

HISTORICAL ARGUMENTATION & PERIODIZATION... *The End of Slavery*

Purpose: In this activity, students will review the slavery thread, analyze the end of slavery as a turning point, and practice document analysis. The activity begins with a 1926 poem in order to focus students' attention on the "failures" of Reconstruction as well as link the end of slavery to the Civil Rights thread.

From the 2015 Revised Framework:

Periodization - Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

Analyzing evidence - Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

- II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
 - The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
 - Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.
 - Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.
 - Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments *eventually* became the basis for court decisions upholding civil rights in the 20th century.

From the 2015 Revised Long Essay Rubric (2 of 6 points):

Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded and/or followed.

And

Clearly and thoroughly explains the extent to which the historical development specified in the prompt was different from and similar to other developments that preceded and/or followed.

"A Dream Deferred,"

Langston Hughes, 1926

What happens to a dream deferred?

**Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?**

**Maybe it just sags
like a heavy load.**

Or does it explode?

A thread on Slavery in America, 1503-1865

Review some of the main events in the Slavery thread of American history. Those most likely to be tested are emphasized in bold and/or red.

1503: Spanish and Portuguese begin replacing Native American slaves with African slaves in South America

1610: Dutch bring slaves to North America

1619: First African slaves arrive in Jamestown

1641: **Body of Liberties**, Massachusetts becomes the first colony to recognize slavery as legal

1651: Rhode Island declares an enslaved person must be freed after 10 years of service

1662: **Slave Codes** define slavery in racial terms and slaves as “chattel” (property)

1663: A Virginia court decides a child born to an enslaved mother is also a slave

1676: Bacon’s Rebellion, Virginia revolt of indentured servants leads to increase demand for permanent labor source, slavery

1688: **A Minute Against Slavery** Mennonites in Pennsylvania protest slavery

1712: **New York City Slave Revolt**, 12 whites killed, 21 blacks executed

1739: **Stono Rebellion**; South Carolina Slave Revolt, led by “Jemmy” 20 whites killed, 44 blacks executed, some tried to escape to Florida but were captured and sold to West Indies

1740: **Negro Act (South Carolina)** Response to Stono Rebellion, laws restricting slave assembly, education and movement, 10-year moratorium against importing African slaves, established penalties against slaveholders' harsh treatment of slaves, required legislative approval for manumissions (freeing one’s slaves), which slaveholders had previously been able to arrange privately.

1750: Georgia is the final colony to legalize slavery

1773: **Patrick Henry**: “Would anyone believe I am the master of slaves of my own purchase? I am drawn along by the general inconvenience of living here without them. I will not, I cannot justify it. However culpable my conduct... I believe a time will come when an opportunity will be offered to abolish this lamentable evil.”

1774: The American Association (nonimportation/boycott agreement) included ban on slave imports, and it included a clause stating, “after which we will wholly discontinue the slave trade ...”

1754: John Woolman (b. New Jersey 1720; d. York, England 1772) addresses his fellow Quakers in *Some Consideration of the Keeping of Negroes* and exerts great influence in leading the **Society of Friends** to recognize the evil of slavery.

1776: Declaration of Independence signed, “all men are created equal,” and the slavery clause condemning the King for slavery is removed in order to achieve unity

1780s: 1st antislavery society created in Philadelphia; Society of Friends; Ben Franklin

1787: Northwest Ordinance bans slavery in new territories ceded by colonies, and Rhode Island outlaws the slave trade

1789: Constitution ratified with Slavery compromise (20 year limit on importation of slaves, slavery allowed to continue in Southern states) and the 3/5 Compromising allowing Southern states to count 3/5 of their slave population for representation (apportionment) in the House of Representatives

1791: Slave revolt in Haiti begins independence movement, many slaves move to America, **Toussaint L'Overture** creates new independent society and inspires slave revolts, and abolition movements in America

A thread on Slavery in America, 1503-1865

Continued...

1794: American Convention for Promoting the Abolition of Slavery founded, a national organization joining several regional and state organizations; Free blacks form the **first independent black churches** in America (St. Thomas African Episcopal Church and Bethel Church) in protest of segregation and as acts of self-determination; Congress enacts the federal **Slave Trade Act of 1794** prohibiting American vessels to transport slaves to any foreign country from American ports.

1800: **Gabriel Prosser** rebellion (thwarted)

1804: slavery eliminated from last northern state.

1807: the legal termination of the slave trade, enforced by the Royal Navy.

1817: **American Colonization Society** founded Liberia and transports 15,000 slaves over the next 40 years

1820: Missouri Compromise allows expansion of slavery into Missouri and draws a line defining future free and slave territories

1820s: newly independent Republics of Central & So. America declared their slaves free.

1821: **Nat Turner's Rebellion**

1831: **William Lloyd Garrison** begins publishing *The Liberator* (publishing ends after 13th Amendment)

1833: slavery abolished throughout the British Empire.

1830s: Second Great Awakening inspires "Lane Rebels" (**Theodore Weld & Lyman Beecher**)

1835: Law preventing postmasters from delivering **abolitionist mailings** in south

1836: **Gag Resolution**, antislavery appeals silenced (repealed 8 years later) & **Angelina Grimke** writes *An Appeal to the Christian Women of the South*

1839: **Theodore Weld** publishes *American Slavery As It Is*

1844: slavery abolished in the French colonies.

1845 **Texas annexed**, another slave state, and the *Narrative of the Life of Frederick Douglass, an American slave* published; autobiography

1846: Mexican American War begins, Whig Party protests

1848 **Mexican American War** ends, Treaty of Guadalupe Hidalgo = Mexican Cession

1850: Compromise of 1850 brings California in as free state, ends slave trade in D.C., implements new fugitive slave law, and allows for popular sovereignty to decide slave/free status for remaining territory gained in the Mexican Cession

1852: *Uncle Tom's Cabin* published; **Harriet Beecher Stowe**

1854: Kansas-Nebraska Act allows for popular sovereignty to determine free/slave status of Nebraska and Kansas Territories, leads to Bleeding Kansas (and overrides Missouri Compromise as Kansas is above the line)

1857: Dred Scott vs Sandford Supreme Court ruling declares Missouri Compromise unconstitutional and that slaves are property, not citizens, and therefore cannot sue; calls into question any "free" territory since even if living in a free territory a slave is still a slave

1859 **John Brown** executed after Raid at Harper's Ferry, attempt to lead armed slave rebellion

1861: serfs of Russia were emancipated.

1863: Emancipation Proclamation (freeing slaves in Confederate states) & preventing foreign alliance with Confederacy

1865: 13th Amendment ratified; officially ending slavery in the U.S.

HISTORICAL ARGUMENTATION & PERIODIZATION... *The End of Slavery*

Step #1 Read the question or prompt carefully:

Read the question three times and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to **ATFP: Address The Full Prompt**.

Prompt: To what extent was the 13th Amendment a significant turning point in United States identity, economy, and culture?

Step #2 Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 5 specific things.

What do you know about the topic? What is the era/context? If it is a turning point, then what exactly changed? (*Turning point from _____ to _____?*) Put this down on paper to get your brain generating ideas and content before writing the essay. Once you have ample information, categorize it by theme. (ABC)

Step #3 Clarify your thesis/view and identify an opposing view. Make sure your thesis ATFP! Don't restate the prompt! Include EXTENT!

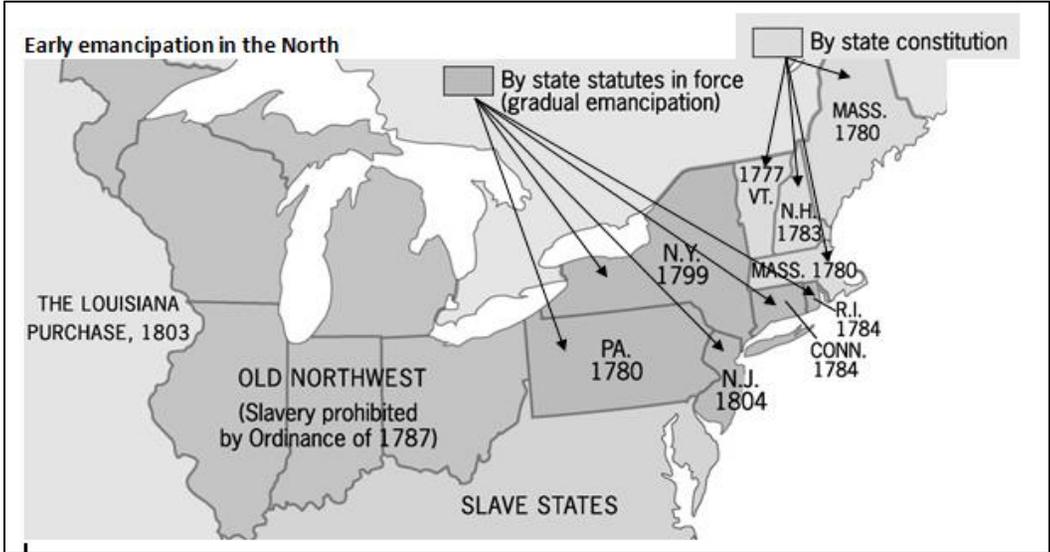
Remember you are evaluating whether this event could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

Step #4 Write your introductory paragraph. USE THE FORMULA! **LC. X. However A and B. Therefore, Y.** LC = local context; setting the scene -

X = counter argument, why something was /was not a turning point – linked to a theme or organizational category which will also be topic of first body paragraph - A, B = argument, why something was a turning point broken up into organizational categories (topics of your 2nd and 3rd body paragraphs) - Y = your assertion statement

Analyzing Documents and *Defending Your Thesis*

Contextualize each document and determine *how it can help you defend your thesis*. For Historical Context, focus mainly on the BROAD context and then briefly identify the author’s purpose, intended audience, *or* point of view.



H:

IPP:

Additional information to help defend thesis:

H:

IPP:

Additional information to help defend thesis:

Abraham Lincoln’s Gettysburg Address, Gettysburg, Pennsylvania November 19, 1863

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”

Analyzing Documents and *Defending Your Thesis*

General Gordon Granger, General Order No. 3, June 19, 1865
Galveston, TX

“The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States [1863], all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer.”

(This day became the “Juneteenth” holiday)

H:

IPP:

Additional information to help defend thesis:

Conclusion Write your conclusion. Remember to use the formula! Therefore, Y + BC. BC is similar/different to OC, because E.