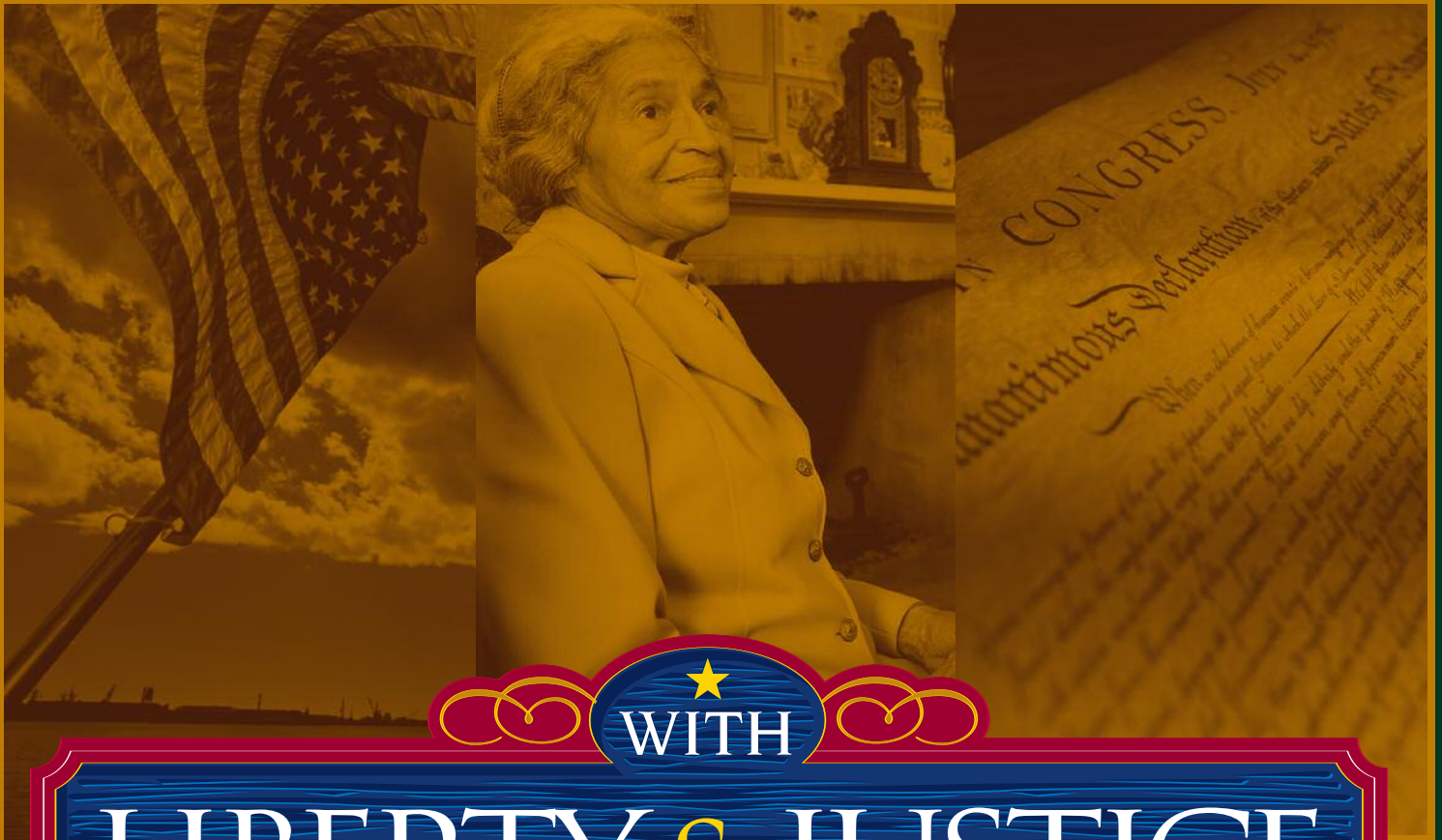


DISCOVERING DEMOCRACY IN ACTION



WITH
LIBERTY & JUSTICE
FOR ALL

TEACHERS GUIDE: Grades 6-8
LOOKING AT EVIDENCE AND TAKING SIDES



WWW.HISTORYFIELDTRIPS.ORG

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★ ★ ★ ★ I N T R O D U C T I O N

O V E R V I E W

Students will be investigating the ways citizens decide on and debate issues in a democracy through classroom discussion, examination of primary sources evidence and exploration of the exhibit *With Liberty and Justice for All*. Students will take sides and write an editorial on an issue that divided citizens in the past.

O B J E C T I V E S

Students will:

- ★ Explore and analyze a variety of resources in the classroom and the Museum that offer multiple perspectives on issues and events from the past.
- ★ Discover the ways that individuals and groups have supported and expressed their views on issues of historic importance.
- ★ Write an editorial that states and supports one perspective or side on an issue of historic importance with reasons, examples and facts.

G U I D I N G Q U E S T I O N S

- ★ What individuals and groups from the past took a stand by taking sides in the struggle for liberty and justice?
- ★ What words and actions were used to take a stand and take sides in the struggle for liberty and justice?

RELATED MICHIGAN CURRICULUM FRAMEWORK,
CONTENT STANDARDS AND BENCHMARKS

- SS.I.MS.2.3** Identify and explain how individuals in history have demonstrated good character and virtue.
- SS.I.MS.2.4** Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influence the course of history.
- SS.I.MS.3.1** Use primary sources and secondary records to analyze significant events that shaped the development of Michigan and the nation.
- SS.III.MS.3.2** Identify disparities between ideals and realities and propose ways to reduce them.
- SS.VI.MS.1.3** Explain how culture and experience shape positions that people take on an issue.
- SS.VI.MS.2.1** Engage each other in conversations which attempt to clarify and resolve issues.
- ELA.MS.1.5** Respond to a variety of oral, visual, written and electronic texts by making connections to their lives and the lives of others.
- ELA.MS.3.7** Recognize and use varied techniques to construct text, convey meaning and express feelings to influence an audience. Examples include identification with character and multiple points of view.
- ELA.MS.3.8** Express their responses and make connections between oral, visual, written and electronic texts and their own lives.
- ELA.MS.10.3** Use oral, written and visual texts to identify and research issues of importance.
- ELA.MS.11.3** Organize, analyze and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.

RELATED CORE
DEMOCRATIC VALUES

- * Liberty * Justice
- * Truth * Equality
- * Diversity * Common Good
- * Rule of Law

VOCABULARY

- * investigate * evidence
- * viewpoint * primary sources
- * leaders * agitators
- * freedom * consequences
- * struggle * patriot
- * loyalist * abolitionist
- * suffragette * boycott
- * segregation * desegregation
- * Fugitive Slave Law
- * Dred Scott Decision
- * multiple perspectives

MATERIALS NEEDED

- * Blackboard or flip charts and markers
- * Looking at Evidence and Taking Sides Primary Source Materials
 - * **Newspaper Ads:** Runaway slave ads, 1768-1837
 - * **Poster:** Coddings Lectures on the Slavery Question, about 1858
 - * **Newspaper Excerpts** — Two Different Sets of Reactions to the September 11, 1851 Incident in Christiana, Pennsylvania, 1851
 - * From a Philadelphia newspaper, September 1851, cited in *newspapers on the Christiana Riot*, Lancaster County Historical Society, 1911
 - * Memphis, Tennessee newspaper *The Enquirer*, September 1851
 - * *Philadelphia Ledger*, September 13, 1851
 - * Boston Transcript quoted in the *Roxbury* [Massachusetts] *Norfolk County Journal*, September 20, 1851
 - * *The Liberator*, September 19, 1851
 - * *National Anti-Slavery Standard*, September 18, 1851
 - * *The Anti Slavery Bugle*, September 20, 1851
 - * The *Pennsylvania Freeman* as quoted in David R. Forbes *A True Story of the Christiana Riot*, (Quarryville, PA, 1898)
 - * Quoted by Frederick Douglass in September 1851
 - * **Excerpt from Book:** Speech excerpt, *What to the Slave is the 4th of July?*, Frederick Douglass, July 5, 1852
 - * **Excerpt from Book:** “Slavery in the Light of Social Ethics” by Chancellor Harper in *Cotton is King and Pro-Slavery Arguments: Comprising the Writings of Hammond, Harper, Christy, Stringfellow, Hodge, Bledsoe, and Cartwright on this Important Subject*, 1860
- * Primary Source Investigation Worksheets
- * Writing an Editorial Rubric
- * *With Liberty and Justice for All* Student Exploration Guide — can be previewed and requested online; booklets and already sharpened pencils to be picked up at *Henry Ford Museum*® the day of visit.

★ ★ ★ ★ P R E - V I S I T A C T I V I T I E S

1. GETTING READY FOR YOUR VISIT
to *With Liberty and Justice for All*

Visit our website at www.HistoryFieldTrips.org to:

- * Get a brief overview of the exhibit *With Liberty and Justice for All*.
- * Preview and request the Museum visit booklet *With Liberty and Justice for All* Student Exploration Guide. Request the number of booklets and already sharpened pencils to be picked up the day of your visit.
- * Download and print the Looking at Evidence and Taking Sides Primary Source Materials, Primary Source Investigation Worksheets and Action Plan Rubric.

Develop with students a class definition of *liberty* and *justice*. Ask students to consider and discuss with a partner and then with the entire class their responses to these questions:

- * What do the words *liberty* and *justice* mean to them?
- * To their families?
- * To U.S. citizens?
- * To immigrants to the U.S.?
- * Post their definitions in the classroom and revisit and revise them before and after their visit to the exhibit *With Liberty and Justice for All*.
- * Tell students that in the exhibit they will be “meeting” individuals and groups who wanted change and took sides in the struggle for freedom, liberty and justice. Invite them to discuss who some of those individuals and groups were and what some of their beliefs and actions might have been?

2. TAKE YOUR CORNER

- * In this activity, students take one of four positions on an issue. Ask students to identify issues from the past that divided citizens and caused people to take sides.
- * Develop discussion topics based on enduring historic themes, interests and concerns that they will be encountering in the exhibit. **These could include:**
 - * The founding fathers did not believe that all men were created equal.
 - * Liberty and justice for all is impossible.
 - * Laws that trample the rights of others should be disobeyed.
 - * Differences should be resolved through nonviolent means only.
- * Place a large card in each corner of the room that says one of the following: Agree, Strongly Agree, Disagree or Strongly Disagree.
- * Read the discussion topic out loud and have students write down their choice before asking them to move to their chosen corner. Have students discuss their viewpoints according to where they stand. Encourage students to use facts, reasons and examples when supporting their position. Emphasize the importance of using evidence to support their opinion. Invite students to change corners after listening to the viewpoints of their classmates.
- * Remind students that they will be looking for evidence in the exhibit *With Liberty and Justice for All* to support or refute viewpoints.

3. ANALYZING PRIMARY SOURCES: FREEDOM VS. ENSLAVEMENT

- * Divide the class into small groups to analyze primary sources related to the enslavement of African Americans and that reflects opposing perspectives on a specific historic incident that occurred in Christiana, Pennsylvania, on September 11, 1851. The accounts of this incident and the other primary source materials reflect the divisive issues, tense feelings and differing perspectives about slavery that would ultimately lead to the Civil War.
- * Copy and distribute the Looking at Evidence and Taking Sides Primary Source Materials and the Primary Source Investigation Worksheets. Divide the class into small groups to analyze the primary sources.
- * After the students have analyzed their sources, ask them to partner with another small group to share and discuss their responses and add to or clarify their responses based on any new insights or information collected.
- * After student groups have analyzed and discussed their primary sources, invite them to share what they learned, understood or discovered with the entire class.
- * Record on the blackboard or flip chart key information, observations and significance of each of these types of evidence and help them determine how this evidence supports a specific viewpoint or perspective by asking:
 - * What types of evidence did you investigate?
 - * What people did you meet?
 - * How did the evidence show people taking sides?
 - * What viewpoints did you encounter?
 - * What can you learn from this evidence about the enslavement of African Americans?
 - * What can you learn from this evidence about the support or opposition to laws such as the Fugitive Slave Law?
 - * If you could meet some of these people, what questions would you ask them?
 - * What questions do you still have about this evidence?
 - * Where would you go for additional information and answers to your questions?
- * Record on the blackboard or flip chart key information, observations and significance of each of these primary sources. Help students understand and evaluate how evidence from the past can offer multiple and conflicting perspectives.

★ ★ ★ ★ P O S T - V I S I T P R O J E C T

WRITING AN EDITORIAL

- ★ With this culminating project, students become a part of the story of Americans seeking and struggling for freedom, liberty and justice.
- ★ Review their Museum visit and their *With Liberty and Justice for All* Student Exploration Guide by asking the following questions to generate a classroom discussion for each section of the exhibit—Independence, Freedom and Union, Votes for Women and Civil Rights. *Or you could choose to focus on a specific section of the exhibit:*
 - ★ What individuals and groups did they meet who took a stand and took sides?
 - ★ What were their words and actions in support of their stand, viewpoint or side?
 - ★ What examples, reasons and evidence did they collect that supported a specific viewpoint or side?
 - ★ What were some of the consequences for individuals and groups taking a stand and taking sides?
 - ★ What additional questions do you have or information do you need to begin to write an editorial.
 - ★ What strategies and tactics worked? Which were less successful?
 - ★ What were the consequences of some of these strategies and tactics?
- ★ Have students use their knowledge and persuasive skills to write an editorial on an issue from the past that divided Americans that they encountered in the exhibit. Ask students to choose or provide some editorial ideas based on the pre-and-post visit classroom discussion, primary source analysis and exhibit explorations.
- ★ Review the writing an editorial rubric with students so they can think about and understand how they need to communicate and support their stand and side.



Writing an Editorial Rubric

Name(s)

Title of Editorial

Scale: 1 Rarely 2 Sometimes 3 Usually 4 Always		
	Possible Points	Points Earned
* Contains background information about the issue	4	
* Uses language to hook and persuade the reader	4	
* Anticipates and answers reader concerns and arguments	4	
* Gives a clearly stated position on the issue and supports this position		
* Uses words such as support/oppose; for/against; agree/disagree; or should/should not	4	
* Provides at least one supporting point that is based on a core democratic value	4	
* Provides at least one piece of supporting social studies information that comes from prior knowledge of civics, economics geography or history	4	
* Uses correct grammar and spelling	4	
TOTAL POINTS	28	

Credits: Michigan Education Assessment Program Holistic Feature of Scoring of Civic Writing

★ ★ ★ ★ EXTENSION ACTIVITIES

1. What are some current examples of controversial subjects or speakers? What makes them controversial? How is it decided who or what is controversial? Who decides? What kind of support or opposition do they receive? Create a collage that represents a current controversial that divides citizens. Include images, words and actions that show opposing viewpoints or perspectives.
2. The Anti Slavery Society was founded in London, England, in 1839. It was established to fight the continuation of slavery then and continues to do so today. Research and report back to the class on the current work of the Anti Slavery Society and its reports ([www. antislavery.org](http://www.antislavery.org)).
3. Research the role of the Underground Railroad in your community or state. Learn about groups that are fleeing injustice, political persecution or economic hardship today. In what ways have they received assistance to escape oppression? What obstacles do they face while securing their freedom? What communication networks have they developed to warn or assist others? What obstacles do they face after securing their freedom or starting over in a new community?
4. Choose a current issue of concern that divides citizens and have students research both sides of the issue so that they can engage in a debate. Assign or have students choose sides. During the debate each side should have: a clear and orderly presentation; provide relevant reasons, facts and examples to support a viewpoint; provide effective arguments to rebut the other team's responses; and presentation styles—tone, voice, enthusiasm—that are convincing.
5. Develop a leadership profile using a who, why, what, how framework for an individual who took sides in the struggle for freedom—Who? What side did he or she take? Why? How did he or she communicate their position? What obstacles did he or she encounter and overcome? What was the impact of their actions on my life? Collaborate with art or technology teachers to have students organize and present their information creatively—display, art, poem, song, PowerPoint presentation, website, etc.
6. Broadside informed the public and persuaded people in an age before mass-circulation newspapers. Direct students to design a broadside about a contemporary injustice or social issue. See if they can find evidence of “broadside” today in the form of bumper stickers, T-shirts, billboards, etc. Encourage students to include all the elements that make up a broadside, including a logical written argument, patriotic slogans and visual design.
7. Create a questionnaire for interviewing individuals or groups in your school or community who want change and are taking action. Consider including question such as: Who inspires you to be a leader? What qualities do you think leaders should have? What do you hope to change by “taking sides?” Why? What actions are you taking to make change happen? What advice do you have for young people?

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR STUDENTS

- * Anderson, Maxine. *Great Civil War Projects You Can Build Yourself*. Fort Collins, CO: Nomad Press, 2005.
- Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*. Washington, D.C.: National Geographic, 2004.
- * Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom*. Chicago Review Press, 2005.
- Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Walker Publishing Co., 2002.
- * Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion Books, 1987.
- * Freedman, Russell. *Give Me Liberty: The Story of the Declaration of Independence*. New York: Holiday House, 2002.
- Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2002. (PBS companion book)
- Herbert, Janis. *The American Revolution for Kids*. Chicago Review Press, 2002.
- * Herbert, Janis. *The Civil War for Kids*. Chicago Review Press, 1999.
- * King, Casey and Osborne, Linda Barrett. *Oh Freedom!—Kids Talk about the Civil Rights Movement with the People Who Made It Happen*. New York: Knopf Books for Young Readers, 1997.
- Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Putnam Publishing Group, 2000.
- Marrin, Albert. *George Washington and the Founding of a Nation*. New York: Dutton Children's Books, 2001.
- McPherson, James. *Fields of Fury: The American Civil War*. New York: Atheneum, 2002.
- Meltzer, Milton. *There Comes a Time: The Struggle for Civil Rights*. New York: Random House Books for Young Readers, 2001.
- McWhorter, Diane. *A Dream of Freedom: The Civil Rights Movement*. New York: Scholastic Nonfiction, 2004.
- Parks, Rosa, and Reed, Gregory J. *Dear Mrs. Parks: A Dialogue With Today's Youth*. Lee & Low Books, 1996.
- * Turck, Mary. *The Civil Rights Movement: A History with 21 Activities*. Chicago: Chicago Review Press, 2000.
- * Items are carried in the Genius at Play store in *Henry Ford Museum*, subject to availability.

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR TEACHERS

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. New York: Oxford University Press, 1998.

Blight, David. *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge: Louisiana State University Press, 1989.

* Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, MA: Harvard University Press, 2001.

* Brinkley, Douglas. *Rosa Parks*. New York: Viking, 2000.

* Clift, Eleanor. *Founding Sisters and the Nineteenth Amendment*. New York: John Wiley and Sons, 2003.

DuBois, Ellen Carol. *Woman Suffrage and Women's Rights*. New York: New York University Press, 1998.

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. New York: Vintage Books, 2001.

Foner, Eric. *Reconstruction: America's Unfinished Revolution. 1863-1877* New York: Harper Modern Classics, 2002.

Foner, Eric. *The Story of American Freedom*. New York: W.W. Norton & Company, 1999.

Franklin, John Hope. *The Emancipation Proclamation*. Wheeling, IL: Harlan Davidson, 1995.

Horton, James Oliver and Horton, Lois E. *Slavery and the Making of America*. Oxford University Press, 2005 (companion to PBS series).

Kohl, Herbert. *She Would Not Be Moved: How We Tell the Story of Rosa Parks and The Montgomery Bus Boycott*. New York: The New Press, 2005.

McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.

Parks, Rosa (with Jim Haskins). *Rosa Parks, My Story*. New York: Puffin Books, 1992.

Raphael, Ray. *A People's History of the American Revolution*. New York: New Press, 2001

Roberts, Cokie. *Founding Mothers*. New York: HarperCollins, 2004.

Ward, Geoffrey and Burns, Ken. *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*. New York: Knopf, 2001.

* Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York: Penguin Books, 1988.

* Williams, Donnie and Greenhaw, Wayne. *Thunder of Angels: The Montgomery Bus Boycott and the People Who Broke the Back of Jim Crow*. Chicago: Lawrence Hill Books, 2005.

Young, Alfred F. *The Shoemaker and the Tea Party: Memory and the American Revolution*. Boston: Beacon Press, 1999.

* Items are carried in the *Henry Ford Museum* store, subject to availability.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - A U D I O V I S U A L
A N D O N L I N E

DVDS

Freedom: A History of US: "Fighting for Freedom – Revolution and Civil War," PBS Series
Iron-Jawed Angels, Warner Home Video, 2004

VIDEOS

A&E Biographies:
George Washington, Founding Father
Thomas Jefferson, Philosopher of Freedom
Martin Luther King Jr., The Man & the Dream

CDS

Songs of the Civil War. New World Records, 1976.
The Civil War. Original Soundtrack Recording from the film, Elektra Entertainment, 1990.
Sing for Freedom. Smithsonian Folkways Recordings, 1990.
Voices of the Civil Rights Movement Black American Freedom Songs 1960-1966. Smithsonian Folkways Recordings, 1997.

ONLINE

<http://www.mde.state.mi.us/>

- * Resources for educators on the Michigan Curriculum Framework for social studies and the core democratic values.

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

- * Teaching guides, webisodes, primary sources, games and more to help students learn about the promise and price of freedom. Complements the PBS series *Fighting for Freedom*.

<http://bensguide.gpo.gov/>

- * Ben's Guide to U. S. government for kids is a service of the U.S. Government Printing Office that provides electronic access to information about U. S. history and government. This site is organized by grade levels: K-2, 3-5, 6-8, 9-12.

<http://www.civics-online.org/>

- * Civics Online is a collaborative online project for providing a rich array of primary sources, professional development tools, and interactive activities geared towards the Michigan Curriculum Framework and Core Democratic Values.

<http://edsitement.neh.gov/>

- * This educational partnership brings online humanities resources from some of the world's great museums, libraries, cultural institutions and universities directly to your classroom. Includes comprehensive lesson plans and associated primary sources on American independence, slavery, women's rights and civil rights.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - O N L I N E

<http://www.civiced.org/>

- * Teacher and curricular resources for promoting an enlightened and responsible citizenry committed to democratic principles.

<http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>

- * The Library of Congress is home to many of the most important documents in American history. The initial release of this website contains documents from the years 1763 to 1877. Updates will be made on a regular basis.

<http://www.archives.gov/exhibits/>

- * Includes online exhibit featuring key foundational documents.

<http://www.constitutioncenter.org/education/>

- * Curriculum resources including current event discussion starters, lesson plans, service learning projects, interactive Constitution, constitutional timeline, founding documents and Constitution Day lessons.

<http://www.slaveryinamerica.org>

- * The National Underground Railroad Freedom Center located in Cincinnati, Ohio, offers exhibits, interactive experiences, lessons and resources for teachers.

<http://www.loc.gov/exhibits/african/intro.html>

- * A Library of Congress resource guide to the study of black history and culture

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html>

- * The exhibition The African American Odyssey: A Quest for Full Citizenship, showcases the African American collections of the Library of Congress.

<http://www.nwhp.org/>

- * Information and educational materials about women's history.

<http://memory.loc.gov/ammem/vfhtml/vfwhome.html>

- * Extensive and varied resources related to women's suffrage including documents, cartoons, portraits and photographs.

<http://www.tolerance.org/teach/index.jsp>

- * Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond including *Mighty Times: The Legacy of Rosa Parks and America's Civil Rights Movement*.

★ ★ ★ ★ A C K N O W L E D G M E N T S

★ Thanks to the *With Liberty and Justice for All* Educators Advisory Group for its helpful and thoughtful counsel on the conceptualization, development and review of DISCOVERING DEMOCRACY IN ACTION IN *With Liberty and Justice for All*:

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Peggy Moore Thomas

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Carrie Taub

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★ Primary Source Investigation Worksheets developed by The Henry Ford with adaptations from Plymouth-Canton Community Schools Teaching American History Grant Historical Inquiry Procedure.



Poster, Coddington's Lectures on Slavery, about 1858

**CODDING'S
LECTURES**
—ON THE—
SLAVERY QUESTION.

No. 1. Slavery, its Nature, its Crime.
No. 2. The Brand it leaves on Master and Slave.
No. 3. Its relation to the Federal Government.
No. 4. Its control of the Federal Government, and its encroachments upon Liberty.
No. 5. Thwarts the great ends of good Government, impoverishes soil, prevents Inventions, degrades Labor, corrupts Morals, and tends to National insecurity and bankruptcy.
No. 6. A Comparison of the Prosperity of the Slave with the Free States, in all the elements that make a prosperous people.

No. 7. Popular Sovereignty,
A great, but not a new truth, in regard to States; and a humbug in regard to Territories.

NO. 8. THE FUGITIVE SLAVE LAW,
Unconstitutional, and an outrage upon the moral sense and liberties of the people.

No. 9. The Dred Scott Decision,
Belies History, outrages the Constitution, and is an official death stab at the life of Liberty.
No. 10. The audacious Conspiracy of the present Administration against the Liberties of the Country.
No. 11. The Colored Race, its capacity and destiny.
No. 12. The Struggle between Slavery and Liberty, natural, necessary, MORTAL, and there can be no release in this war.

Mr. CODDING will Lecture at

On..... 185 . Subject No.

From the collections of The Henry Ford®



Investigator Names

Poster, Coddington's Lectures on Slavery, about 1858

What is the subject of lectures advertised on this poster?

Who are the people mentioned in it?

Why do you think there are variations in the font size and boldness of selected words and phrases?

What clues are there to the year in which these lectures were given?

What is Mr. Coddington's viewpoint?

Where might this lecture have been given?

What was the purpose of the lectures?

Who do you think attended these lectures?

Who do you think did not attend or opposed these lectures?

After investigating this evidence what questions do you have?



1.

MARYLAND
St. Mary's county,
JULY 10, 1768

A STOUT lusty yellow slave named WILL (tho' sometimes calls himself Will Ferrall, Will Butler, and Will Curtis) has been ran away 2 years ago from the subscriber; he is a house carpenter, tight cooper, understands plantation business well, and is a very handy fellow. I am informed he was about Colchester in Virginia, near 10 or 12 months, was taken by one Henry Wingate, and before he got him to the ferry, made his escape; last fall he was taken again, and carried before Major Francis Moor, in Orange county, near a place called Raccoon ford, in Virginia, and rather than go to gaol, owned his master; upon which two lusty young men undertook to bring him home, and when they got within sight of Mr. Hoge's ferry he made his escape with his handcuffs on, and have not heard any thing of him since. Whoever will secure the said slave in any gaol, or otherwise, and give me notice, so that I get him again, shall have FIVE POUNDS reward; and reasonable charges paid by the subscriber, if brought home.

EDWARD MATTINGLY.

3.



\$30 Reward.

Ranaway from the Subscriber my Negro Woman, Betsey Merrick, with her three children, Edward, Margaret Ann, and Caroline. Said Betsey is of dark complexion, her children are Mulattoes.— Her youngest is an infant.

The above reward will be given for her delivery to me, or being lodged in any jail where I can get her and her children; and an extra sum of \$30 for the conviction of any white person or persons harboring them. W.A. LANGDON.

Wilmington (N. C.) Advertiser, Nov. 10, 1837.

\$100 REWARD.—Ranaway from, &c. a negro man named WILEY, about 37 or 38 years of age—one of his forefingers has been injured. It is possible that he will make his way to Tennessee, where he says he has a wife. J. C. CABINESS.

Alabama State Intelligencer, Tuscaloosa, Oct. 16, 1837.

2.

Philadelphia, April 17

EIGHT DOLLARS REWARD.

RAN-AWAY from the subscriber, a negro man, named John Frances, but commonly called Jack, he is about 40 years of age, five ten inches high, slender built, speaks good English, by trade a goldsmith, he generally affects to be very polite, and it's more than probable he may pass for a freeman. Said negro was carried to New York and left in charge of Mr. Ephraim Barber, goldsmith, from whom he absconded, and returned to me after skulking about this city for a considerable time. Had on when he went away, an old green coat, fustian waistcoat and breeches, a pair of half boots, but may probably change his dress. All makes of vessels and others are forbid to harbour or carry him off at their peril. Whoever takes up said negro and delivers him to John Le Telier, goldsmith in Market Street, or to the subscriber in New York, shall have the above reward, and all reasonable charges paid.

BENJAMIN HALSTED

1. Published in the *Virginia Gazette*, September 22, 1768.
2. Published in the *Pennsylvania Packet*, May 1, 1784.
3. Published as noted on advertisements.
4. Published in the *Republic*, Baton Rouge (La.) July 30, 1822.

4.

TWENTY-FIVE DOLLARS REWARD.

Ran away from the subscriber, on the 15th. of May last, a negro man called Jim, about thirty five years of age, five ten inches high, slender built, very black, and considerably marked in his face by the small pox — He is by trade a painter, glazier and ship-carpenter, inclines to be very talkative; and informed me a short time before his departure, that he was a drummer in the army during the late war. I think it very probable from the general tenor of his conversation while here, that he will endeavor to get back to the neighborhood of Savannah, if possible.



Newspaper ads, Runaway Ads, 1768-1837

Investigator Names

Who are the people mentioned in these advertisements?

What kinds of information do the ads provide?

What is likely to be fact? What is likely to be opinion?

Who do you think placed these ads?

Who do you think objected to these ads? Why?

Where and when did these escapes from slavery take place?

Why do you think these escapes took place?

What can you learn about enslaved African Americans from these ads?

After investigating this evidence what questions do you have?

Where would you go for more information or answers to your questions about this evidence?



**Newspaper article excerpts, Accounts of September 11,
1851, incident in Christiana, Pennsylvania, 1851**

THE CHRISTIANA RIOT

There can be no difference of opinion concerning the shocking affair which occurred at Christiana on last Thursday, the resisting of a law of Congress by a band of armed negroes whereby the majesty of the government was defied and a life taken in one and the same act. There is something more than even murderous riot in all this. It is an act of insurrection, we might, considering the peculiar class and condition of the guilty parties, almost call it a servile insurrection—if not also one of treason. Fifty, eighty, or one hundred persons, whether white or black, who are deliberately in arms for the purpose of resisting the law, even the law of the recovery of fugitive slaves, are in the attitude of levying war against the United States...

From a Philadelphia Newspaper, September 1851 cited in *Newspapers on the Christiana Riot*, Lancaster County Historical Society, 1911

The unwarranted outrage committed last week in Christiana, Lancaster County, is a stain upon the fair name and fame of our State. We are pleased to see that officers of the Federal and State Governments are upon the tracks of those who were engaged in the Riot, and that several arrests have been made. We do not wish to see the poor, misled blacks who participated in the affair, suffer to any great extent, for they were but tools. The men who are really chargeable with treason against the United States Government and with the death of Mr. Gorsuch, an estimable citizen of Maryland, are unquestionably white with hearts of black enough to incite them to the commission of any crime equal in atrocity to that committed in Lancaster County.

From a Philadelphia Newspaper September 1851 cited in *Newspapers on the Christiana Riot*, Lancaster County Historical Society, 1911

The sober-minded people of Pennsylvania are not prepared to submit to such shameful and disgraceful violations of the law of the land in their own State, by a band of vagabond Negroes and degraded white people who unfortunately reside amongst them. This case has aroused our Northern friends to a sense of their own folly, and the Southern people have to thank them for their prompt energy which they have displayed on the occasion.

From the Memphis, Tennessee newspaper *The Enquirer*, September 1851

It is full time that the [Abolitionists] were taught that the laws of the United States are the supreme law in this country, and every citizen must either voluntarily submit to it, or seek some other country, where he can discharge his duties as a citizen with out putting his conscience to so terrible a strain.

From the *Philadelphia Ledger*, September 13, 1851

The doctrine of violent resistance to the laws...strikes a the very foundation of the republican and democratic principle...However we may sympathize with a slave in his attempt to gain his liberty—however we may honor him for gaining it even at the expense of the life of his pursuer—we have no right to lift a hand against the law or its agents.

Boston Transcript quoted in the *Roxbury [Massachusetts] Norfolk County Journal* September 20, 1851



Investigator Names

Newspaper article, Accounts of September 11, 1851,
incident in Christiana, Pennsylvania, 1851

THE CHRISTIANA RIOT

What happened at the event that is being described in these accounts?

What is the time period in which these accounts about this event were written or given?

What was going on at this time that can help you better understand this event?

What viewpoint or side is presented?

Why might we trust these accounts?

Why might we doubt these accounts?

Which do you think is the most accurate descriptor for that day's events "The Christiana Riot" or
"The Battle for Liberty at Christiana?" Why?

After investigating this evidence what questions do you have?

Where would you go for more information or answers to your questions about this evidence?



Newspaper article excerpts, Accounts of September 11,
1851, in Christiana, Pennsylvania, incident 1851

THE BATTLE FOR LIBERTY AT CHRISTIANA

A man stealer named Gorsuch, accompanied by his son and abettors, recently came into Pennsylvania, and, lawlessly breaking into a private dwelling under the cover of darkness, attempted by stealth and violence to seize and make slave of some of the occupants.

From *The Liberator*, September 19, 1851

as the love of liberty is no less powerful in men whose skins are black, than in those of light complexions, it need surprise nobody that in the game of slave-hunting it should sometimes happen that the hunted become the mark for the bullets, and the law of self-preservation and not the Fugitive Slave Law, be obeyed and triumph. That Gorsuch should have been shot down like a dog seems to us the most natural thing in the world...The example...set at Christiana we have no doubt will be followed, and perhaps improved upon hereafter, for colored flesh and blood...is very like that of a lighter shade, and shrinks from stripes and chains, and will be prompt to try a measure which even in its worse result is better than slavery.

From the *National Anti-Slavery Standard*,
September 18, 1851

What is the Fugitive Slave Act then but a monstrous incentive to violence and bloodshed, and an inhuman instrument of tyranny?

From *The Anti Slavery Bugle*,
September 20, 1851

What right has the American nation to expect anything else from its own teachings and its own actions. Have they not proclaimed "Liberty or death" "Resistance to tyrants is duty to God" as their national creed? What wonder that the Negro fugitives think it no crime... to defend their liberties by the same means, for using which Revolutionary heroes of our own country are glorified?

From *The Pennsylvania Freeman* as quoted in David R. Forbes *A True Story of the Christiana Riot (Quarryville, PA, 1898)*

This is to cap the climax of American absurdity, to say nothing of American infamy. Our government has virtually made every colored man in the land an outlaw; one who may be hunted by any villain who may think proper to do so, and if the hunted man, finding himself stripped of all legal protection, shall lift his arm in his own defense, why forsooth, he is arrested, arraigned, and tried for high treason, and if found guilty, he must suffer death. The basis of allegiance is protection. We owe allegiance to the government that protects us, but to the government that destroys us, we owe no allegiance. The only law which the alleged slave has a right to know anything about is the law of nature ... and his manhood is his justification for shooting down any creature who shall attempt to reduce him to the condition of a brute.

Stated by Frederick Douglass in
September 1851



Investigator Names

Newspaper articles, Accounts of September 11, 1851,
in Christiana, Pennsylvania, incident 1851

THE BATTLE FOR LIBERTY AT CHRISTIANA

What happened at the event that is being described in these accounts?

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"The Battle for Liberty at Christiana?" Why?

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Speech excerpt, "What to the Slave is the 4th of July?"

Frederick Douglass, July 5, 1852

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy — a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

...Allow me to say, in conclusion, notwithstanding the dark picture I have this day presented, of the state of the nation, I do not despair of this country. There are forces in operation which must inevitably work the downfall of slavery. "The arm of the Lord is not shortened," and the doom of slavery is certain. I, therefore, leave off where I began, with hope. While drawing encouragement from "the Declaration of Independence," the great principles it contains, and the genius of American Institutions, my spirit is also cheered by the obvious tendencies of the age. Nations do not now stand in the same relation to each other that they did ages ago. No nation can now shut itself up from the surrounding world and trot round in the same old path of its fathers without interference.

Excerpt from Speech: *What to the Slave is the 4th of July?*,
Frederick Douglass, July 5, 1852



Investigator Names

Speech excerpt, "What to the Slave is the 4th of July?"

Frederick Douglass, July 5, 1852

What is the subject of this speech?

What do you know about the person who gave this speech?

What was going on at this time that can help you better understand this speech?

What is Mr. Douglass' viewpoint? In what ways do you think his life experience influenced his viewpoint?

In what ways does he use language to hook or persuade the listener? How would you describe the tone of this speech?

How do you think those opposed to slavery reacted to this speech? Why?

How do think those who supported slavery reacted to this speech? Why?

After investigating this evidence what questions do you have?

Where would you go for more information or answers to your questions about this evidence?



Book excerpt, “Slavery in the Light of Social Ethics” by Chancelor Harper, 1860

In one thing I concur with the abolitionists; that if emancipation is to be brought about, it is better that it should be immediate and total. But let us suppose it to be brought about in any manner, and then inquire what would be the effects.

The first and most obvious effect would be to put an end to the cultivation of our great Southern staple. And this would be equally the result, if we suppose the emancipated negroes to be in no way distinguished from the free labourers of other countries, and that their labor would be equally effective. . . Imagine an extensive rice or cotton plantation cultivated by free laborers, who might perhaps strike for an increase of wages, at a season when the neglect of a few days would insure the destruction of the whole crop. Even if it were possible to procure laborers at all, what planter would venture to carry on his operations under such circumstances?

And what would be the effect of putting an end to the cultivation of these staples, and thus annihilating, at a blow, two-thirds or three-fourths of our foreign commerce? Can any sane mind contemplate such a result without terror?

A distinguished citizen of our own State, than whom none can be better qualified to form an opinion, has lately stated that our great staple, cotton, has contributed more than anything else of later times to the progress of civilization. By enabling the poor to obtain cheap and becoming clothing, it has inspired a taste for comfort, the first stimulus to civilization.

Excerpt from Book: An Excerpt from “Slavery in the Light of Social Ethics,” by Chancelor Harper, printed in *Cotton is King, and Pro-Slavery Arguments: Comprising the Writings of Hammond, Harper, Christy, Stringfellow, Hodge, Bledsoe, and Cartwright, on This Important Subject*, E.N. Elliott, ed.



Investigator Names

Book excerpt, “Slavery in the Light of Social Ethics” by Chancelor Harper, 1860

What is the subject of this text?

What is Mr. Harper's viewpoint?

What evidence or example does he use to support his viewpoint?

What is the “great Southern staple?”

In what ways is it important to the Southern economy?

What are Mr. Harper's worries regarding emancipation?

Who do you think shared his worries? Why?

Who do you think dismissed his worries? Why?

In what ways does he use language to hook or persuade the reader?

After investigating this evidence what questions do you have?

Where would you go for more information or answers to your questions about this evidence?



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