea	Topic Sentence		C O N C L U S I O N
		Supporting Detail/Evidence		
		Supporting Detail/Evidence		
		Explanation/ Analysis		
		Concluding Sentence		
* * Restate Thesis			C O N C L U S I O N	
* Review Main Points				
Final Thought				