

# SLAVERY, EMANCIPATION AND EQUAL RIGHTS

## **GCSE HISTORY COURSEWORK ASSIGNMENTS**

### **Teacher Information**

#### **Introduction:**

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### **Management of the assignment:**

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Slavery Emancipation and Equal Rights

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This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates can begin this assignment they should have knowledge of:

- The economy and politics of slavery in the USA
- Black and white Abolitionists and their methods: campaigns for and against Abolition
- Emancipation: its social and economic impact; civil rights up to 1900

## Introduction

From their first settlements in the Americas in the early 16<sup>th</sup> century, Europeans began to grow crops for sale in Europe, such as sugar, cotton and tobacco. This 'plantation economy' needed labour. They met this need by importing slaves from Africa.

British colonies in the southern part of North America were thus slave-run plantation economies. The northern states, however, were not suitable for plantation agriculture and were settled differently, by emigrants who expected to work the land themselves. Nevertheless, several 'Founding Fathers' of US independence from Britain in 1784, such as Thomas Jefferson and George Washington, were slave-owners.

In the early 19<sup>th</sup> century the campaign to free the slaves gathered pace. Black and white Abolitionists took part. Speeches were made, books and leaflets were written, slaves were helped to run away from the plantations and soon there was massive support for abolition in the North.

The economy of the North was also changing: industry was growing, and a modern economy was developing, while the South continued to be a plantation economy. New territories were opening up in the West: were they to be slave states, or not? The North controlled the federal government, but the South argued for the rights of states to run their own affairs. Eventually Civil War broke out, 1864-1865. It was won by the North and slavery was abolished.

These are some of the most important events in US history, with results lasting right up to the present. How did northern abolitionists try to abolish slavery? How did the South react to this campaign? Was the rift between North and South just a matter of slavery? And after emancipation (freeing the slaves) were black Americans any better off? These are some of the questions you will investigate in these assignments.

**SOURCE A: A twentieth-century map of the routes of the ‘Underground Railroad’.**



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**SOURCE B: Part of a speech made by Frederick Douglass to audiences in the 1840s. Frederick Douglass was an escaped slave. He worked to gain support for the Anti-Slavery Society of Massachusetts.**

I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master and ran off with them.

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SOURCE C: A poster published by the anti-slavery movement in Boston, Massachusetts, after the passing of the Fugitive Slave Law in 1850.

**CAUTION!!**



**COLORED PEOPLE  
OF BOSTON, ONE & ALL,**

You are hereby respectfully **CAUTIONED** and  
advised, to avoid conversing with the  
**Watchmen and Police Officers  
of Boston,**

For since the recent **ORDER OF THE MAYOR &  
ALDERMEN,** they are empowered to act as

**KIDNAPPERS  
AND  
Slave Catchers,**

And they have already been actually employed in  
**KIDNAPPING, CATCHING, AND KEEPING  
SLAVES.** Therefore, if you value your **LIBERTY,**  
and the *Welfare of the Fugitives* among you, *Shun*  
them in every possible manner, as so many **HOUNDS**  
on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for  
KIDNAPPERS, and have  
TOP EYE open.**

**APRIL 24, 1851.**

**SOURCE D: An extract from the novel ‘Uncle Tom’s Cabin’ by Harriet Beecher Stowe, published in 1852. In this extract Mr Shelby talks about selling slaves.**

If anybody had ever said to me that I should sell Tom down South to one of the rascally slave traders, I should have said ‘I never would’. And now I must. And Eliza’s child too. Such much for being in debt. Heigho!

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**SOURCE E: From a book called ‘The Civil War’ by Geoffrey Ward, 1990.**

Harriet Beecher Stowe’s portrayal of slavery’s cruelty moved readers as nothing else had. More than 300,000 books were sold in the United States within a year. The novel led to songs, plays, and a card game played by northern children that showed the continual separation of slave families.

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**SOURCE F: John Brown was executed for leading a raid in 1859 on a federal armoury at Harper’s Ferry, Virginia. His aim was to lead an armed rising of slaves. He became a hero throughout the North. When the Civil War began the song ‘John Brown’s Body’ became the favourite marching song of the Union soldiers.**

Old John Brown’s body lies a-mould’ring in the grave,  
While weep the sons of bondage whom he ventured all to save,  
But though he lost his life in struggling for the slaves,  
His soul is marching on.

CHORUS: Glory, glory, hallelujah!  
Glory, glory, hallelujah!  
Glory, glory, hallelujah!  
His soul goes marching on!

He captured Harper’s Ferry with his nineteen men so true,  
He frightened Old Virginny\* till she trembled through and through,  
They hung him for a traitor, themselves the traitor crew,  
But his soul is marching on.

\*Old Virginny = State of Virginia

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**SOURCE G: From ‘The Charleston Mercury’, 11 October 1860. The newspaper article says what would happen if Abraham Lincoln became President of the USA.**

If, in our present position of power and unity, we have the raid of John Brown, what will follow if the abolitionists gain power at Washington? Already there is uneasiness throughout the South about the stability of its institution of slavery. With the rule of an Abolitionist at Washington thousands of slaveholders will despair. The timid in the Cotton States will sell their slaves. The general distrust will affect purchasers. Slave property will be greatly depreciated [lose value]. The ruin of the South by the emancipation of its slaves is not only a loss of liberty; it is the loss of liberty, property, home, country – everything that makes life worth having. We must preserve our liberties and institutions.

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**SOURCE H: From a speech by Frederick Douglass, New York, 4 July 1862.**

This present rebellion was planned in order to hand down to later generations the system of human bondage. Its leaders have plainly told us by words as well as deeds that they are fighting for slavery. While the slaveholders held the reins of government they could afford to continue in the Union. When they saw that they could no longer control the Union, they set up their own government which would forever shut out all hope of emancipation for the Southern slave.

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**SOURCE I: From a speech in the Senate by Jefferson Davis of Mississippi in 1860. Jefferson Davis became the President of the Confederacy after the Southern States seceded from the Union.**

What do you propose, gentlemen of the Free-Soil Party? You say you are opposed to the expansion of slavery. Is the slave to be benefited by it? Not at all. It is not humanity that influences you; it is that you may cheat us, that you want to limit slave territory. It is that you may have a majority in the Congress of the United States. It is that your section may grow in power. You desire to weaken the political power of the Southern States; and why? Because you want to promote the industry of the New England States, at the expense of the people of the South and their industry.

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**SOURCE J: From a newspaper, ‘*The Boston Transcript*’, 18 March 1861.**

Trade is the main reason which prevents the seceding states returning to the Union. First of all the Southern states made out they were leaving the Union because of grievances about slavery; but the mask has been thrown off, and it is apparent that the people of the seceding states want commercial independence. They dream that the centres of traffic can be changed from Northern to Southern ports. If the Southern confederacy is allowed to carry out the policy of putting only a nominal duty [very low duties] upon imports, the business of the chief Northern cities will be seriously injured.

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**SOURCE K: A statement made by President Lincoln, August 1862.**

My main aim in this struggle is to save the Union, and is not either to save or destroy slavery. If I could save the Union without freeing any slave, I would do it; if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that.

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**SOURCE L: From ‘*The Southerner As American*’, a book about the Civil War published in 1960 by the historian Charles G Sellers.**

John Brown’s raid in October 1859 created the most intense terror of a slave rising that the South had ever experienced; and in this an atmosphere of dread and final crisis of 1860-61 occurred. Southerners believed their land to be overrun by abolitionists who were giving slaves arms and poisons. There was hysteria everywhere.

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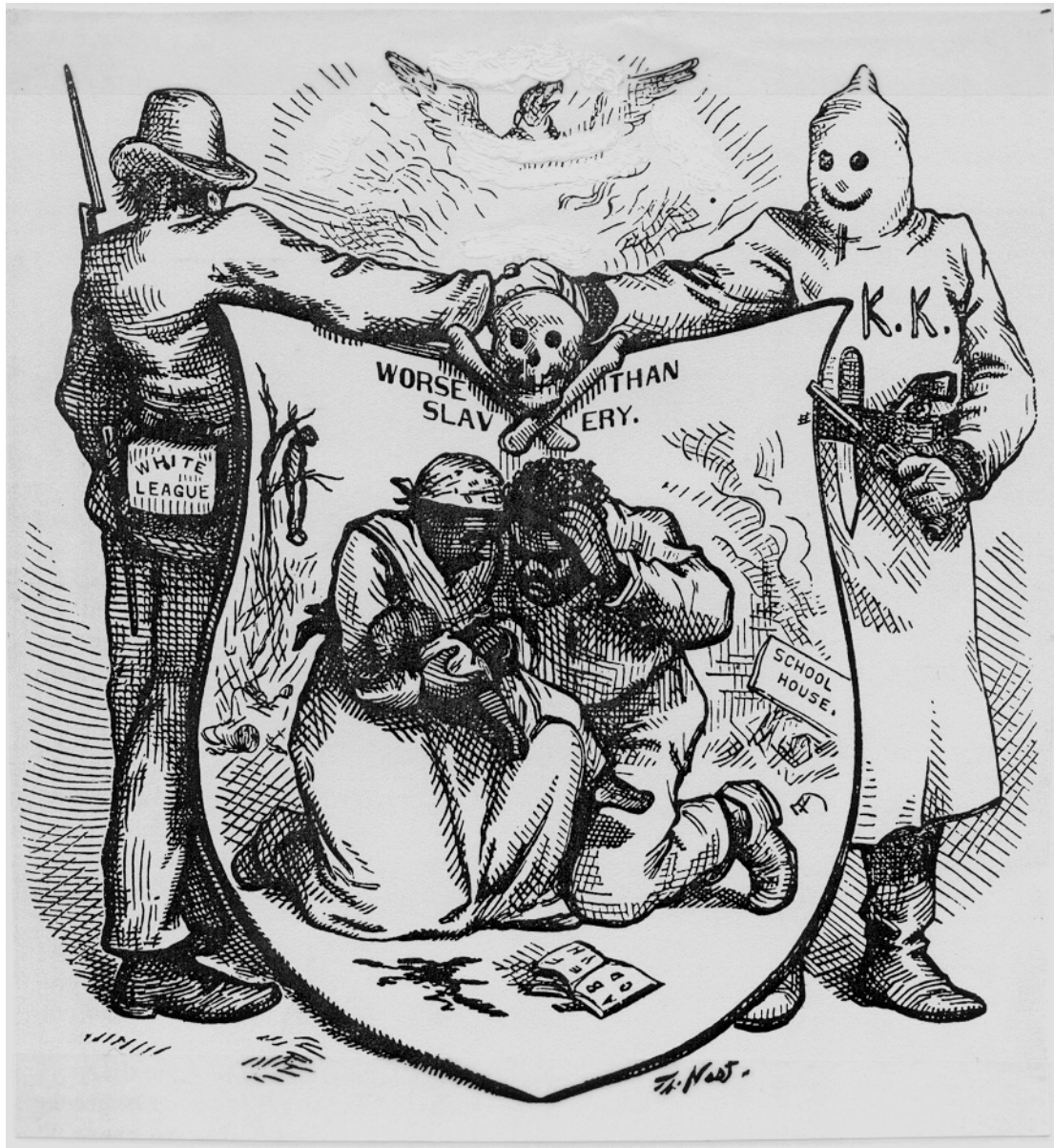
**SOURCE M: From Alistair Cooke’s ‘*America*’ published in 1973. Alastair Cooke describes the impact of the war on the position of black people in the South.**

The Negro was once again, if he was lucky, a hireling, never to be trusted as an equal. He had been pitied and despised, and on many plantations treated with kindness. Now he was feared.

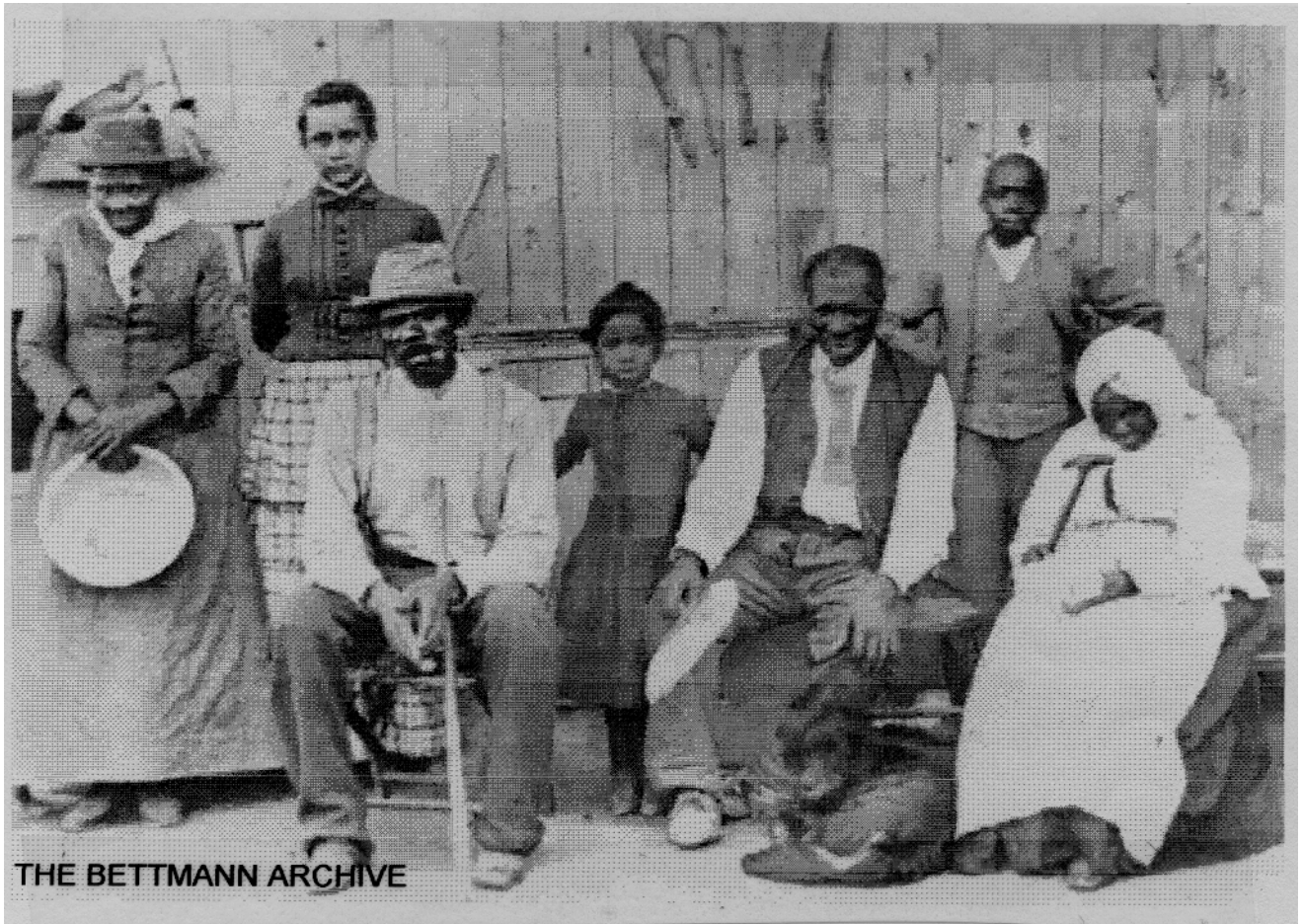
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SOURCE N: A cartoon published after the Civil War.



**SOURCE O:** A photograph showing Harriet Tubman (on the left) with a group of escaped slaves. Harriet Tubman was the most famous guide of the 'Underground Railroad'. After escaping from slavery herself, Tubman returned to the South 19 times, using many routes and she led hundreds of slaves to freedom.



### **Assignment One: Objective 1**

1. Describe the methods used by the Abolitionist movement in their campaign against slavery in the USA in the 1840s and 1850s. **(15)**
2. What part did slavery play in bringing about the civil war between North and South? **(15)**
3. 'The Civil War did little to change the position of black people in America in the nineteenth century'. Do you agree? Explain your answer. **(20)**

**(Total: 50 marks)**

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## Assignment Two: Objectives 2 and 3

### 1. Study Source A

What can you learn from Source A about the difficulties of escaping from slavery?

**(6)**

### 2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the problems faced by slaves when they attempted to escape? Explain your answer.

**(8)**

### 3. Study Sources D and E

How useful are these Sources in helping you to understand why 'Uncle Tom's Cabin' had such a dramatic effect on people in the USA?

**(10)**

### 4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the southern states of the USA seceded in 1861.

**(12)**

### 5. Study all of the sources

'The main reason why the southern states seceded was because their economy was threatened.'

Use the sources and your own knowledge to explain whether you agree with this view.

**(14)**

**(Total: 50 marks)**

## Coursework Assignments Mark scheme

### Slavery, emancipation and equal rights

#### Assignment One: Assessment Objectives 1

1. *Describe the methods used by the Abolitionist movement in their campaign against slavery in the USA in the 1840s and 1850s.* (15)

**Target:** Description of key features

**Level 1:** Simple statement(s) showing knowledge: offers examples eg speeches; newspapers, helped escaped. (1-5)

**Level 2:** Developed statements supported by relevant knowledge: gives details of range of activities, eg describes Harriet Tubman's work and the underground railroad; describes John Brown's raid on Harper's Ferry. (6-10)

**Level 3:** Developed exposition of different ways in which they were designed to strengthen the abolitionist campaign, eg in discussing Uncle Tom's Cabin, considers influence on contemporary attitudes of its massive circulation; in describing the work of John Brown, shows the propaganda value of his death. (11-15)

2. *What part did slavery play in bringing about the civil war between the North and South?* (15)

**Target:** Analysis of key features of a situation; analysis of causation

**Level 1:** Simple statement(s) showing some knowledge: offers reason(s), eg North against and South for slavery. (1-5)

**Level 2:** Developed statement about reasons supported by relevant knowledge. Describes disagreement linked to slavery, eg describes South's opposition to Lincoln's election. (6-10)

**Level 3:** Developed explanation sustained by appropriately selected knowledge. Examines a range of ways the issue of slavery contributed to the outbreak of war. At this level answers must introduce other factors in addition to the issue of slavery, eg in dealing with the tension over Lincoln's election, shows influence of differing economic priorities and the issue of slavery in the growing conflict and also examines the role of Lincoln's election in precipitating the outbreak of war. (11-15)

3. *'The Civil War did little to change the position of black people in America in the nineteenth century.'* Do you agree? Explain your answer. (20)

**Target: Analysis of change and continuity**

**Level 1:** Simple statement showing some knowledge. Offers examples of improvement and/or continued discrimination eg they were free; they continued to work on the same plantations. (1-5)

**Level 2:** Developed statements supported by relevant information. Expands on examples of both change or continuity in position, eg describes condition of work as share-croppers to illustrate either change or continuity; describes segregated schools to illustrate either new opportunity or discrimination/unequal opportunity. (5-10)

**Level 3:** Developed explanation supported by selected knowledge, eg discusses extent to which there were new opportunities in politics, with implicit references situation before 1863 vote a constitutional right but constrained by intimidation and 'Jim Crow' laws. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge explicitly contrasting pre and post-1863 and reaching a balanced judgement, eg assesses the extent which freedom was achieved and led to better conditions etc. (16-20)

## Coursework Assignments: Mark scheme

### Slavery, emancipation and equal rights

#### Assignment Two: Assessment Objectives 2 and 3

##### 1 Study Source A

*What can you learn from Source A about the difficulties of escaping from slavery?*  
(6)

**Target: Comprehension of a source**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg it shows that they had to be careful and hide, it shows the routes that they took etc.  
(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, eg it shows that escape routes were organised, there was a proper system and many helpers, a variety of ways etc.  
(4-6)

##### 2. Study Sources A, B and C

*Does the evidence of Source C support the evidence of Sources A and B about the problems faced by slaves when they attempted to escape? Explain your answer.*  
(8)

**Target: Cross referencing and evaluation of sources**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg yes they all show that it was difficult, Source C shows that slaves could be sent back etc.  
(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, eg Source B shows that slaves belonged completely to their masters so they could only escape like prisoners, Source C shows that there was not always sympathy for escaped slaves, they could be returned etc.  
(4-6)



**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg Source B is the experiences of a slave, it shows that he could be used by his master as he saw fit, Source C shows that the federal government did not always support slaves etc.

**(7-8)**

**3.** *Study Sources D and E*

*How useful are these Sources in helping you to understand why 'Uncle Tom's Cabin' had such a dramatic effect on people in the USA?*

**(10)**

**Target: Analysis and evaluation of sources for utility**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg Source D tells us about slavery and Source E says that the book was popular etc.

**(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, eg the content of Source D shows that people could be forced to sell slaves and that children were sold as well, Source E shows that the book was very influential, scale of sales, other works etc.

**(4-6)**

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg novels have the power to influence people in ways that history books do not, the fact that the novel is mentioned in a history book on the Civil War shows that it was very influential etc.

**(7-10)**

4. *Study Sources F and G*

*Use Sources F and G, and your own knowledge, to explain why the southern states of the USA seceded in 1861.*

(12)

**Target:** Analysis and interpretation of sources/recall of knowledge

**Level 1:** Simple statements supported by some knowledge taking the sources at face value,  
eg Source F shows that the south was under attack, Source G shows that the states believed that Lincoln would abolish slavery etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, eg Source F suggests that Brown was very popular, a lot of people supported him, Source G suggests that the south will be ruined by the abolition, slavery was important to the economy, it created a privileged life style etc.

(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources,  
eg Source F shows that a song had been written about John Brown and he was a national hero, the tune was a popular hymn, Source G shows that public opinion was very concerned about the possible impact of Lincoln who came from the north, the south had a very different economy based on plantations that needed large numbers of workers etc.

(7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg slavery was one factor in the secession of the southern states, but they also believed that their way of life was under attack (Source F), they believed that states' rights allowed them to keep slaves and that they were being persecuted by the north (Source G) etc.

(11-12)

5. *Study all of the sources*

*'The main reason why the southern states seceded was because their economy was threatened.'*

*Use the sources and your own knowledge to explain whether you agree with this view.*  
(14)

**Target: Analysis and interpretation of sources/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view,  
eg yes the south's economy was being threatened in Sources F and G,  
no it was slavery etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view,  
eg Source G believes that the economy was being threatened and if slavery was abolished many southern people would lose property,  
Sources A, B and C support this etc.

(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources to support or oppose the view, eg the southern economy would be badly affected, this is made clear in Source G, which represents popular opinion, slaves were beginning to escape in large numbers (Source A) and other forms of attacks were taking place (Source F) etc.

(7-11)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views,  
eg the economy was obviously an important issue, but it was part of a wider picture, the south believed that it was being persecuted by the north, which did not understand the southern way of life (Source G), northerners were encouraging slaves to escape (Sources A and B) and wanted to destroy the rights of southerners to live as they chose etc.

(12-14)