

African Americans in the Mid-1800s

How did African Americans face slavery and discrimination in the mid-1800s?

P R E V I E W

Listen to the song “Moses.” Then, *on a separate sheet of paper*, answer these questions:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What three words describe the song’s mood? | <ol style="list-style-type: none"> 2. Who might King Pharaoh represent?
What might the river Jordan represent? 3. What does the song tell us about how African Americans faced slavery? |
|---|---|

R E A D I N G N O T E S

Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

- | | | |
|----------------|----------------------|------------------------|
| racism | segregation | Nat Turner’s Rebellion |
| discrimination | Underground Railroad | oppression |

Section 2

Compare the experiences and rights of slaves, free blacks in the South, and free blacks in the North. List at least three facts in each column.

Slaves	Free Blacks in the South	Free Blacks in the North

Section 3

If the majority of white Southerners did not own slaves, why did the South remain so loyal to slavery?

Sections 4 to 11

If your class is doing the activity for this lesson, answer all four questions in each section.

(Note: If your class is not doing the activity, answer only Questions 3 and 4.)

Section 4

Working Conditions of Slaves

1. Placard A matches Quotation _____ because

2. Analyze the placard. Complete the sentences to describe how parts of a slave's body might feel.

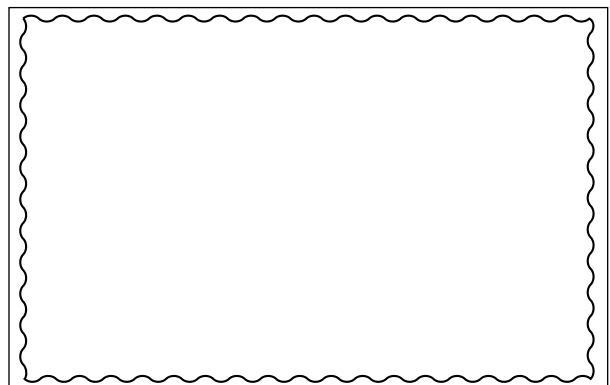
My fingers feel . . .

My eyes feel . . .

My legs feel . . .

3. Read Section 4. Record three details of the working conditions of slaves.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 5

Living Conditions of Slaves

1. Placard B matches Quotation _____ because

2. Analyze the placard. Describe how these slaves might feel about their situation.

3. Read Section 5. Give three details about the living conditions of slaves.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 6

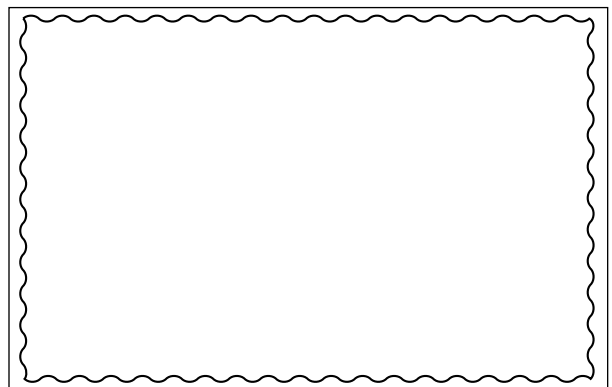
Controlling Slaves

1. Placard C matches Quotation _____ because

2. Analyze the placard. How could this scene have happened?

3. Read Section 6. List three methods that slave owners used to control slaves.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 7

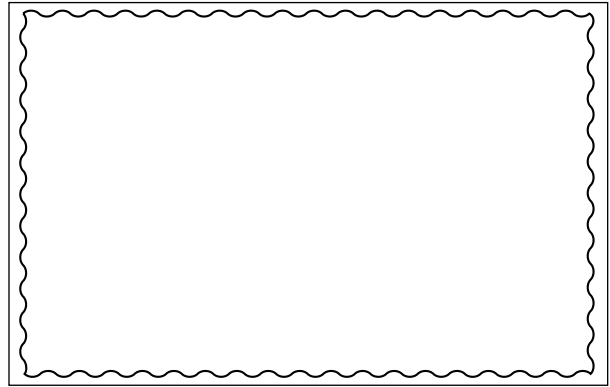
Resistance to Slavery

1. Placard D matches Quotation _____ because

2. Analyze the placard. What is happening in the image?

3. Read Section 7. Give three examples of how slaves resisted slavery.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 8

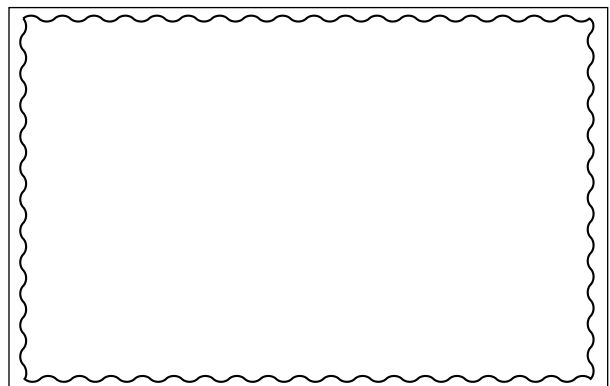
Slave Families and Communities

1. Placard E matches Quotation _____ because

2. Analyze the placard. Describe how two of the people in this scene might feel about what is happening.

3. Read Section 8. Describe two ways slaves were able to maintain close families and communities.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 9

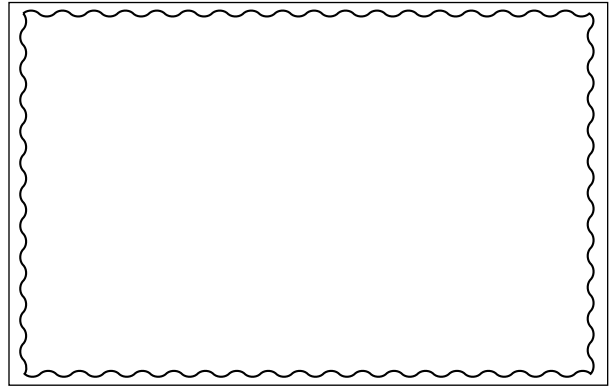
Leisure Time Activities

1. Placard F matches Quotation _____ because

2. Analyze the placard. Describe what three of the people are doing.

3. Read Section 9. List three ways slaves spent their leisure time.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 10

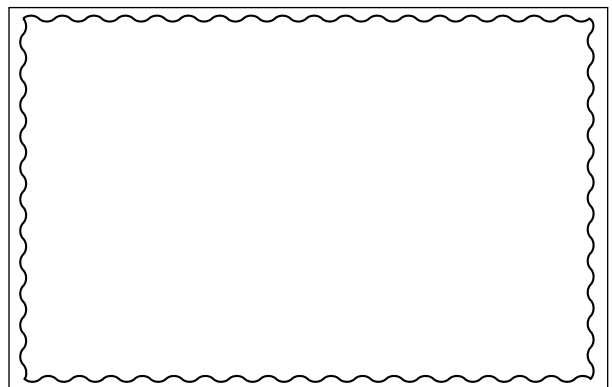
Slave Churches

1. Placard G matches Quotation _____ because

2. Analyze the placard. Suppose you are a visitor to this scene, and describe what you see and hear.

3. Read Section 10. Explain why the idea of being invisible was important to slave churches.

4. Sketch one symbol or illustration for a quilt block on this topic.



Section 11

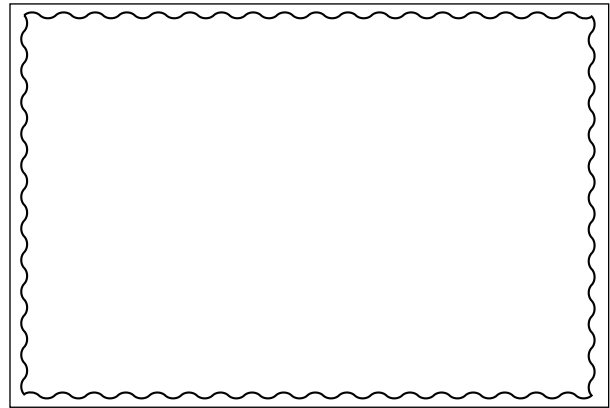
African American Culture

1. Placard H matches Quotation _____ because

2. Analyze the placard. Suppose you are a visitor to this scene, and describe what you hear.

3. Read Section 11. Record three aspects of African American life that had roots in African culture.

4. Sketch one symbol or illustration for a quilt block on this topic.



P R O C E S S I N G

On a separate sheet of paper, write a paragraph answering the Essential Question: How did African Americans face slavery and discrimination in the mid-1800s?

Support your answer with at least one piece of evidence from three of these topics:

- living conditions
- working conditions
- resistance efforts
- slave communities and families
- leisure time activities
- slave churches

R E A D I N G F U R T H E R

Preparing to Write: Taking Notes

Thanks to the work of people like William Still, we have information about the life and work of Harriet Tubman.

When and why did Harriet Tubman escape from slavery?

List three facts that are known about Tubman's escape.

What led Tubman to become a conductor on the Underground Railroad?

List four facts about how Tubman operated as a conductor.

Why did people call Harriet Tubman "Moses"?

Writing a Short Biography

Suppose you have been asked to write a short biography of Harriet Tubman for a Web site about famous American women. Your biography should include factual information from the reading. Limit opinions to quotations from primary sources. Give details on Harriet Tubman’s life and accomplishments.

Harriet Tubman (about 1820–1913)

Use this rubric to evaluate your biography. Make changes in your biography if you need to.

Score	Description
3	The biography gives many details about Tubman’s life based on facts from the reading. It includes no personal opinions. There are no spelling or grammar errors.
2	The biography gives some details about Tubman’s life based on facts from the reading. It includes no personal opinions. There are some spelling or grammar errors.
1	The biography does not give details about Tubman’s life based on facts from the reading. It includes personal opinions. There are many spelling or grammar errors.