

Accelerated Social Studies: 04/29-05/06

PART ONE: Comparing and Contrasting the North vs. the South.

1. Read the attached document entitled “Comparing and Contrasting the North and South.”
2. Open and examine the map.
3. Watch the following two videos:
 - a. <https://youtu.be/cUKA8jQQlkk>
 - b. https://youtu.be/TR1fMhP_CMI
4. In the chart below list what you believe were the 5 most important differences between the North and the South that you learned from the reading and videos.

The North	The South

- 2) Based on the information you’ve gathered, write a paragraph comparing the Northern and Southern Economies. Use either Feature-by-Feature or Subject-by-Subject comparison.

PART TWO: CNN Ten

Watch any CNN Ten from this week and write a thorough summary in the space below.

PART THREE: Frederick Douglass

1. Watch the following two videos:

a. <https://youtu.be/Su-4JBEIhXY>

b. <https://youtu.be/7j0jvj4e4XU>

2. Read the attached **TWO** documents “The Biography of Frederick Douglass” and “Narrative of the Life of Frederick Douglass.”

3. Complete the following Historical Biography Sheet.

Historical Biography Sheet

Person’s Name:

Birth date:

Date of Death:

Early Life (30 words):

Character Traits (adjectives) (5 words):

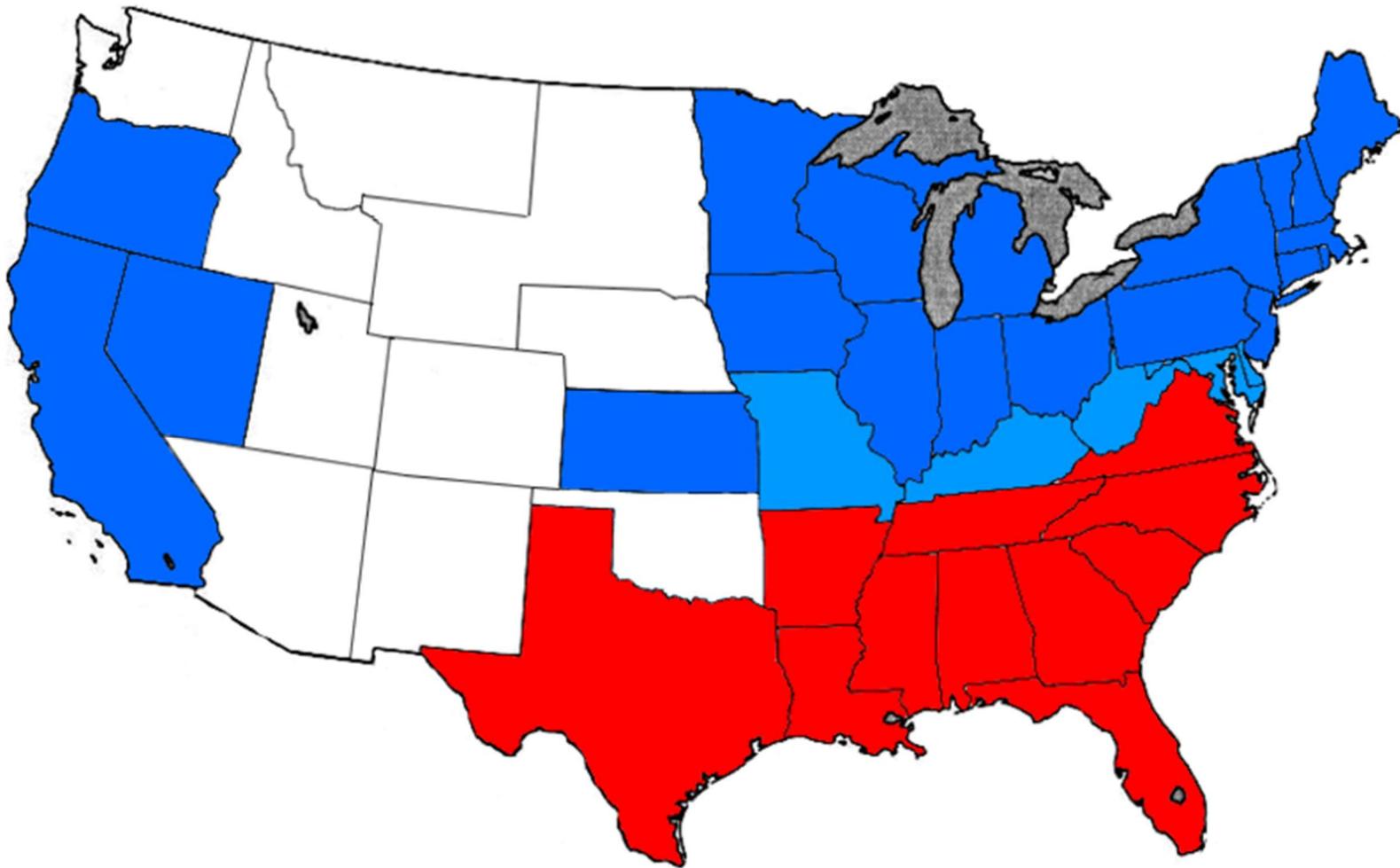
What is he/she famous for: (3 statements)

Three interesting facts about this person: (30 words)

How did this person impact others and/or history? (30 words)

What do you admire and/or dislike about this person? (30 words)

Create a 40 word Wikipedia summarizing the life, events, and impact of this person's life.



The Northern States are in blue and the Southern States are in red

Comparing and Contrasting the North and South

JK mrkash.com/activities/northsouth.html

Directions - Copy the information below on your own paper, comparing and contrasting the North and South in the mid-1800's. Make a chart like the one below so you can see the differences.

When you are done with the notes, write a paragraph explaining the differences between the North and the South.

Information About the North

Climate and Geography

- Warm, humid summers and cold snowy winters
- Short growing season plus cold made farming difficult.
- Clear, fast rivers
- Coastline full of bays.
- Cities develop near rivers and bays.
- Cities develop as trading centers.
- People begin to use waterpower to run factories.

Population

- Huge population increase in the North between 1800 and 1860, mostly through immigration.
- Irish, German, and other Europeans mostly settle in North.

Information About the South

Climate and Geography

- Warm and sunny with long summers, mild winters. Lots of rain.
- Climate ideal for agriculture.
- Fertile soil ideal for growing crops.

Population

- Population of the South made up of Europeans (mostly from England and Scotland) and enslaved Africans.
 - 1/3 of the population were slaves.
 - Most southerners lived on small farms.
 - Only 1/4 of farmers owned slaves.
 - Large farms called plantations were owned by the wealthy few who owned most of the slaves.
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Cities

- Cities develop in North as centers of trade.
- Factories were set up making textiles (cloth goods)
- Increase in factory work brought more people to live in the cities.
- Cities were crowded and dirty.
- Public education begun in cities for first time.
- Cities became important centers of art, culture, and education. Many city newspapers begun.

Cities

- Most southerners lived on farms.
- There were very few large cities.
- Plantations were self-sufficient and became like small towns.
(Self-sufficient means being able to supply all of your needs.)

Economy

- The economy of the North was based on manufacturing.
- Many immigrants from Europe began working in factories and producing goods used by people in the North.
- Many factories began producing textiles (cloth) with the cotton grown in the South.

Economy

- The economy of the South was based on agriculture.
- Cotton, tobacco, rice, sugar cane, and indigo (a plant that was used for blue dye) were sold as cash crops.
- Cotton became the most important crop after Ely Whitney's invention of the cotton gin.
- More slaves were now needed to pick the cotton.
- Slavery became essential to the South's economy.

Culture

- The culture of the North was determined by life in the cities.
- Both religion and education were organized.
- There were schools and churches in most towns.
- Very few boys, and almost no girls went on to secondary school.
- College was reserved for the wealthy.

Culture

- The culture of the South was determined by the upper class plantation owners and their families.
- Only children of plantation owners received any education.
- Small farmers had little or no education.
- The culture of the South revolved around plantation life.

Transportation

- Canals were mostly in the North.
- The Erie Canal was a huge success.
- Most of the railroads were in the North.
- 30,000 miles of track was laid by 1850.
- Canals and railroads allowed northern businesses to grow.

Transportation

- The South was still dependent on the steamship.
 - Railroads existed, but far less than in the North.
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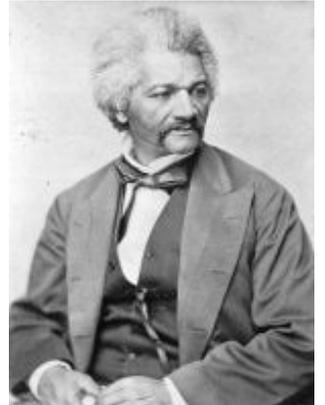
Biography of Frederick Douglass

● [history1800s.about.com /od/americanoriginals/p/freedomouglassbio.htm](https://www.history1800s.about.com/od/americanoriginals/p/freedomouglassbio.htm)

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Frederick Douglass

Library of Congress



Significance of Frederick Douglass:

The biography of Frederick Douglass is emblematic of the lives of slaves and former slaves. His struggle for freedom, devotion to the [abolitionist](#) cause, and lifetime battle for equality in America established him as perhaps the most important African-American leader of the 19th century.

Early Life of Frederick Douglass:

Frederick Douglass was born in February 1818 on a plantation on the eastern shore of Maryland. He was not sure of his exact birth date, and he also did not know the identity of his father, who was assumed to be a white man and likely a member of the family who owned his mother.

He was originally named Frederick Bailey by his mother, Harriet Bailey. He was separated from his mother when he was young, and was raised by other slaves on the plantation.

Escape From Slavery:

When he was eight years old he was sent to live with a family in Baltimore, where his new mistress taught him to read and write. Young Frederick demonstrated considerable intelligence, and in his teens he was hired out to work in the shipyards of Baltimore as a caulker, a skilled position. His salary was paid to his legal owners, the Auld family.

Frederick became determined to escape to freedom. After one failed attempt, he was able to secure identification papers in 1838 stating he was a seaman. Dressed as a sailor, he boarded a train northward and successfully escaped to [New York City](#) at the age of 21.

A Brilliant Speaker for the Abolitionist Cause:

Anna Murray, a free black woman, followed Douglass northward, and they were married in New York City. The newlyweds moved onward to Massachusetts (adopting the last name Douglass). Douglass found work as a laborer in New Bedford.

In 1841 Douglass attended a meeting of the Massachusetts Anti-Slavery Society in Nantucket.

He got onstage and gave a speech which riveted the crowd. His story of life as a slave was delivered with passion, and he was encouraged to dedicate himself to speaking out against [slavery in America](#).

He began touring the northern states, to mixed reactions. In 1843 he was nearly killed by a mob in Indiana.

Publication of Autobiography:

Frederick Douglass was so impressive in his new career as a public speaker that rumors circulated that he was somehow a fraud and had never actually been a slave. Partly to contradict such attacks, Douglass began writing an account of his life, which he published in 1845 as *The Narrative of the Life of Frederick Douglass*. The book became a sensation.

As he became prominent, he feared slave catchers would apprehend him and return him to slavery. To escape that fate, and also to promote the abolitionist cause overseas, Douglass left for an extended visit to England and Ireland, where he was befriended by [Daniel O'Connell](#), who was leading the crusade for Irish freedom.

Douglass Purchased His Own Freedom:

While overseas Douglass made enough money from his speaking engagements that he could have lawyers affiliated with the abolitionist movement approach his former owners in Maryland and purchase his freedom.

At the time, Douglass was actually criticized by some abolitionists. They felt that buying his own freedom only gave credibility to the institution of slavery. But Douglass, sensing danger if he returned to America, arranged for lawyers to pay \$1,250 to Thomas Auld in Maryland.

Douglass returned to the United States in 1848, confident he could live in freedom.

Activities In the 1850s:

Throughout the 1850s, when the country was being torn apart by the issue of slavery, Douglass was at the forefront of abolitionist activity.

He had met [John Brown](#), the anti-slavery fanatic, years earlier. And Brown approached Douglass and tried to recruit him for his raid on Harper's Ferry. Douglass thought the plan was suicidal, and refused to participate.

When Brown was captured and hanged, Douglass feared he might be implicated in the plot, and fled to Canada briefly from his home in Rochester, New York.

Relationship With Abraham Lincoln:

During the [Lincoln-Douglas debates](#) of 1858, [Stephen Douglas](#) taunted [Abraham Lincoln](#) with crude race-baiting, at times mentioning that Lincoln was a close friend of Frederick Douglass. In fact, at that time they had never met.

When Lincoln became president, Frederick Douglass did visit him twice at the White House. At Lincoln's urging, Douglass helped recruit African-Americans into the Union army. And Lincoln and Douglass obviously had a mutual respect.

Douglass was in the crowd at [Lincoln's second inaugural](#), and was devastated when [Lincoln was assassinated](#) six weeks later.

Frederick Douglass Following the Civil War:

Following the end of slavery in America, Frederick Douglass continued to be an advocate for equality. He spoke out on issues related to [Reconstruction](#) and the problems faced by newly freed slaves.

In the late 1870s President Rutherford B. Hayes appointed Douglass to a federal job, and he held several government posts including a diplomatic posting in Haiti.

Douglass died in Washington, D.C. in 1895.

Narrative of the Life of Frederick Douglass

* sparknotes.com/lit/narrative/context.html

Frederick Douglass was born into slavery in Maryland as Frederick Bailey circa 1818. Douglass served as a slave on farms on the Eastern Shore of Maryland and in Baltimore throughout his youth. In Baltimore, especially, Douglas enjoyed relatively more freedom than slaves usually did in the South. In the city, Douglass first learned how to read and began making contacts with educated free blacks.

Douglass eventually escaped north to New York at the age of about twenty. Here he reunited with and married his fiancée, a free black woman from Baltimore named Anna Murray. Uneasy about Douglass's fugitive status, the two finally settled further north in New Bedford, Massachusetts, and Frederick changed his last name from Bailey to Douglass. Douglass worked for the next three years as a laborer and continued his self-education.

In the early 1840s, the abolitionist, or anti-slavery, movement was gaining momentum, especially in the far Northeast. When Douglass first arrived in Massachusetts, he began reading the *Liberator*, the abolitionist newspaper edited by William Lloyd Garrison. In 1841, Douglass attended an abolitionist meeting in Nantucket, Massachusetts, where he met Garrison and was encouraged to tell the crowd about his experiences of slavery. Douglass's spoken account was so well-received that Garrison offered to employ him as an abolitionist speaker for the American Anti-Slavery Society.

From 1841 to 1845, Douglass traveled extensively with Garrison and others through the Northern states, speaking nearly every day on the injustice and brutality of slavery. Douglass encountered hostile opposition and, most often, the charge that he was lying. Many Americans did not believe that such an eloquent and intelligent Negro had so recently been a slave.

Douglass encountered a different brand of opposition within the ranks of the Anti-Slavery Society itself. He was one of only a few black men employed by the mostly white society, and the society's leaders, including Garrison, would often condescendingly insist that Douglass merely relate the "facts" of his experience, and leave the philosophy, rhetoric, and persuasive argument to others. Douglass's 1845 *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* can be seen as a response to both of these types of opposition. The *Narrative* pointedly states that Douglass is its sole author, and it contains two prefaces from Garrison and another abolitionist, Wendell Phillips, to attest to this fact. Douglass's use of the true names of people and places further silenced his detractors who questioned the truthfulness of his story and status as a former slave. Additionally, the *Narrative* undertook to be not only a personal account of Douglass's experiences as a slave, but also an eloquent anti-slavery treatise. With the *Narrative*, Douglass demonstrated his ability to be not only the teller of his story, but its interpreter as well.

Because Douglass did use real names in his *Narrative*, he had to flee the United States for a time, as his Maryland “owner” was legally entitled to track him down in Massachusetts and reclaim him. Douglass spent the next two years traveling in the British Isles, where he was warmly received. He returned to the United States only after two English friends purchased his freedom. His reputation at home had grown during his absence. The *Narrative* was an instant bestseller in 1845 and went through five print runs to accommodate demand. Despite opposition from Garrison, Douglass started his own abolitionist newspaper in 1847 in Rochester, New York, under the name *North Star*.