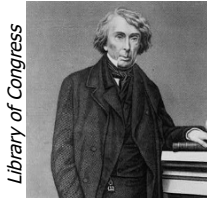


# Slavery: No Freedom, No Rights

Name: \_\_\_\_\_

**A. They Really Believed That!** Read each statement and identify the type of pro-slavery thinking from the reading.

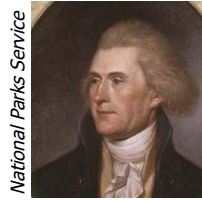


Black people are “altogether unfit to associate with the white race” and they “might justly and lawfully be reduced to slavery for [their] benefit.”

— Roger B. Taney, Chief Justice of the Supreme Court (1857)

Which type of pro-slavery thinking is this?

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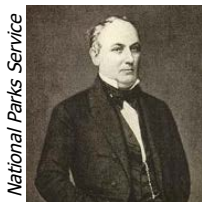


“We have the world by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other.”

— Thomas Jefferson, 3rd President of the United States (1820)

Which type of pro-slavery thinking is this?

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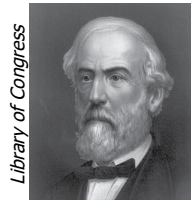


“In all societies there must be a class to do the menial duties, to perform the drudgery of life.”

— James Henry Hammond, South Carolina Politician (1858)

Which type of pro-slavery thinking is this?

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“The blacks are... better off here than in Africa, morally, physically, and socially. The painful discipline they are undergoing is necessary for their further instruction as a race, and will prepare them, I hope, for better things.”

— Robert E. Lee, General of the Confederate Army (1856)

Which type of pro-slavery thinking is this?

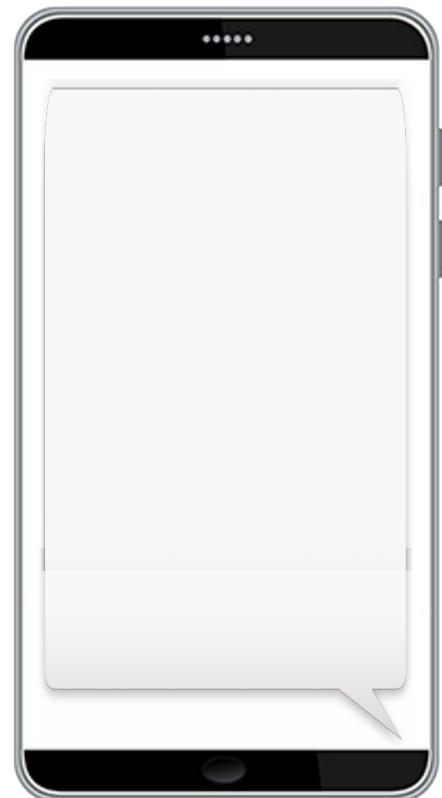
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**B. Worst of the worst!** Which defense of slavery do you dislike the most?

- Don't Make Me Do That
- No Pain, No Gain
- Tiger By the Tail
- For Their Own Good

If you could send a text message to one of the four men on the other side of the page telling him why he's wrong, what would it say?

You can only have 160 characters, so use the space below to brainstorm.



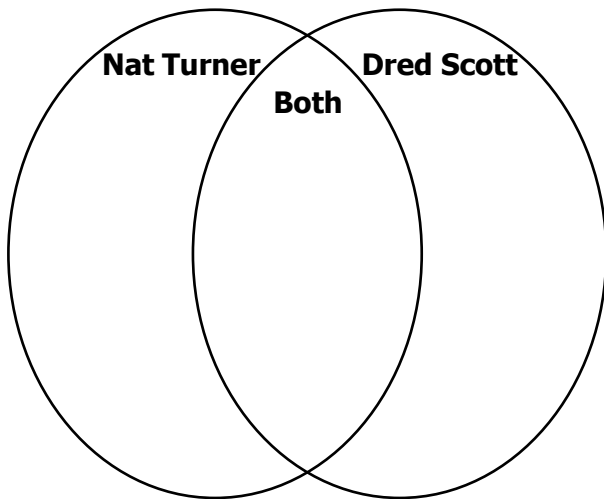
# Slavery: No Freedom, No Rights

Name: \_\_\_\_\_

**C. Choose the Right Word.** Check the words that correctly complete each sentence.

1. An (○enslaved person ○abolitionist) is a person who is held as the property of another person.
2. A slave owner had to invest enough money to keep enslaved people (○healthy ○alive).
3. Slavery was not as widespread in the (○northern ○southern) colonies.
4. The Constitution required 20 years before a law could make it illegal to (○import ○own) slaves.
5. Early Americans gave (○white male landowners ○everyone but enslaved people) a say in government.
6. An enslaved person who escaped to a free state (○became free forever ○did not become free).
7. A "necessary evil" is something people (○like ○don't like) but they think they (○need ○want)
8. In the Dred Scott decision, the Supreme Court said black people were not (○slaves ○citizens).
9. Abolitionists tried to keep slavery from (○spreading ○ending).
10. Under the Constitution, an enslaved person was counted as (○a whole person ○three-fifths of a person).

**D. Compare.** What did Nat Turner and Dred Scott have in common? Decide whether each statement describes Turner, Scott, or both. Write the letter of each description in the correct part of the diagram.



- A. He was enslaved.
- B. He always lived in a slave state.
- C. He lived in both free and slave states.
- D. He tried to gain his freedom.
- E. He used violence.
- F. He used the court system.
- G. His plan to achieve freedom failed.
- H. His challenge to slavery resulted in less freedom for slaves.



New York Public Library

Discovery of Nat Turner.

**E. Identify Him!**

Who do you think is most likely shown in this drawing?

- Dred Scott
- Nat Turner

**F. The Way It Really Was.** In the Bill of Rights, the 5th Amendment says this:

*"No person shall...be deprived of life, liberty, or property, without due process of law."*

How would this amendment sound if it described the way things *really* were? Re-write it here:

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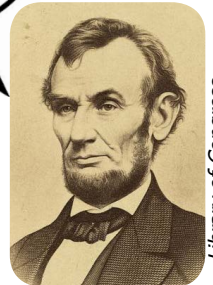
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# Slavery: No Freedom, No Rights

Name: \_\_\_\_\_

**G. Trading Places.** If Lincoln could have made slaves and owners trade places for one day, would the owners really learn what it was like to be a slave? Look at the checklist. Mark everything that could NOT be traded for just one day:

“Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.”



Library of Congress

- Inability to read or write
- Dirty living conditions
- Trauma from past experiences
- Skin color
- Slavery in the Constitution
- Clothes that don't fit right
- Hard labor in the fields
- Bad health or physical conditions
- Cheap food
- Hopelessness for the future
- Bare feet, no shoes
- Fear of being sold away from family

**H. What Did It Mean to Have No Rights?** Match each cause with an effect to learn about a few tragic consequences of slavery:

**Causes**

**Effects**

- \_\_\_\_\_ 1. Enslaved people did not have the right to a fair trial.
- \_\_\_\_\_ 2. Enslaved people were not protected by the laws that protected citizens.
- \_\_\_\_\_ 3. Enslaved people could not vote.
- \_\_\_\_\_ 4. People were afraid that enslaved people who could read and write might convince other to rebel.
- \_\_\_\_\_ 5. Enslaved people could “marry,” but their marriages were not legal.

- A. Some states passed laws that made it illegal to educate enslaved people.
- B. Husbands, wives, and families could be broken up and sold to different owners.
- C. Enslaved people accused of a crime could be sentenced with little or no evidence.
- D. The enslaved population could not elect government leaders who would end slavery.
- E. Owners could treat enslaved people very badly and not get punished.

**I. Mark It Up.** Look at this timeline of anti-slavery laws.

Click the arrow below the events and select whether the action was made at the **State Level**, or by the **Federal Level**.

