Throughout Unit 4, we will begin a discussion on Americans’ varying opinions of the institution of slavery that will take us through the end of our school year. Arguably, United States history from the Colonial Era through the end of the Civil War cannot be truly understood without holding the issue of slavery at the center. The United States grew exponentially, developed a massive economy, and truly would not be the same today without the implementation of the horrid use of human slaves. Our study will go deep and may be discomforting at times; however, as an American, one *must* realize the horrors of our past and look toward tolerance and hope for our present and future.

By using chapters 2, 13, and 14 and examining many other primary sources throughout this unit, we will examine American slavery from its roots in the 17th century through the abolition of the practice with the passing of the 13th amendment in the late 1860s.

**Unit 4:** Slavery in America

* We will discuss the institution of slavery in America, its social and economic base, the Abolitionist Movement to end slavery, and the South’s defense of slavery

**Our Essential Question:**

**What were the ideological principles of slavery and the resulting consequences?**

**GQ #1**: Define *slavery* as it pertains to American history.

**GQ #2**: Interpret and explain slavery’s economic base in American society.

**GQ #3**: Interpret and explain slavery’s social base in American society.

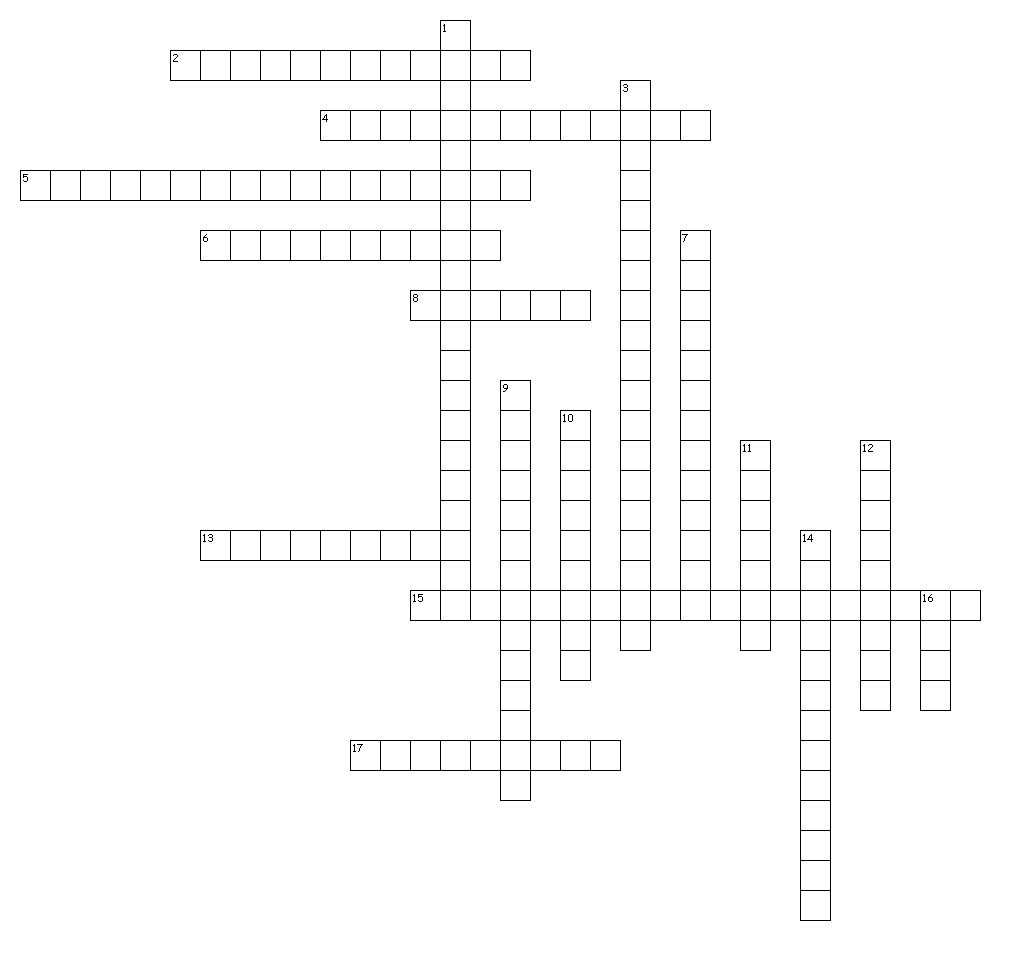
**GQ #4**: Explain and evaluate the success of early abolitionist movements (pre-Civil War).

**GQ #5**: Identify and explain the Southern defense of slavery.

After using the yellow highlights in Chapter 13.3 (pp. 424-425), Chapter 14.4 (454-459), your textbook’s glossary, and the dictionary (you’ll need it!) to help you, record a simple definition for each of the following terms:

|  |  |
| --- | --- |
| **13.3:The Slave System & 14.4: The Movement to End Slavery** | **slavery** |
| **folktales** |
| **spirituals** |
| **Nat Turner** |
| **Nat Turner’s Rebellion** |
| **abolition/manumission** |
| **William Lloyd Garrison** |
| **American Anti-Slavery Society** |
| **Grimké Sisters: Angelina and Sarah Grimké** |
| **Frederick Douglass** |
| **Sojourner Truth** |
| **Underground Railroad** |
| **Harriet Tubman** |
|

|  |
| --- |
| **the Middle Passage** |
| **Cotton** |
| **the Cotton Gin** |
| **emancipation** |



**Across**

2. freeing of the slaves

4. a voyage that brought enslaved Africans across the Atlantic Ocean to North America and the West Indies

5. American abolitionist and writer, he escaped slavery and became a leading African American spokesman and writer

6. emotional Christian songs sung by enslaved people in the South that mixed African and European elements and usually expressed slaves' religious beliefs

8. chief cash crop in the southern United States during the 1800s

13. a story that often provides a moral lesson

15. A network of people who helped thousands of enslaved people escape to the North by providing transportation and hiding places

17. an end to slavery

**Down**

1. American journalist and reformer; he published the antislavery newspaper, the Liberator

3. a rebellion in which Nat Turner led a group of slaves in Virginia in an unsuccessful attempt to overthrow and kill planter families

7. American abolitionist who escaped slavery and assisted other enslaved Africans to escape; she is the most famous Underground Railroad conductor

9. American evangelist and reformer, she was born a slave but was later freed and became an abolitionist

10. a machine invented by Eli Whitney in 1793 to remove seeds from short-staple cotton

11. the institution that allows for one person to own another person, often times forcing that person to work without pay

12. American slave leader that claimed divine inspiration had led him to end the slavery system

14. American sisters and reformers, they were the daughters of a slaveholding family from South Carolina who became abolitionists

16. an organization started by William Lloyd Garrison whose members wanted immediate emancipation and racial equality for African Americans

**Chapter 13.3: The Slave System**

**Practice Questions**

**Slaves and Work:**

**Slaves worked at a variety of jobs on plantations**

1. What was work in the fields like for enslaved Africans?
2. How was life different for slaves working in the planter’s home?
3. How were some skilled slaves able to buy their freedom?

**Life Under Slavery:**

**Life under slavery was difficult and dehumanizing**

1. How did slaveholders generally view slaves?
2. Why did separated slave families have little hope of getting back together?
3. How did planters encourage obedience?
4. What effects do you think states’ strict slave codes had on enslaved Africans’ lives?

**Slave Culture:**

**Slave culture centered around family, community, and religion**

1. What did slaves fear more than physical punishment?
2. How did enslaved parents work to ensure that their children never forgot their heritage?
3. Why did enslaved Africans worship in secret?