

A LEVEL HISTORY

USA - SLAVERY AND ABOLITIONISM TASKS

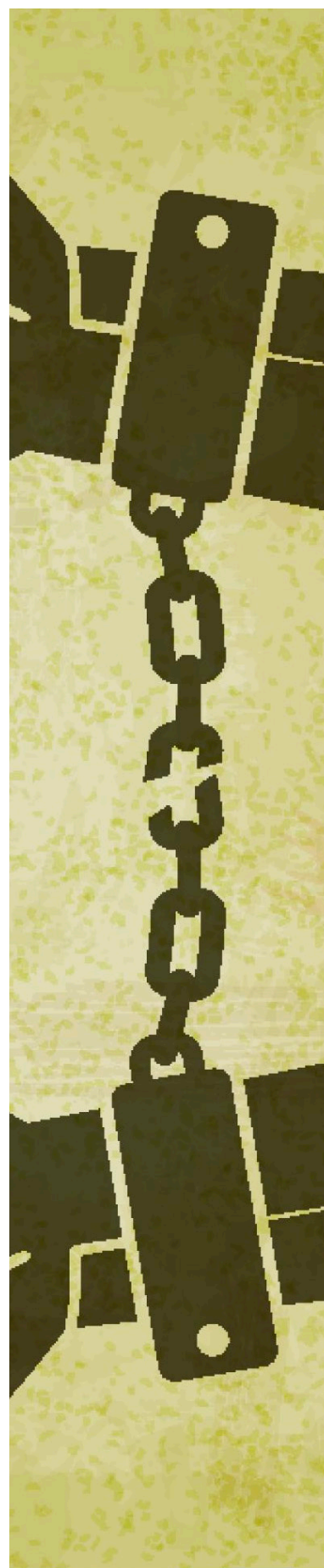
TOPIC	TICK WHEN COMPLETED
AMERICAN HISTORY QUIZ	
HISTORY OF SLAVERY- Picture Task	
INHUMANITY OF SLAVERY - Picture Analysis	
SLAVE AUCTION SOURCE TASK with Questions	
CAN YOU LABEL THE SOUTHERN SLAVE STATES - Activity and Answer the questions?	
JUSTIFICATIONS OF SLAVERY - THE BIBLE AND THE SOUTHERNERS - Activity	
SLAVERY AS A FUNCTION IN THE SOUTH – - YouTube documentary and questions	
MEET THE ABOLITIONISTS - Research based around key Abolitionists	
ABOLITIONISTS AND SOURCE INTERPRETATION - Answer the questions from William Garrison's excerpt of his newspaper article	
ELIJAH LOVEJOY – THE ABOLITIONIST MARTYR - Answer the questions from the article about his sad demise	
DIFFERENCE BETWEEN THE NORTH AND SOUTH - Using pictures and statistics – Identify the differences between the Northern and Southern States	
ABOLITIONIST PICTURE CHALLENGE - Using the pictures try and write down why you feel abolitionism would grow in the 19th Century	
THE DIARY OF FREDERICK DOUGLAS ADDITIONAL TASK - Read the text and fit some analytical perspective into the table.	

A QUICK MESSAGE:

Andy and James of the History Team sincerely hope you enjoy the activities within the booklet and we hope to see you in September, bringing together all of this knowledge.

The aim of the booklet is to give you an insight into slavery, the first major topic within the US module we study. It will help you explore the traumatic circumstances of the slave trade, the justifications of states who promoted it and the abolitionists who fought and vote to slavery removed for ever. (Please bring to your first History class in September)

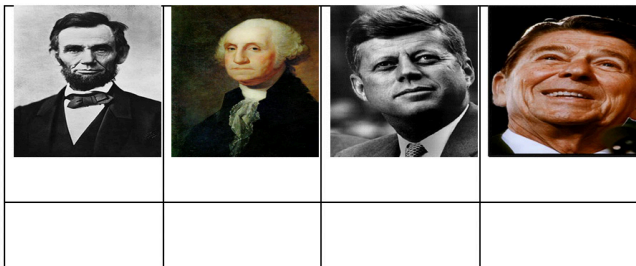
Good luck, enjoy and I hope you and your families are safe and well.



A LEVEL HISTORY

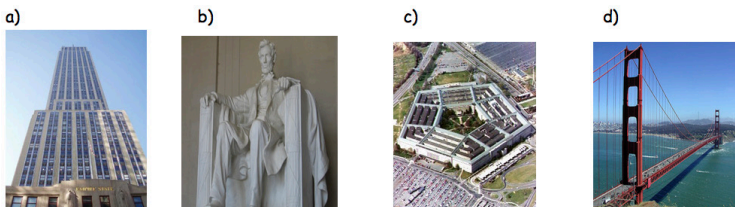
AMERICAN HISTORY QUIZ

- 1) Why is 1776 an important date in American history?
- 2) The US is made up of how many states?
- 3) Name the two political parties in the United States today
- 4) Which political party is currently in power?
- 5) Who was elected US President in 2008? Why was this a historic moment?
- 6) How many years can a president be in office for?
- 7) Can you name the following former presidents of the USA?



- 8) Who was the last president to die in office?
- 9) How many US presidents have been assassinated?
a) 1 b) 3 c) 4 d) 7

- 10) Name the following US landmarks



- 11) Which US president was forced to resign over the 'Watergate' scandal?
- 12) In which war did most American soldiers die?
a) The American Civil War b) The First World War c) The Second World War d) Vietnam War
- 13) The Second World War began in 1939, when did the US enter the war?

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14) Name two US States named after a King or Queen

15) Identify the following US states

a)



b)



c)



16) In terms of area which is the largest American State?

17) Which US state has the largest population?

18) Can you name the two 'houses' that makes up the US Congress?

19) How many times have Britain and America been at war with each other?

20) Which amendment to the US constitution protects an Americans' 'right to bear arms'?

21) How many US presidents has there been?

a) 22

b) 31

c) 61

d) 45

22) The Statue of Liberty built in 1886 was given to America as a gift by which country?



23) Can you name the four Presidents carved into Mount Rushmore?



24) Who said these famous phrases?

a) I have a dream.....

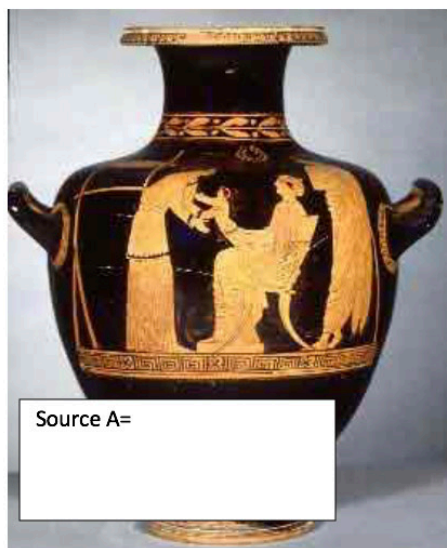
b) Think not what your country can do for you but what you can do for your country.

c) A house divided against itself cannot stand...

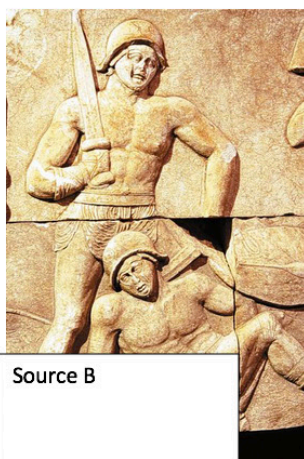
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HISTORY OF SLAVERY –

CAN YOU NAME THE PERIOD OF HISTORY THESE DIFFERENT EXAMPLES OF SLAVES WERE FROM?

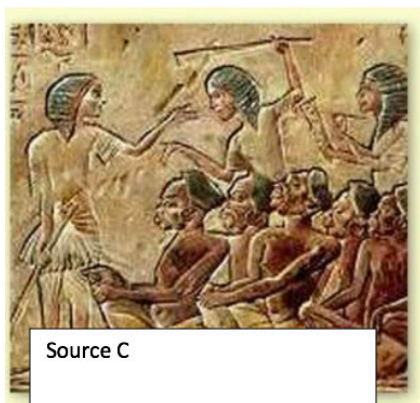


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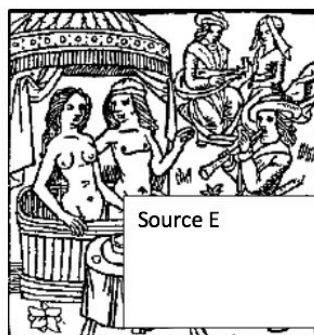


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Source D



Source C



Source E



Source F



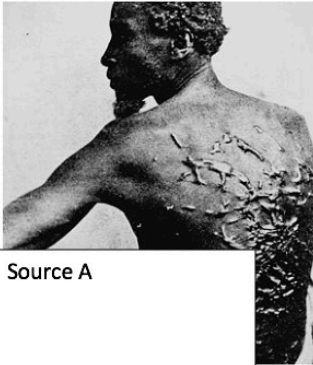
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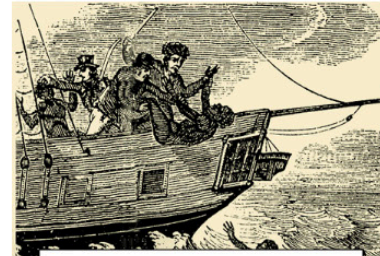
INHUMANITY OF SLAVERY – TO HIGHLIGHT THE INHUMANITY OF SLAVERY, WHAT DO THESE IMAGES SHOW DO YOU THINK?



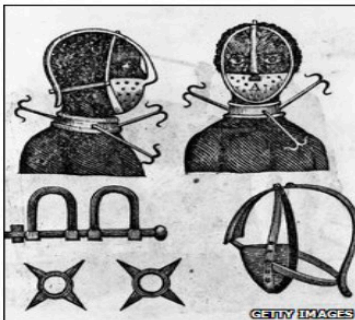
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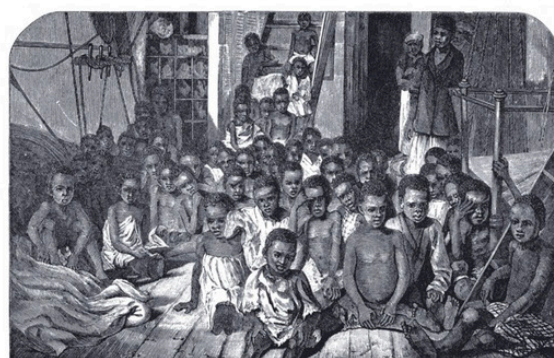
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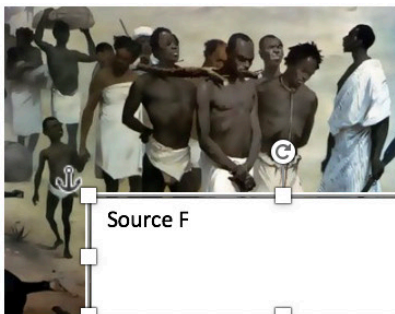
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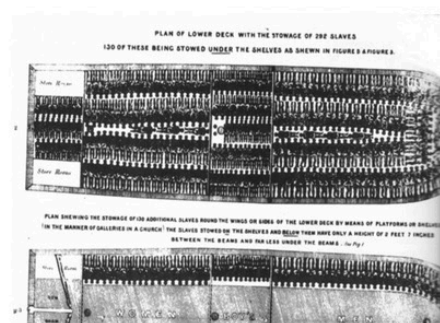
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SLAVE AUCTION SOURCE TASK

Sale of Slaves and Stock.

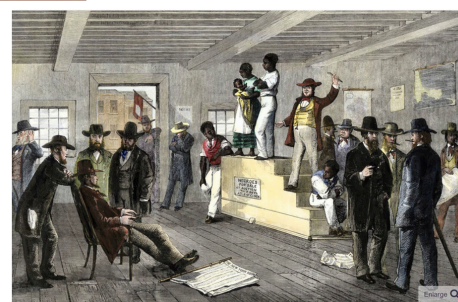
The Negroes and Stock listed below, are a Prime Lot, and belong to the ESTATE OF THE LATE LUTHER MCGOWAN, and will be sold on Monday, Sept. 22nd, 1852, at the Fair Grounds, in Savannah, Georgia, at 1:00 P. M. The Negroes will be taken to the grounds two days previous to the Sale, so that they may be inspected by prospective buyers.

On account of the low prices listed below, they will be sold for cash only, and must be taken into custody within two hours after sale.

No.	Name.	Age	Remarks.	Price.
1	Lunesta	27	Prime Rice Planter,	\$1,275.00
2	Violet	16	Housework and Nursemaid,	900.00
3	Lizzie	30	Rice, Unsound,	300.00
4	Minda	27	Cotton, Prime Woman,	1,200.00
5	Adam	28	Cotton, Prime Young Man,	1,100.00
6	Abel	41	Rice Hand, Eyesight Poor,	675.00
7	Tanney	22	Prime Cotton Hand,	950.00
8	Flementina	39	Good Cook, Stiff Knee,	400.00
9	Lanney	34	Prime Cotton Man,	1,000.00
10	Sally	10	Handy in Kitchen,	675.00
11	Maccabey	35	Prime Man, Fair Carpenter,	980.00
12	Dorcas Judy	25	Seamstress, Handy in House,	800.00
13	Happy	60	Blacksmith,	575.00
14	Mowden	15	Prime Cotton Boy,	700.00
15	Bills	21	Handy with Mules,	900.00
16	Theopolis	39	Rice Hand, Gets Fits,	575.00
17	Coolidge	29	Rice Hand and Blacksmith,	1,275.00
18	Bessie	69	Infirm, Sews,	250.00
19	Infant	1	Strong Likely Boy	400.00
20	Samson	41	Prime Man, Good with Stock,	975.00
21	Callie May	27	Prime Woman, Rice,	1,000.00
22	Honey	14	Prime Girl, Hearing Poor,	850.00
23	Angelina	16	Prime Girl, House or Field,	1,000.00
24	Virgil	21	Prime Field Hand,	1,100.00
25	Tom	40	Rice Hand, Lame Leg,	750.00
26	Noble	11	Handy Boy,	900.00
27	Judge Lesh	55	Prime Blacksmith,	800.00
28	Booster	43	Fair Mason, Unsound,	600.00
29	Big Kate	37	Housekeeper and Nurse,	950.00
30	Melie Ann	19	Housework, Smart Yellow Girl,	1,250.00
31	Deacon	26	Prime Rice Hand,	1,000.00
32	Coming	19	Prime Cotton Hand,	1,000.00
33	Mabel	47	Prime Cotton Hand,	800.00
34	Uncle Tim	60	Fair Hand with Mules,	600.00
35	Abe	27	Prime Cotton Hand,	1,000.00
36	Tennes	29	Prime Rice Hand and Cocahman,	1,250.00

There will also be offered at this sale, twenty head of Horses and Mules with harness, along with thirty head of Prime Cattle. Slaves will be sold separate, or in lots, as best suits the purchaser. Sale will be held rain or shine.

Notice of slave sale, 1852.



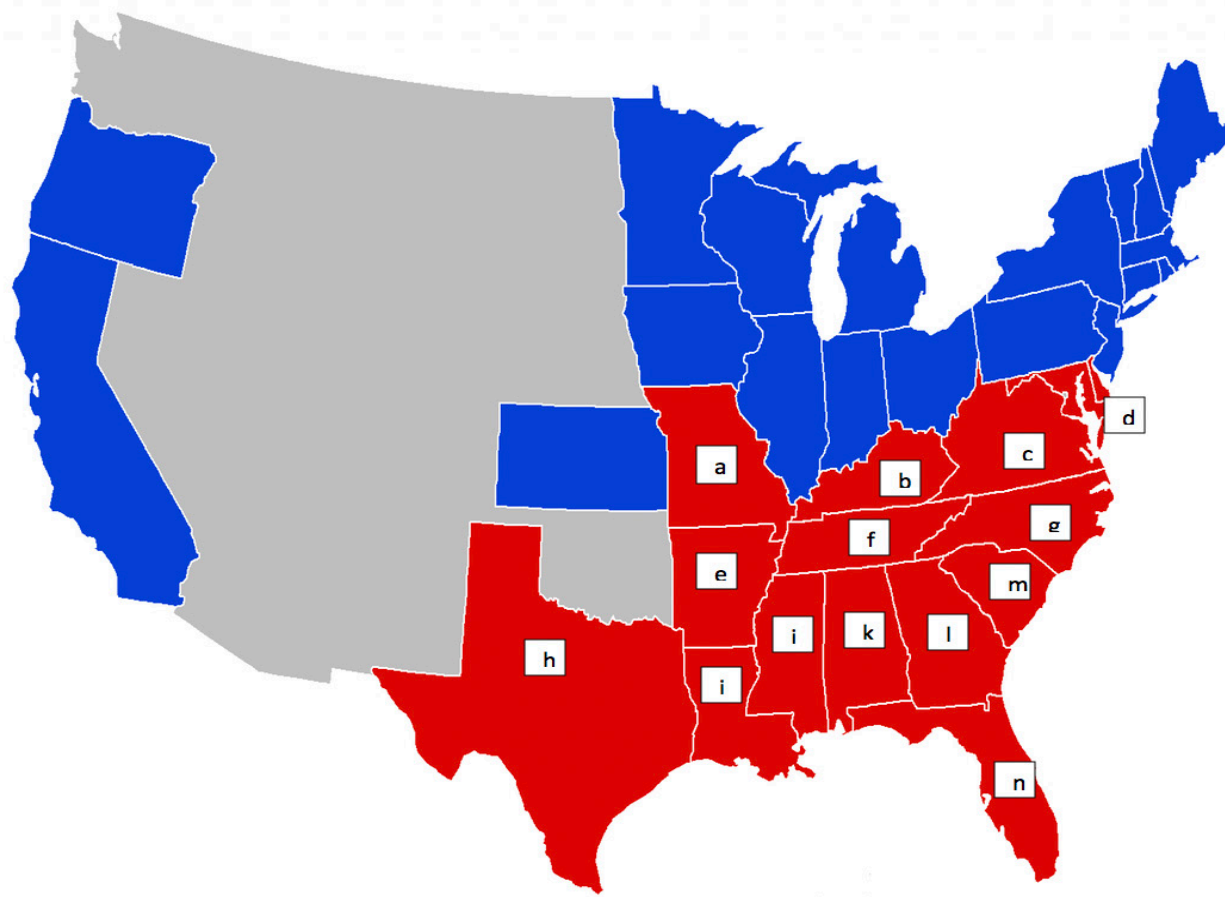
QUESTIONS ABOUT THE SOURCE:

1. What year was the auction held?
2. Which slaves had the highest price?
3. Why were they the slaves to fetch the most at auction?
4. What is (horrifyingly) the youngest slave?
5. Give three different ailments or disabilities which impacted upon the price?
6. Which was the only non-black slave at the auction?
7. What does this tell us about how black Americans were treated?
8. Why do you think this spurred on 'abolitionists' (those that wanted to stop slavery)?

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SLAVE STATES – CAN YOU NAME THE STATES LABELLED HERE?

To get you used to the geographical positioning of states



a _____ b _____ c _____

d _____ e _____ f _____

g _____ h _____ i _____

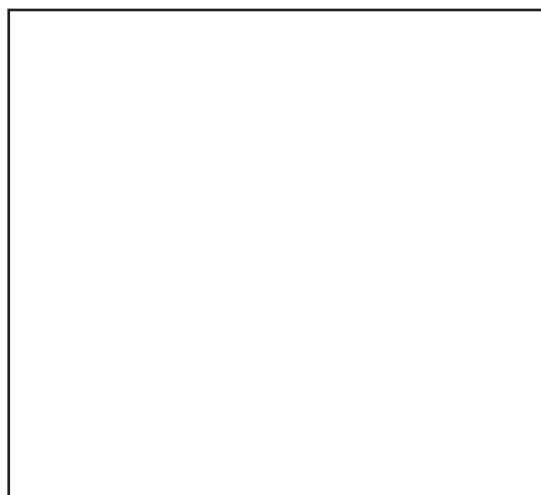
j _____ k _____ l _____

m _____ n _____

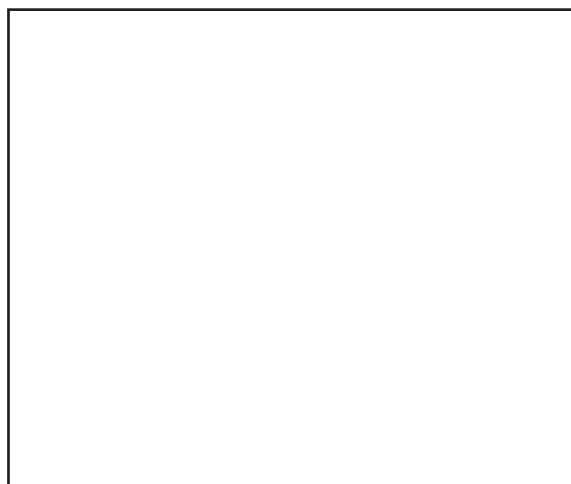
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QUESTIONS ABOUT THE STATES:

1. Which was the biggest of the slave states?
2. Where are all the slave states located?
3. Who do you think the slave owners were?
4. What types of work did the slaves carry out?
5. What type of jobs do you think the 'free states' (in blue) did alternatively?
6. Do you think there is still a problem in the red parts of the USA now?
7. In your minds, what do you think of when you think about this part of the USA now?
8. What does this image show us about life in the south?



9. What flag is this? Why would it become infamous in the module we will be looking at?



A LEVEL HISTORY

JUSTIFICATIONS OF SLAVERY – THE BIBLE AND SLAVERY

QUICK SOURCE TASK - WHAT DO YOU THINK THE FOLLOWING QUOTES MEAN?

1) *"you may buy male and female slaves from among the nations that are round you. You may also buy from among the strangers who sojourn with you, who have been born in your land; and they may be your property."*

Leviticus 25; 44-46

MEANING?

2) *"Slaves be obedient to those who are your earthly masters, with fear and trembling, in singleness of heart, as to Christ..."*

Ephesians 6:5

MEANING?

3) *"Slaves, submit yourselves to your masters with all respect, not only to the good and gentle but also to the cruel."*

1 Peter 2:18

MEANING?

4) *"When a man strikes his male or female slave with a rod so hard that the slave dies under his hand, he shall be punished. If, however, the slave survives for a day or two, he is not to be punished, since the slave is his own property."*

Exodus 21:20-21

MEANING?

Looking at these excerpts: Do you think the Southern States felt justified in keeping slaves?

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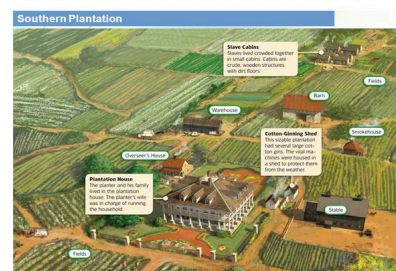
SLAVERY AS A FUNCTION IN THE SOUTH

QUICK DOCUMENTARY CLIP - <https://www.youtube.com/watch?v=U3CFD2RRF80>

(Search YouTube – ‘Mississippi’s War’) – Watch the first 10 minutes and answer the questions below:

QUESTIONS ABOUT THE STATES AND COTTON: (Mississippi and its desire for cotton):


1. What did many Southern states do following Lincoln’s election in 1860?
2. What did white Southerners fear following Lincoln’s election?
3. What was the main issue that provoked secession?
4. What ruled in Mississippi?
5. What was economically special about cotton?
6. Who controlled the wealth in Mississippi?
7. What invention meant that slavery would not die out?
8. What was notable about the population of Mississippi?
9. What percentage of Mississippians owned slaves?
10. How did Southerners try and justify slavery?
11. How big was the Abolitionist movement?
12. What did Lincoln and the Republicans not wish to do?
13. What did Southerners expect Lincoln to do once he was sworn in as President?
14. What would have been the economic impact of abolishing slavery on the South?





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MEET THE ABOLITIONISTS:


RESEARCH THE QUESTIONS ABOUT EACH OF THE KEY ABOLITIONISTS BELOW

	NAME = William Lloyd Garrison	Moderate or radical = Moderate
	Occupation or former occupation=	
	Name of his famous newspaper=	

	NAME = Frederick Douglass	Moderate or radical = Moderate
	Occupation or former occupation=	
	What was the name of his book?	

	NAME = Harriet Tubman	Moderate or radical = Moderate
	Occupation or former occupation=	
	What was the name of her book?	

	NAME = Nat Turner	Moderate or radical = Radical
	Occupation or former occupation =	
	What did he carry out in Virginia in 1831?	

	NAME = John Brown	Moderate or radical = Radical
	Occupation or former occupation =	
	What did John Brown do at Potawatomie? What did John Brown do at Harper's Ferry?	

A LEVEL HISTORY

ABOLITIONISTS AND SOURCE INTERPRETATION

READ THROUGH THIS EXTRACT FROM ABOLITIONIST WILLIAM GARRISON AND ANSWER THE QUESTIONS

...those, for whose **emancipation** we are striving – constituting at the present time at least one-sixth part of **out** countrymen – are recognised by law, and treated by their fellow beings, as marketable commodities, as goods and **chattels**, as brute beasts; are plundered daily of the fruits of their toil without redress; really enjoy no constitutional or legal protection from ...murderous outrages upon their persons; and are ruthlessly torn asunder – the tender babe from the arms of its frantic mother – the heart broken wife from her weeping husband – at the **caprice** or pleasure of irresponsible **tyrants**.

We further maintain – that no man has a right to enslave another... for one moment, as a piece of merchandise... denying him...the right to enjoy liberty is **inalienable**...Every man has the right to his own body – to the products of his own labor.

That every American citizen, who detains a human being in involuntary bondage as his property, is according to **Scripture** a man stealer. That the slaves ought to be set free and brought under the protection of law. We furthermore believe and affirm – that all persons of color, who possess the qualifications which are demanded of others, ought to be admitted forthwith to the enjoyment of the same privileges...

We maintain that no compensation should be given to the planters emancipating their slaves... Because slavery is a crime...If compensation is to be given at all, it should be given to the outraged and guiltless slaves, and not to those who have plundered and abused them.

We regard as delusive, cruel and dangerous, any scheme of **expatriation** which pretends to aid, either directly or indirectly, in the emancipation of the slaves, or to be a substitute for the immediate and total abolition of slavery.

We concede that Congress, under the present national compact, has no right to interfere with any of the slave States in relation to this momentous subject.

But we maintain that Congress has a right and is solemnly bound to **suppress** the domestic slave trade between the several States, and to abolish slavery in those portions of our territory which the Constitution has placed under its exclusive **jurisdiction**.

Source: William Lloyd Garrison (Declaration of Sentiments of the American Anti-Slavery Convention 1833)

1. During the 1830s what proportion of the US population were slaves?
2. According to William Lloyd Garrison how are slaves in America exploited and ill-treated by their owners?
3. According to Garrison why is slavery wrong and immoral?
4. What rights should slaves be given when they are set free?
5. When the slaves are freed should their former owners receive financial compensation from the Government?
6. According to Garrison what would be “delusive, cruel and dangerous”?
7. Does Garrison believe that Congress has the power to interfere with or abolish slavery within the Southern Slave States?
8. What power does Garrison believe Congress has in regard to slavery within the United States?



There must be **no compromise with slavery** - none whatever. Nothing is gained, everything is lost, by subordinating principle to expedience.

– William Lloyd Garrison

A LEVEL HISTORY

ELIJAH LOVEJOY – THE ABOLITIONIST MARTYR

As reported in the **ALTON OBSERVER - November 7, 1837**



Night had come to the town of Alton Illinois and a crowd began to gather in the darkness.

Some of them stooped to gather stones. Others fingered the triggers of the guns they carried as they made their way to a warehouse in the banks of the Mississippi River.

As they approached, they eyed the windows of the three-story building, searching for some sign of movement from inside.

Suddenly, William S. Gilman, one of the owners of the building, appeared in an upper window.

“What do you want here?” he asked the crowd.

“The press!” came the shouted reply.

Inside the warehouse was Elijah Parish Lovejoy, a Presbyterian minister and editor of the Alton Observer. He and 20 of his supporters were standing guard over a newly arrived printing press from the Ohio Anti-Slavery Society.

This was the fourth press that Lovejoy had received for his paper. Three others already had been destroyed by people who opposed the antislavery views he expressed in the Observer.

But Lovejoy would not give up.

This time, in an attempt to hide the arrival of the new press, secret arrangements were made. A steamboat delivered the press at 3 o'clock in the morning on November 7, 1837, and some of Lovejoy's friends were there to meet it.

Moving quickly, they carried the press to the third floor of Gilman's warehouse, but not before they were spotted by members of the mob.

Word of the arrival of the press spread throughout the town all that day. As nightfall approached, mob leaders were joined by men from the taverns, and now the crowd stood below, demanding this fourth press.

Gilman called out: “We have no ill feelings toward, any of you and should much regret to do any injury; but we are authorized by the Mayor to defend our property and shall do so with our lives.” The mob began to throw stones, breaking out all the windows in the warehouse.

Shots were fired by members of the mob, and rifle balls whizzed through the windows of the warehouse, narrowly missing the defenders inside. Lovejoy and his men returned the fire. Several people in the crowd were hit, and one was killed.

“Burn them out!”, someone shouted.

Leaders of the mob called for a ladder, which was put up on the side of the building. A boy with a torch was sent up to set fire to the wooden roof. Lovejoy and one of his supporters, Royal Weller, volunteered to stop the boy. The two men crept outside, hiding in the shadows of the building. Surprising the mob, they rushed to the ladder, pushed it over and quickly retreated inside.

Once again, a ladder was put in place. As Lovejoy and Weller made another brave attempt to overturn the ladder, they were spotted. Lovejoy was shot five times, and Weller was also wounded. Lovejoy staggered inside the warehouse, making his way to the second floor before he finally fell.

“My God. I am shot,” he cried. He died almost immediately.

By this time the warehouse roof had begun to burn. The men remaining inside knew they had no choice but to surrender the press.

The mob rushed into the vacant building.

The press Lovejoy died defending was carried to a window and thrown out onto the riverbank. It was broken into pieces that were scattered in the Mississippi River.

Fearing more violence, Lovejoy's friends, did not remove his body from the building until the next morning.

Members of the crowd from the night before, feeling no shame at what they had done, laughed and jeered as the funeral wagon moved slowly down the street toward Lovejoy's home. Lovejoy was buried on November 9, 1837, his 35th birthday.

ANSWER THE QUESTIONS FROM THE ARTICLE ABOUT HIS SAD DEMISE

1. What happened to abolitionist Elijah Lovejoy?
2. How does the article help to understand attitudes to abolitionism?
3. Is the article sympathetic towards his cause?
4. What happened to Lovejoy within the context of the article?
5. Is this useful to an historian?

**ELIJAH PARISH
LOVEJOY**

“a Martyr on the
Altar of American
Liberty”

1802-1837



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DIFFERENCE BETWEEN THE NORTH AND SOUTH

IDENTIFY THE DIFFERENCES BETWEEN THE NORTHERN AND SOUTHERN STATES

SOURCE A

Illustration of business in North American states



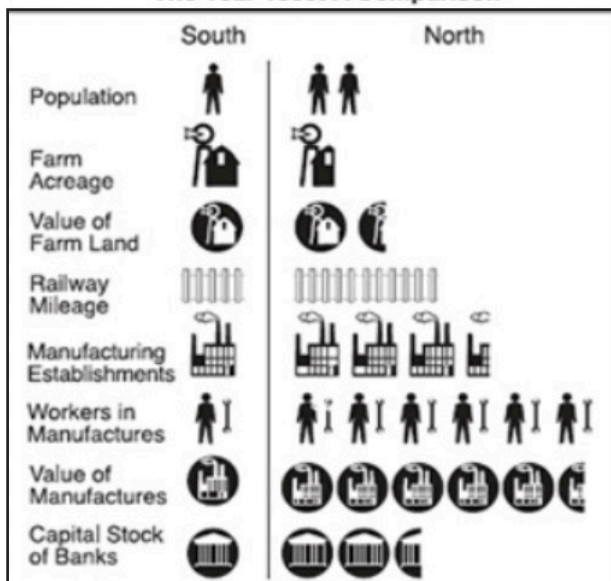
SOURCE B

Illustration of business in South American states



QUESTION: Looking at the two sources – what were the major differences between the Northern and Southern American states?

The Year 1860: A Comparison



"During the first half of the 19th century, economic differences between the regions also increased. By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. The profitability of cotton, known as King Cotton, completed the South's dependence on the plantation system and its essential component, slavery.

The North was by then firmly established as an industrial society. Labor was needed, but not slave labor."

NORTHERN STATES

SOUTHERN STATES

OTHER STATES

INDUSTRY



QUESTION:

Looking at the three different sources; Give 5 pieces of evidence to explain the differences between the Northern and Southern States:

- 1.
- 2.
- 3.
- 4.
- 5.

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ABOLITIONIST PICTURE CHALLENGE

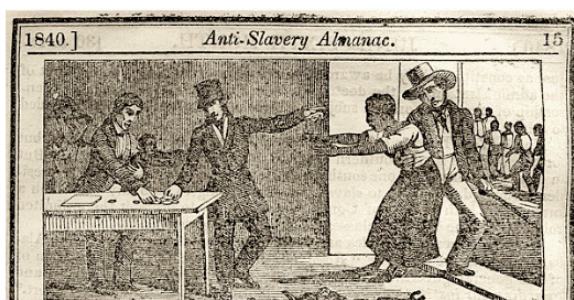
– Using the Pictures try and write down why you feel abolitionism would grow in the 19th Century.



a)



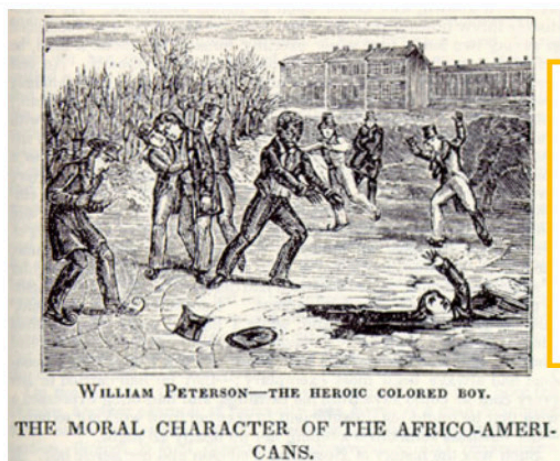
b)



c)



d)



e)

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DIARY OF FREDERICK DOUGLAS

If the reader will now be kind enough to allow me... I will tell him something, by-and-by, of slave life, as I saw, felt, and heard it, on Col. Edward Lloyd's plantation, and at the house of old master, where I had now, despite of myself, most suddenly, but not unexpectedly, been dropped.

I say nothing of my father, for he is shrouded in a mystery I have never been able to penetrate. Slavery does away with fathers, as it does away with families. Slavery has no use for either fathers or families, and its laws do not recognize their existence in the social arrangements of the plantation... The order of civilization is reversed here. The name of the child is not expected to be that of its father, and his condition does not necessarily affect that of the child. He may be the slave of Mr Tilgman; and his child, when born, may be the slave of Mr. Gross. He may be a freeman; and yet his child may be a chattel. He may be white, glorying in the purity of his Angle-Saxon blood; and his child may be ranked with the blackest slaves. Indeed, he may be, and often is, master and father to the same child... My father was a white man, or nearly white. It was sometimes whispered that my master was my father... nevertheless, the fact remains, in all its glaring odiousness, that, by the laws of slavery, children, in all cases, are reduced to the condition of their mothers.

Marriage-as imposing obligations on the parties to it--has no existence here, except in such hearts as are purer and higher than the standard morality around them. It is one of the consolations of my life, that I know of many honorable instances of persons who maintained their honor, where all around was corrupt.

The remark is not infrequently made, that slaves are the most contented and happy laborers in the world. They dance and sing and make all manner of joyful noises--so they do; but it is a great mistake to suppose them happy because they sing. The songs of the slave represent the sorrows, rather than the joys, of his heart; and he is relieved by them, only as an aching heart is relieved by its tears... Slaves sing more to make themselves happy, than to express their happiness.

It is the boast of slaveholders, that their slaves enjoy more of the physical comforts of life than the peasantry of any country in the world. My experience contradicts this. The men and the women slaves on Col. Lloyd's farm, received, as their monthly allowance of food, eight pounds of pickled pork, or their equivalent in fish. The pork was often tainted, and the fish was of the poorest quality--herrings, which would bring very little if offered for sale in any northern market. With their pork or fish, they had one bushel of Indian meal--unbolted--of which quite fifteen per cent. was fit only to feed pigs. With this, one pint of salt was given; and this was the entire monthly allowance of a full grown slave, working constantly in the open field, from morning until night, every day in the month except Sunday, and living on a fraction more than a quarter of a pound of meat per day, and less than a peck of corn-meal per week. There is no kind of work that a man can do which requires a better supply of food to prevent physical exhaustion, than the fieldwork of a slave.



The yearly allowance of clothing for the slaves on this plantation, consisted of two tow-linen shirts--such linen as the coarsest crash towels are made of; one pair of trousers of the same material, for summer, and a pair of trousers and a jacket of woollen, most slazily (poorly) put together, for winter; one pair of yarn stockings, and one pair of shoes of the coarsest description... The little girls were no better off than the boys; all were nearly in a state of nudity. As to beds to sleep on, they were known to none of the field hands; nothing but a coarse blanket--not so good as those used in the north to cover horses--was given them, and this only to the men and women. The children stuck themselves in holes and corners, about the quarters; often in the corner of the huge chimneys, with their feet in the ashes to keep them warm. The want of beds, however, was not considered a very great privation. Time to sleep was of far greater importance, for, when the day's work is done, most of the slaves have their washing, mending and cooking to do; and, having few or none of the ordinary facilities for doing such things, very many of their sleeping hours are consumed in necessary preparations for the duties of the coming day.

The sleeping apartments--if they may be called such--have little regard to comfort or decency. Old and young, male and female, married and single, drop down upon the common clay floor, each covering up with his or her blanket--the only protection they have from cold or exposure. The night, however, is shortened at both ends. The slaves work often as long as they can see and are late in cooking and mending for the coming day; and, at the first grey streak of morning, they are summoned to the field by the driver's horn.

More slaves are whipped for oversleeping than for any other fault. Neither age nor sex finds any favor. The overseer stands at the quarter door, armed with stick and cow kin, ready to whip any who may be a few minutes behind time. When the horn is blown, there is a rush for the door, and the hindmost one is sure to get a blow from the overseer. Young mothers who worked in the field,

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were allowed an hour, about ten o'clock in the morning, to go home to nurse their children. Sometimes they were compelled to take their children with them, and to leave them in the corner of the fences, to prevent loss of time in nursing them. The overseer generally rides about the field on horseback. A cowskin and a hickory stick are his constant companions...It is made entirely of untanned, but dried, ox hide, and is about as hard as a piece of well-seasoned live oak. It is made of various sizes, but the usual length is about three feet. The part held in the hand is nearly an inch in thickness; and, from the extreme end of the butt or handle, the cowskin tapers its whole length to a point. This makes it quite elastic and springy. A blow with it, on the hardest back, will gash the flesh, and make the blood start. Cowskins are painted red, blue and green, and are the favorite slave whip. I think this whip worse than the "cat-o'-nine-tails." It condenses the whole strength of the arm to a single point, and comes with a spring that makes the air whistle. It is a terrible instrument, and is so handy, that the overseer can always have it on his person, and ready for use.

The dinner of the slaves consisted of a huge piece of ash cake, and a small piece of pork, or two salt herrings. Not having ovens, nor any suitable cooking utensils, the slaves mixed their meal with a little water, to such thickness that a spoon would stand erect in it; and, after the wood had burned away to coals and ashes, they would place the dough between oak leaves and lay it carefully in the ashes, completely covering it; hence, the bread is called ash cake. The surface of this peculiar bread is covered with ashes, to the depth of a sixteenth part of an inch, and the ashes, certainly, do not make it very grateful to the teeth, nor render it very palatable. The bran, or coarse part of the meal, is baked with the fine, and bright scales run through the bread. This bread, with its ashes and bran, would disgust and choke a northern man, but it is quite liked by the slaves. They eat it with avidity, and are more concerned about the quantity than about the quality. They are far too scantily provided for, and are worked too steadily, to be much concerned for the quality of their food. The few minutes allowed them at dinner time, after partaking of their coarse repast, are variously spent. Some lie down on the "turning row," and go to sleep; others draw together, and talk; and others are at work with needle and thread, mending their tattered garments. Sometimes you may hear a wild, hoarse laugh arise from a circle, and often a song. Soon, however, the overseer comes dashing through the field. "Tumble up! Tumble up, and to work, work," is the cry; and, now, from twelve o'clock (mid-day) till dark, the human cattle are in motion... hurried on by no hope of reward, no sense of gratitude, no love of children, no prospect of bettering

Mr. Gore was one of those overseers, who could torture the slightest word or look into impudence; he had the nerve, not only to resent, but to punish, promptly and severely. He never allowed himself to be answered back, by a slave. In this, he was as lordly and as imperious as Col. Edward Lloyd, himself; acting always up to the maxim, practically maintained by slaveholders, that it is better that a dozen slaves suffer under the lash, without fault, than that the master or the overseer should seem to have been wrong in the presence of the slave. Everything must be absolute here. Guilty or not guilty, it is enough to be accused, to be sure of a flogging. The very presence of this man Gore was painful, and I shunned him as I would have shunned a rattlesnake. His piercing, black eyes, and sharp, shrill voice, ever awakened sensations of terror among the

slaves... Among many other deeds of shocking cruelty which he perpetrated, while I was at Mr. Lloyd's, was the murder of a young colored man, named Denby... I knew him well. He was a powerful young man, full of animal spirits, and, so far as I know, he was among the most valuable of Col. Lloyd's slaves. In something--I know not what--he offended this Mr. Austin Gore, and, in accordance with the custom of the latter, he undertook to flog him. He gave Denby but few stripes; the latter broke away from him and plunged into the creek, and, standing there to the depth of his neck in water, he refused to come out at the order of the overseer; whereupon, for this refusal, Gore shot him dead! It is said that Gore gave Denby three calls, telling him that if he did not obey the last call, he would shoot him. When the third call was given, Denby stood his ground firmly; and this raised the question, in the minds of the by-standing slaves--"will he dare to shoot?" Mr. Gore, without further parley, and without making any further effort to induce Denby to come out of the water, raised his gun deliberately to his face, took deadly aim at his standing victim, and, in an instant, poor Denby was numbered with the dead. His mangled body sank out of sight, and only his warm, red blood marked the place where he had stood.

This devilish outrage, this fiendish murder, produced, as it was well calculated to do, a tremendous sensation. A thrill of horror flashed through every soul on the plantation, if I may except the guilty wretch who had committed the hell-black deed. While the slaves generally were panic-struck, and howling with alarm, the murderer himself was calm and collected, and appeared as though nothing unusual had happened. The atrocity roused my old master, and he spoke out, in reprobation of it; but the whole thing proved to be less than a nine days' wonder. Both Col. Lloyd and my old master arraigned Gore for his cruelty in the matter, but this amounted to nothing. His reply, or explanation--as I remember was that Denby had become unmanageable; that he had set a dangerous example to the other slaves; and that, without some such prompt measure as that to which he had resorted, were adopted, there would be an end to all rule and order on the plantation...The murder was committed in the presence of slaves, and they, of course, could neither institute a suit, nor testify against the murderer. His bare word would go further in a court of law, than the united testimony of ten thousand black witnesses.

The frequent hearing of my mistress reading the bible aloud... awakened my curiosity in respect to this mystery of reading and aroused in me the desire to learn. Up to this time I had known nothing whatever of this wonderful art, and my confidence in my mistress, emboldened me to ask her teach me to read...Of course the Master forbade her to give me any instruction, telling her in the first place that it was unlawful, as it was also unsafe... learning will do him no good, but a great deal of harm, making him disconsolate and unhappy. If you teach him to read, he'll want to know how to write, and this accomplished, he'll be running away with himself..." Very well I thought, 'knowledge unfits a child to be a slave.'...from that moment I understood the direct pathway from slavery to freedom.

Extracts from Frederick Douglass' Autobiography (1845)

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ADDITIONAL TASK – If you would like to further expand your source knowledge and interpretation use the reading extract from **Frederick Douglas' autobiography** – TRY AND FILL IN THE TABLE

ASPECTS OF A SLAVES LIFE	EXAMPLES
FAMILY LIFE (relationship with parents, marriage etc.)	
QUALITY OF LIFE (diet, shelter, clothing etc.)	
RIGHTS OF SLAVES	
CONCLUSION (sum up the life of a slave)	