

The Controversy Over Slavery

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Have students listen to the song, or the song lyrics for, “Follow the Drinking Gourd” again. Review the content studied thus far with the following questions:

- What was “the drinking gourd”?
- Why were enslaved Africans told to follow “the drinking gourd”?
- Why did enslaved Africans want to escape from the plantations of the South?
- What was the system of escape from the South to the North called? Who were the conductors? Who were the passengers? What were stations?
- Who was a famous conductor on the Underground Railroad?

Essential Background Information or Terms

10 minutes

Tell students that in today’s read-aloud they will hear about some differences in the southern economy and the northern economy. The word *economy* describes the system by which people produce or make goods, or items, to trade or sell with others who want those goods. When people trade, buy, or sell goods with one another, they are cooperating. Because of this cooperation, people can get resources, such as food, clothing, and shelter they need, that they might otherwise not be able to produce or make for themselves. When more and more people engage in trading, buying, and selling goods, we say the economy is strong.

Lead students in a small discussion about what goods are produced in your community and where people in your community spend money.

Remind students they learned that Harriet Tubman worked on a tobacco plantation in the South. Plantations were an important part of the southern economy—how the people in the South supported themselves and earned money to buy the things they needed. The southern economy depended on farmers and plantation owners to produce certain crops that other people wanted to buy. To produce these crops, southern plantation owners treated people from Africa unfairly by forcing them into slavery and making them work on their plantations for no money. Even though it was not their choice, enslaved Africans contributed valuable labor and skills to the success of the plantations. It was wrong of the plantation owners to treat enslaved Africans poorly just because they thought the African people were different from them. The community that developed among enslaved African Americans helped them survive because they relied on and helped each other.

Read the title of the read-aloud to students. Ask if anyone knows what the word *controversy* means. You may need to explain that a controversy is an argument or a disagreement that happens when people have differing opinions. You may wish to ask a couple of students to give examples of a controversy or disagreement they've had in the past with someone who had a different opinion about something. Ask students what they think the controversy over slavery was and who was involved in the controversy. Remind students that they heard in the Lesson 1 domain introduction that in different parts of the United States people had different opinions about slavery and that this controversy led to a war called a civil war. Ask if anyone remembers what a civil war is. You may need to explain that a civil war is a war between two different groups within the same country. Explain that this war was called the U.S. Civil War or the War Between the States. Explain that although different people had different views of slavery before the Civil War, slavery was wrong then as it is wrong today.



Agriculture

← Show image 3A-2: Plantation scene

1. In today's read-aloud you will learn that the South relied on *agriculture* to make money. [Point to the fields in the background.]
2. Say *agriculture* with me three times.
3. *Agriculture* means farming. Agriculture has to do with growing crops such as cotton, sugar cane, and tobacco plants. [Show Image Cards 2–4. Help students name the kind of crop pictured on the Image Cards.]
4. Agriculture has been around since ancient times. For example, the early Americans grew corn and the ancient Chinese grew rice.
5. [Show various images related to agriculture.] When you hear the word *agriculture*, what comes to mind? [Invite students to describe the images to their partner.]



Factories

← Show image 3A-3: Railroad and factory in the North

1. In today's read-aloud you will hear that the North had many *factories*. The North relied on factories to make money.
2. Say the word *factories* with me three times.
3. Factories are buildings where things are made. This picture shows a railroad and a factory. [Show Image Card 5.] This is what a factory looks like on the inside.
4. Many things that we own are made in factories. [Invite students to name some things they own, and decide together whether those things are made in factories.]
5. [Show various images related to factories.] When you hear the word *factories*, what comes to mind? [Invite students to describe the images to their partner.]

Purpose for Listening

Remind students that many enslaved Africans worked on large plantations in southern states and that they tried to escape to northern states where slavery was not allowed. Tell students to listen carefully to today's read-aloud to learn more about the North and the South, how their ways of life and their economies were different, and why this caused a controversy over slavery.



The Controversy Over Slavery

← Show image 3A-1: Map with Mason-Dixon Line

- 1 [Point to the state of Pennsylvania on the map.]
- 2 [Point to the Mason-Dixon Line on the map.] Remember, this is not a real line marked on the ground. Think of the Mason-Dixon Line like the borders between states or like the equator. [Point to the states on the image and/or point to the equator on a globe.] They are drawn on maps and globes, but they are not actual lines on the ground.
- 3 [List and point out some of the states north and south of the Mason-Dixon line on the flip book image.]

Let's go back to the year 1850, when Harriet Tubman escaped from a life of slavery in the South by running away to Pennsylvania, a northern state where slavery was not allowed.¹ To divide the North and the South on a map of the United States, it is easiest if you use what is known as the Mason-Dixon Line. The Mason-Dixon Line is an imaginary line between the border of Pennsylvania and Maryland. It was named after two Englishmen, Charles Mason and Jeremiah Dixon, who surveyed this land almost a hundred years earlier. The Mason-Dixon Line became an imaginary line between the North and the South.² Slavery was allowed in the South, below the Mason-Dixon Line, but slavery was not allowed in the North, above the Mason-Dixon Line.³



← Show image 3A-2: Plantation scene

- 4 Listen carefully to hear about the differences.
- 5 The economy of an area is the system of producing and trading goods, or things. If the economy of the South was based on agriculture, or farming, this means the economy was based on growing crops and selling them.
- 6 If you look at the label on some of your shirts, you might see the word *cotton*. The cotton in your shirt comes from the cotton plant. [Show Image Card 2 (Cotton).] Sugar comes from a plant called sugarcane. [Show Image Card 3 (Sugarcane).] This is what a tobacco plant looks like. [Show Image Card 4 (Tobacco Plant).]
- 7 What is a plantation?

What were the major differences between the states in the North and the states in the South? Slavery was the most obvious difference between the North and the South, but it was not the only difference.⁴

The South relied almost completely on **agriculture**, or farming, for its **economy**.⁵ The farmland and weather provided the right growing conditions for certain crops that grew well in the South, such as **cotton**, sugar, and tobacco.⁶ Most farms in the South were small with very few enslaved Africans or even none at all. But there were also enormous plantations—like the one where Harriet Tubman was enslaved—where the plantation owners who grew these crops forced hundreds of enslaved Africans to work day after day under horrible conditions for no wages at all.⁷ On these plantations, enslaved Africans worked together, helping each other so their lives would be a little less hard. The crops grown on these

plantations were bought by people in the North and as far away as Great Britain, and that helped the southern economy grow.

The North had farms, too, but they were different from the large, southern plantations. Some farmers in the North grew corn and wheat, as well as other fruits and vegetables. Some northern farmers also had livestock like cattle, sheep, and pigs. But the North did not have the right weather for growing the crops that were grown in the South, crops like cotton, sugar, and tobacco. People in the North could buy those crops from farmers in the South. So, farmers in the North grew crops mainly for feeding people and animals, and enslaved Africans were not usually used on those farms.



← **Show image 3A-3: Railroad and factory in the North**

Unlike the southern economy, which relied on agriculture, the northern economy was focused more on industry and manufacturing. That meant workers were paid to make things in **factories**, often using machines.⁸ Many northern cities were trading centers for iron, coal, and wood.⁹ Northern cities had factories for turning iron into steel, a strong metal that would then be sent to other factories to make trains, engines, buildings, bridges, tools, weapons, and all sorts of other things. Northern cities also had factories for making bottles and jars, furniture, clothing, books, and much more.

The factories in the North had access to railroads and shipping ports to distribute the goods made there. Because the South wasn't producing a lot of these things in their region, they could buy these goods from the North. People as far away as Great Britain would buy steel from northern factories, helping the northern economy.¹⁰

← **Show image 3A-4: Factory workers**

Factories were an important part of the northern economy. Thousands and thousands of people worked in northern factories. These factory workers were not slaves. They were paid for their

8 What is a factory? [Point to the image.] This is what the outside of a factory looked like. [Show Image Card 5 (Factory).] This is what the inside of a factory looked like.

9 A trading center is where goods are bought and sold.

10 Who can name some things made in northern factories? Manufacturing goods to sell was the most important part of the northern economy, whereas farming was the most important part of the southern economy.



hard work. It was true that factory bosses could be harsh, the pay was often pitiful, and the work difficult, dangerous, and tiring. However, factory workers did have more freedom than slaves, and they had the possibility of a better life.

Even though slavery became illegal, or against the law, in the North before it became illegal in the South, not everyone in the North was against slavery. Because slavery was not a part of their everyday life, some people in the North didn't really think much about it.



← **Show image 3A-5: Abolitionists Douglas, Philips, and Anthony**

A small group of people in the North, however, were absolutely against slavery, no matter what it did for the economy. These people saw slavery as evil; they thought people from Africa should be treated as free human beings. These people saw slavery as the cruel and hateful practice that it was. People who worked to abolish, or end, slavery became known as **abolitionists**.¹¹ This group of abolitionists continued to grow larger and larger over time.

By the mid-1800s, there were thousands of abolitionists. Some became famous, like Frederick Douglass (who had been an enslaved African who escaped), Wendell Phillips, and Susan B. Anthony.¹² Those three are pictured here, but they were just a few of the thousands of people involved in the abolitionist movement. The abolitionist movement refers to organized activities or events to end slavery.

← **Show image 3A-6: Abolitionists working on the Underground Railroad**

Harriet Tubman was also a famous abolitionist in addition to being a famous conductor on the Underground Railroad. She not only helped enslaved Africans escape, she also went around talking to people in the North, telling them why it was important to abolish slavery, and explaining what they could do to help enslaved Africans. This image shows abolitionists working on the Underground Railroad.¹³ Abolitionists helped to keep the

11 What did abolitionists want to end?

12 [Point to the abolitionists.] You will hear more about Susan B. Anthony and her work in the *Fighting for a Cause* domain.



13 What was the Underground Railroad?

Underground Railroad running smoothly, making sure that as many people as possible were able to escape slavery.



← **Show image 3A-7: Abolitionist newspaper**

Harriet Tubman met and worked alongside many famous abolitionists. They printed newspapers with names like *The Liberator*, and they pressured, or convinced, political leaders like Abraham Lincoln to see why slavery was wrong. The abolitionist movement became a strong force in America—one that could not be ignored.



← **Show image 3A-8: Harpers Ferry**

Abolitionists and enslaved Africans worked together in other ways to rebel against plantation owners and bring an end to slavery. While many enslaved people were being helped to freedom along the Underground Railroad, others were trying to rebel, or fight back, against the plantation owners in the South. One such event took place in Virginia in the area that is now known as Harpers Ferry, West Virginia.¹⁴ In that event, an abolitionist named John Brown tried to get guns and other weapons to slaves to help them rebel against the plantation owners. In another event, a slave named Nat Turner led a group of slaves to rebel against plantation owners in Virginia. In South Carolina, another formerly enslaved African named Denmark Vesey helped plan a large rebellion against plantation owners in Charleston. Denmark Vesey's plan was discovered before it could be carried out, however. There were also many, many small acts of rebellion by enslaved Africans against those who enslaved them. Even in these years leading up to the Civil War, there were many violent events in which many people lost their lives in the struggle to end slavery.

14 [Point to the state of West Virginia on a U.S. map.]



← **Show image 3A-9: U.S. map in 1850**

The United States was growing, spreading west and adding new states. As the country expanded west, so did the Mason-Dixon Line. By the 1850s, states north of the Mason-Dixon Line

were free states—in other words, slavery was against the law. In the states south of the Mason-Dixon Line, slavery continued to be legal. And there were more territories to the west that would soon be joining the country.

The more the country grew, the more reasons people found to argue over the problem of slavery. As abolitionists fought to end slavery, they also wanted to make sure the new territories and new states did not allow slavery. Others, though, did not agree with the abolitionists and felt that new states should be able to decide for themselves whether or not slavery would be legal.¹⁵ By the 1850s, it was clear that the problem of what to do about slavery—whether to end it or allow it to continue and to spread—was tearing the country apart.¹⁶

15 Who do you think would not agree with the abolitionists?

16 What do you think is going to happen?

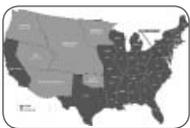
Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



← Show image 3A-1: Map with Mason-Dixon Line

1. *Literal* What is the Mason-Dixon Line? (an imaginary line separating the North and the South; the border between Pennsylvania and Maryland) [Have a student point to the Mason-Dixon Line on the map.]
2. *Inferential* What were some differences between the North and the South? (Slavery was not allowed in the North but it was in the South; manufacturing goods in factories was important for the northern economy, whereas agriculture was important for the southern economy; factory workers in the North earned wages, whereas slaves in the South were not paid.)

3. *Inferential* [Show Image Card 5 (factory). Help students identify the image.] Were factories more common in the North or the South? (the North) Why? (The North had the materials and other resources to make the goods, and they had access to the railroads and shipping ports to distribute them.)
4. *Inferential* [Show Image Cards 2, 3, and 4. Help students identify the images.] Were cotton, sugar, and tobacco grown mostly in the North or in the South? (the South) Why did the South grow these crops? (The South had better farmland and weather for growing these crops, which they could trade and sell. This helped the economy of the South.)
5. *Literal* Who were abolitionists? (Abolitionists were people who worked to abolish, or end, slavery.)
6. *Inferential* What things did Harriet Tubman do that show she was an abolitionist? (She was a conductor on the Underground Railroad; she talked to people in the North to tell them why slavery should be abolished and how they could help; and she worked with others who printed newspapers that were intended to convince political leaders that slavery was wrong.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What kinds of crops were grown in the South?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Controversy

5 minutes

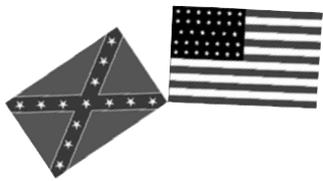
1. The title of today's read-aloud is "The Controversy Over Slavery."
2. Say the word *controversy* with me.
3. A controversy is an argument or a disagreement between two people or two sides.
4. The U.S. Civil War began because there was controversy between the southern and northern states.
5. Can you think of what the controversy was between the North and the South? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "The controversy between the North and South was . . ."]
Note: Explain that although the two sides had different views of slavery before the Civil War, slavery was wrong then as it is wrong today.
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If the situation I describe is a controversy, say, "That is a controversy." If the situation I describe is not a controversy, say, "That is not a controversy."

1. two students reading a book together
2. two students arguing because they want to check out the same book from the library
3. pioneers killing too many buffalo and ruining the Native American's land
4. pioneers working together to move West in wagon trains
5. students sharing their art supplies with each other
6. two friends having a disagreement over how a story ends



Complete Remainder of the Lesson Later in the Day



The Controversy Over Slavery

3_B

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Extensions

20 minutes

The North and the South T-Chart

15 minutes

Note: You may wish to promote discussion by reviewing images from today’s read-aloud. Encourage students to use domain vocabulary learned thus far in the domain. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word that you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. Once the chart has been completed, read it to the class.

- Create a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one column “the North” and the other “the South.”
- Have students share what they have learned about “the North.” Record students’ responses in the corresponding column. Next, have students share what they have learned about “the South,” and record their responses in the corresponding column.
- **Above and Beyond:** For those students who are ready to do so, have them fill in their own charts using Instructional Master 3A-1.

A Picture Gallery of the U.S. Civil War: The North and the South (Instructional Master 3B-1)

20 minutes



← Show image 3A-2: Plantation scene



← Show image 3A-3: Railroad and factory in the North

- Tell students that they will write about the differences between life in the North and life in the South.
[Review Flip Book images of the North (with factories and railroads) and the South (with plantations). Have students use the information they heard in the read-aloud and the ideas shared in the North and the South T-Chart.]
 - First, invite students to look carefully at the images. Have them identify which image represents the North and which image represents the South.
 - Next, ask students to write two or three sentences about the differences between the North and South as shown in these images and based on what they have learned from the read-aloud.
 - Then, students should think of an appropriate title for the images and their writing. Tell students that the title will tell others what their writing is about.
 - Finally, students should share their writing with their partner or home-language peers.

Checking for Understanding

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What do I need to write about?’ Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class.”

[Be sure that students understand the four-part instructions to this activity.]

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Harriet Tubman and/or the Underground Railroad to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.