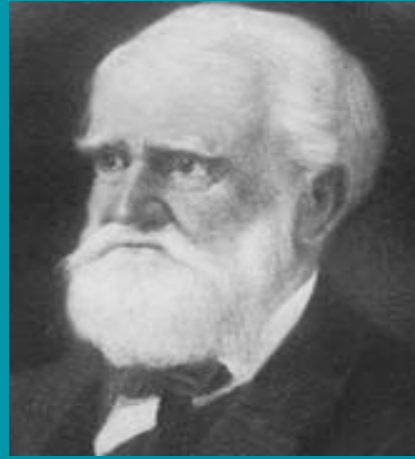
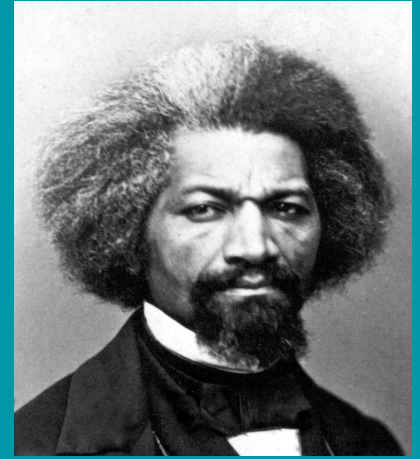


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Levi Coffin

**Susan Dabney
Smedes**

**Frederick
Douglass**

Primary source DOCUMENTS 12-2, 12-5, & 12-6

GERALDINE SANTOS, NINA MARINA TORRES, DIEGO BAEZ, ALAN RODRIGUEZ, STEVEN BECERRA, ELLIOT BLECKER, AND ERICK SANDOVAL

Levi Coffin's "Witness to the Punishment of a Runaway Slave"

➤ Background info

- Who is Levi Coffin?
 - He was an American Quaker, highly involved with the Underground Railroad which led to his house being called the "Grand Central Station of the Underground Railroad"
- Where did he reside?
 - He was actually born in the South, North Carolina to be specific.
 - At a young age he realized he was against slavery and fled to the North with his family, Indiana.
 - He found out that his house lied along one of the Underground Railroad Stops.
- What was his career?
 - He was first a farmer until gaining enough money to buy his own store.
 - Once he bought his store he had enough money to become involved in the RR.

HISTORICAL CONTEXT

Levi Coffin's "*Witness to the Punishment of a Runaway Slave*"

➤ What?

- An anecdote of when Levi Coffin had to watch helplessly as a runaway slave was found, tortured, and taken back to the South.

➤ When?

- The article wasn't released until a decade after the Civil War but this incident most likely occurred during the Antebellum period.

➤ Where?

- Near a store called "Clemen's Store" which was located in his home state Indiana.

Intended Audience and Purpose

Levi Coffin's "*Witness to the Punishment of a Runaway Slave*"

➤ Audience

- People who were associated with the anti-slavery movement

➤ Purpose

- He wanted to show the harshness of the masters.
- He also wanted to gain support for the anti-slavery movement by using his own experience as evidence and persuasion.

Point of View

Levi Coffin's "*Witness to the Punishment of a Runaway Slave*"

- He is obviously against slavery and wishes to end it because he helped escaped slaves make it to safety and he is horrified at what happened to the poor slave that he couldn't help.

Outside Information/Examples

Levi Coffin's "*Witness to the Punishment of a Runaway Slave*"

➤ Fugitive Slave Act of 1793

- Led to more use of underground railroad.

➤ Harriet Tubman

- Made 13 trips to the South and helped over 70 slaves escape to freedom.

➤ Intelligent Contraband

- These were the slaves who either escaped from the South to the North or just somehow came in possession of the Union forces.

Synthesis

Levi Coffin's "*Witness to the Punishment of a Runaway Slave*"

- What event is this related to?
 - THE VIRGINIA SLAVE CODES IN 1691
- How?
 - The slave codes back then were ridiculously harsh. They would just banish the slave or mulatto. In the excerpt, the punishment was still harsh because the slave was beaten but it wasn't as bad as being "transported out of the countrey" (Doc 3.3 Green Book)



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Susan Dabney Smedes' "*Southern Hospitality on Display*"

➤ Background info

- Who is Susan Dabney Smedes?
 - She was the daughter of a slave owner in which she felt was a "good master".
- Where did she reside?
 - Lebanon, Mississippi

Historical Context

Susan Dabney Smedes' *Southern Hospitality on Display*

➤ What?

- A memoir of her father's, Thomas Smith Gregory Dabney, lifestyle and treatment of slaves.

➤ When?

- It was published in 1887, a decent amount of time after the civil war, but the events talked about happened earlier since it is a memoir. The estimated years are somewhere in the 1830's since that's when he moved his family to Mississippi.

➤ Where?

- In Mississippi after the civil war so by this time it's most likely full of segregation since it's located in the South.

Intended Audience and Purpose

Susan Dabney Smedes' *Southern Hospitality on Display*

➤ Audience

- #1- Northerners that always believed the Southerners treated slaves harsh
- #2- Anyone who cares about her father, and wants to read about his life

➤ Purpose

- #1- Change the minds of the Northerners and make them realize that maybe treatment wasn't always **THAT** bad
- 2#- Show people what her father did and how he treated slaves so "greatly" during his lifetime.

Point of View

Susan Dabney Smedes' *Southern Hospitality on Display*

- Being that she is the daughter of the slave owner, it is obvious that she will exaggerate the treatment and make her father seem like a great man.
- She was also born and raised in the South which influences her perspective on slavery.

Outside Information/Examples

Susan Dabney Smedes' *Southern Hospitality on Display*

- Nat Turner's Slave Rebellion (1831)
 - attempted to rise up and rule his fellow slaves, but was killed about 6 weeks later
- Stricter Slave Codes
 - example- Georgetown, Virginia in (1832)

Synthesis

Susan Dabney Smedes' *Southern Hospitality on Display*

➤ What idea is this related to?

- This is related to France's treatment of the Native Americans back when they first came to the Americas.

➤ How?

- They treated them nicely even though they used and sometimes neglected them. They would still not force them to confine to their every way and both the French and Susan Dabney Smedes' father treated people inferior to them "nicely".

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

➤ Background Info

- Who was Frederick Douglass?
 - He was an African American social reformer and abolitionist.
 - He escaped slavery and became the leader of an abolitionist organization.
- Where did he reside?
 - He was born in Talbot County, Maryland in 1818 but eventually moved to Washington D.C which is where he died in 1895.

Historical Context

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

➤ What?

- A list of resolutions that the free black society felt they should have promoted by the era's "convention movement"

➤ When?

- It was published during the year 1848, which was a massive year all around the world. During this year, numerous revolutions took place in Europe, the California Gold Rush happened, and the first women's convention took place.

➤ Where?

- This took place in Cleveland, Ohio.

Intended Audience and Purpose

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

➤ Audience

- Most likely rich white Northern men who have the power to turn these resolutions into actual rights for free black men.

➤ Purpose

- To change the laws or add more rights to free black men. They also want to show white people that they aren't all as uneducated as they have been perceived.

Point of View

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

- Being that he is a self educated man and arguably the smartest ex slave to ever live, it is obvious that he attends a convention with other educated free black men trying to gain rights for their race.

Outside Information/Examples

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

- *Narrative of the Life of Frederick Douglass, an American Slave (1845)*
 - his life as a slave and the importance of education
- *Seneca Falls Convention (1848)*
 - he supported women's rights
- He urged the Union to let blacks fight for their freedom (aka join them during the Civil War)

Synthesis

Frederick Douglass' *Free Blacks Push for Elevation of the Race*

- What person is he related to?
 - Frederick Douglass resembles Martin Luther King Jr.
- How?
 - They both fought for rights of African Americans in a peaceful way. Both of them were also very educated and gained followers. They were also both not only focused on African American rights but women (FD) and civil rights (MLK).

Comparative Questions

- 1) Question: Explain and evaluate the multiple perspectives on southern slavery to identify similarities and differences in the way the institution was perceived during the period. To what extent do the points of view of these sources impact the interpretation of slavery they present?
 - a) Answer: Some perspectives on slavery include: "slavery as a necessary evil", "slavery as a positive good", "slavery as an evil of which this country [North America] is guilty of" and "slavery denies the right to freedom to African Americans". The points of view mentioned very much state what most of the sources will to a more or less, concessible degree believe or be biased towards and serve as the foundation to most of the authors of the documents' argument(s).
- 2) Question: How can you interpret the historical evidence in this chapter to construct an argument about the lives of enslaved African Americans? What evidence might point to ways slaves exercised some degree of power and autonomy within a system of white dominance?
 - a) Out of all rights denied or contradicted by the definition of slavery, the rights to life, property and pursuit of happiness, or also very well known as unalienable rights were arguably the most heavily burdened privileges by the terms of slavery which denies any slave most of his or her power in determining his or her future, having access to education or a chance to learn and choosing simple things from what he or she may want to eat to what they could wear. In some ways, slaves exercised a degree of power and autonomy within a system of white dominance including: music, African languages/dialect, presence in numbers, cults/rebellious groups and being educated by someone other than his or her master. In these manners, most slaves were able to be proud of themselves for being able to do things that are common for white people but still holding integrity and staying true to their people and true to themselves.

More Comparative Questions

- 3) Question: How do your insights about the historical context of antebellum slavery help you understand the broader history of American race relations?
 - a) The first document is a great example of the tension in the racial issues that are going to be heavily centered around in American politics and in social issues in general, long after the terms of antebellum slavery, and even long after the abolishment of slavery as a whole. Usually for not so great reasons or intent, many African Americans in one way or another have been as a whole threatened, discriminated and deliberately treated differently than anyone else of color.
- 4) Question: In addition to slave songs, what types of primary source evidence would help historians understand slavery from the perspective of the slaves themselves, most of whom left no written records?
 - a) Other than songs and journal entries (which are very well written documents), some very reliable sources of evidence of slavery from the perspective of slavery from slaves themselves are pictures and photographs. Especially photographs, but either source visually depicts and illustrates the harsh realities of slavery and even the violence and abuse enacted upon the slaves by some of the slave owners.

Even more Comparative Questions

- 5) Question: What historical patterns of continuity or change concerning the politics of slavery can you observe, comparing 1850s Charlestown with Luis Brandaon's 1610 letters (Doc 1-6), Virginia's slave codes (Doc 3-3), and the free blacks' 1777 petition (Doc 6-3).
- a) From the perspective of a white man, slavery in general was progressively more strictly enforced and more restrictions and limitations were placed on the rights and privileges of slaves and on the vast majority of African Americans. A great example of this would be the ability to capture and African American (especially in the north) and sell him or her into slavery in the south. This shows the extremes and measures many southerners went to to ensure ensure that slavery continued and that the quantity of slave labor and the market revolving around their labor continued to thrive.

Quick Little Comparative Question Quiz

Which of the following were perspectives on slavery?

- a) "slavery as a necessary evil"
- b) "slavery as a positive good"
- c) "slavery as an evil of which this country [North America] is guilty of"
- d) "slavery denies the right to freedom to African Americans"
- e) all of the above

Quick Little Comparative Question Quiz

True or false: Slaves used language and dialect as a way to show some autonomy.

True

False

Quick Little Comparative Question Quiz

What is a way southern's would keep slaves incoming?

- a) capturing them from the North and selling them in the South
- b) taking them from Mesoamerica
- c) buying them from British
- d) asking them to become slaves in a nice way