

The Coming of the Civil War Tour

We are collecting information to answer these questions:

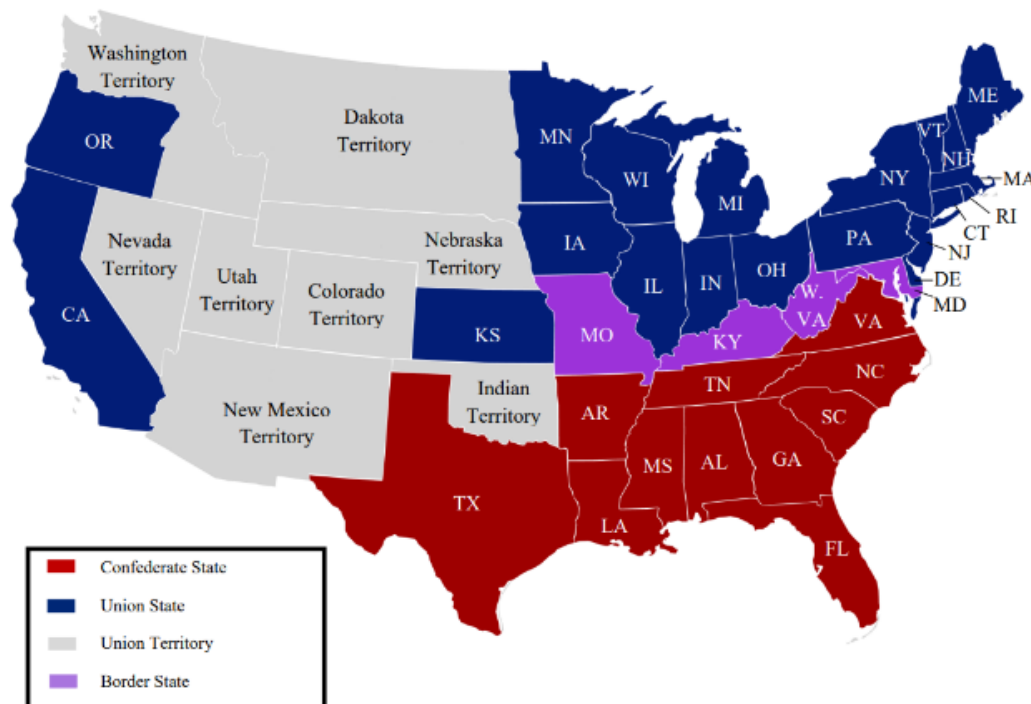
- Were emancipation and abolition inevitable?
- Could the Civil War have been avoided?
- What lessons should we learn from the events that led to the Civil War?

Directions: The prompts in this packet will guide your thinking as you tour the exhibits. Answer the prompts as you explore the designated areas. There are three types of questions: 1.)

Reflect questions require you to think about or discuss the prompts. You do not need to record your thoughts. 2.) Prompts without labels require you to record your thoughts. 3.) **Bonus** prompts challenge you to find information beyond the required scope of this experience. Record your findings.

3rd floor | WINDOW OVERLOOKING OHIO RIVER

Civil War States



www.PrintableWorldMap.net

Was Kentucky a free state or slave state?

Was Ohio a free state or slave state?

The Ohio River was a border between free and slave states, is the Ohio River part of Kentucky or Ohio?

Were freedom seekers legally free in free states? Why?

Where did they have to go to be legally free? Code name "Promised Land."

Why is the National Underground Railroad Freedom Center located on this spot?

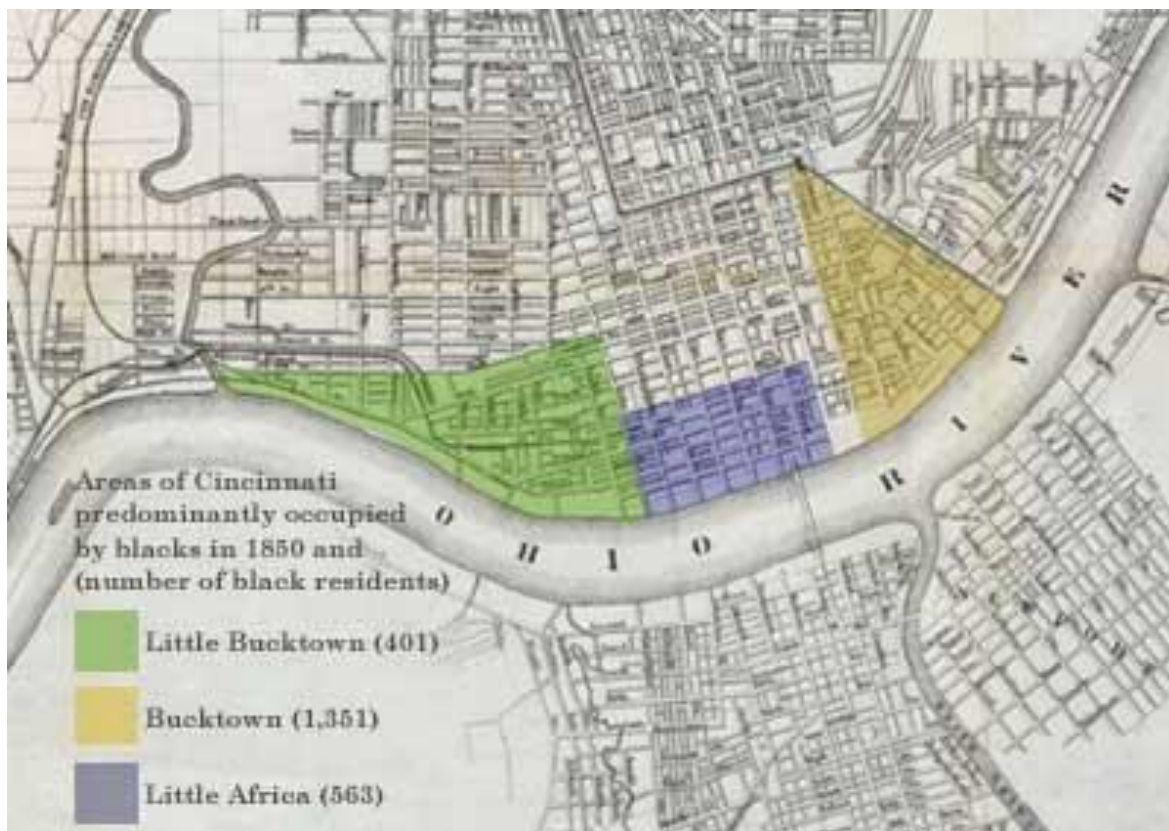
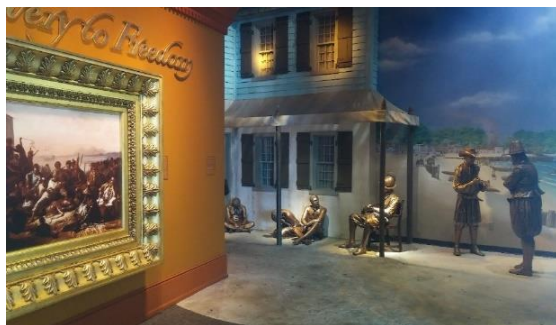


Figure 1 Mid-19th century map of Cincinnati, Covington, and Newport (from the Public Library of Cincinnati and Hamilton County)

3rd floor | FROM SLAVERY TO FREEDOM EXHIBIT

Introduction



Reflect: Why do you think we begin the exhibit with this piece of art?

Reflect: What do you notice about the statues, the wall, and the sounds? Look for clues. What and where is being depicted?

Map Room

How did plantation farming in the Americas affect the slave trade?



Explain how “chattel slavery,” that resulted from the Trans-Atlantic Slave Trade differed from previous forms of slavery?

Commemoration Room

Reflect: What are your thoughts about the names of the slave ships?

Reflect: What are you feeling and thinking as you stand in this room?

Reflect: Why is it important to learn about the Middle Passage and to feel discomfort with history?

A **commemoration** is a ceremony of remembrance.



Crop Room

What was grown on plantations? How did supply and demand make these products profitable?

Reflect: How would a colony be deemed a “success?” How important was slavery to the success of North American colonies?

Reflect: How can someone decide that another person is their property? Why would people support this?



Film: From Slavery to Freedom

Where did runaway slaves (freedom seekers) go? Destinations?

Identify resistance methods of the enslaved.

Consider these quotes from the film.

Reflect: What is the “language of freedom?”

Reflect: Slaves were “brought to America to pursue the freedom of others.”

Reflect: “Enslavement was endless”

Founding Documents

Contradiction: opposed to one another. Opposite.

1776	Declaration of Independence
Purpose	
Stance on slavery	
Contradictions of freedom and liberty	
1787	Northwest Ordinance

Purpose	
Stance on slavery	
Contradictions of freedom and liberty	
Ratified 1788	U.S. Constitution
Purpose	
Stance on slavery	
Contradictions of freedom and liberty	

What was the significance of the Three-Fifths Compromise?

Who were and were not guaranteed rights under the U.S. Constitution?



Considering few Americans owned slaves, why do you think slavery was supported by so many?

Considering few Americans owned slaves, how did slave holders maintain power in Congress?

What was life like for the free Black community, including in the Northwest Territories?

Describe the anti-slavery movement at the time.

Reflect: Assume the perspective of an enslaved African of the era. Listen to the music. Read the words projected on the wall. What are you thinking and feeling?

Reflect: What systems and institutions needed to support racial hierarchies and slavery for it to thrive?

Reflect: Not everybody during early American history believed in racial hierarchies and slavery. Can the beliefs of those who did be justified?

Expansion of Slavery and the Abolitionist Movement



Record important information about the following. How did each support slavery?

Event	How it supported slavery
Cotton Gin	
End of Atlantic Slave Trade and	

the start of the Internal Slave Trade	
Fugitive Slave Acts	
Dredd Scott Case	

Read the advertisements on the ceiling. What words stand out?

What methods did abolitionists use to take-action against slavery?

Reflect: How did abolitionists and freedom seekers demonstrate courage, cooperation and/or perseverance?

How does the Fugitive Slave Act of 1850 make Fredrick Douglas's Actions heroic?

How did female abolitionists take-action against slavery?

What drew white women to the ant-slavery movement? Include evidence and your opinions.

Evidence	Opinion

Why did abolition spread in the North while slavery held strong in the South? Include geography (climate), and economy in your answer.

Bonus: What was the role of Berea College?

Bonus: What did Preston Brooks do in Congress?

Bonus: What was the significance of Lane Seminary?



What do you think is the meaning of the sculpture of chains and shackles?

Identify the ways the enslaved and abolitionists rebelled.

What made Cincinnati geographically significant for the slave trade and the abolitionist movement?

During this era, the U.S. continued to take land from American Indians by attacking and killing them, violating treaties, and removing their sovereignty through legislation. To justify their actions, white Americans declared their “race” to be savage primitive. Identify at least 4 pieces of evidence that American Indians were not savage or primitive.

1.	2.
3.	4.
Additional evidence	

Bonus: Why do you think NURFC included a grave marker for Salmon P. Chase in this exhibit?



You will find information about the Dredd Scott Case in this room.

Reflect: Listen to the music. How did abolitionists feel about John Brown?



The U.S. grew rapidly in the 1800s, adding a number of new states. Identify at least 2 reasons why this impacted the probability of civil war.

List at least 3 examples of how compromise was used to address conflict in the 1800s.

Three Abolitionists:

Compare and contrast **Harriet Beecher Stowe, Fredrick Douglas, and John Brown.**

Similarities		
Differences		
Stowe	Douglas	Brown

How did Lincoln's attitudes and actions regarding slavery evolve over time?



Reflect: By this point in U.S. history, how have attitudes and beliefs about slavery changed and stayed the same since colonization?

Reflect: How did the U.S. end up in a Civil War?

Civil War and Reconstruction

Summarize the challenges that came with...

Emancipation



Ensuring equality to Black Americans



Amending the Constitution

What did it do?		
13 th Amendment	14 th Amendment	15 th Amendment
Opposition		
13 th Amendment	14 th Amendment	15 th Amendment

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How did *race*, *racism*, and *hierarchies* impact Reconstruction efforts for equality for Black Americans?

How did geographical changes (westward expansion) impact American Indians during this era?

Why do you think NURFC chose to end the Slavery to Freedom exhibit with the following:

A Ku Klux Klan robe

Fredrick Douglas quote: "if there is no struggle, there is no progress." What is the relationship between struggle and progress?

Bonus: Interpret the Harper's Weekly political cartoon.

Bonus: Who were exodusters?

Debrief

Reflect: How did the U.S. end up in a civil war?

Reflect: What lessons should we learn from the events that led to the Civil War?

3rd floor terrace | FREEDOM'S ETERNAL FLAME



Reflect: What does the flame symbolize?

2nd floor | MURAL

Student prompts:



- **Reflect:** Do you agree with Mr. Feeling's words about understanding our painful past?
- **Reflect:** How does this concept apply to people who are not Black? Do they need to understand the painful *past and survival of Black Americans*?
- **Reflect:** Identify the emotions prompted by the images?
- **Reflect:** What images stand out to you?
- **Reflect:** What do you want to know? What are your questions about the painting?

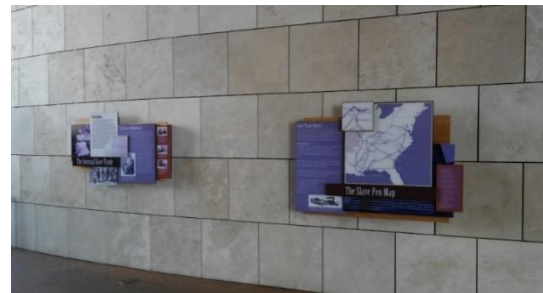
2nd floor | INTERNAL SLAVE TRADE, SLAVE PEN, AND OVERLAND TRAILS

Reflect: Why was the demand for cotton so high?

Reflect: Review. How was race-based chattel slavery justified in the U.S.?



Using the Map of the Slave Pen, describe geographic significance of the Anderson slave pen. Why was there a slave pen in Dover, KY?



Using evidence from the exhibit, how did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?

How did Cincinnati support slavery and abolition? Why was its location significant to both institutions?



How did Route 68 evolve over time? Who used it?

Explain how slavery impacted the economy in the North and South, and for slave owners and non-slave owners.



2nd floor | FILM: BROTHERS OF THE BORDERLAND

Reflect: How did Rev. John Rankin and his family demonstrate courage, cooperation, and perseverance?

1st Floor | Implicit Bias Lab

What is implicit bias?

Why does it occur?

Why should we understand it?

What can we do about it?

Vocabulary | The Coming of the Civil War Tour

Abolitionists – Historically: a person who favored the abolition, or end, of the institution of slavery. Today: a person who favors the abolition of any law or practice deemed harmful to society. Abolitionists are **anti-slavery**.

Allies – people or nations united by a common cause that support one another

American Indian/ Native American - a member of any of the indigenous peoples of North, Central, and South America, especially those indigenous to what is now the continental US.

Atlantic Slave Trade – or **transatlantic slave trade**, involved the transportation by slave traders of various enslaved African people, mainly to the Americas. The slave trade regularly used the triangular trade route and its Middle Passage and existed from the 16th to the 19th centuries.

Chattel- portable personal property. **Chattel slavery** equated human beings with livestock, furniture, and any other portable personal property. Chattel could be inherited, sold, or transferred without permission, in the case of the enslaved person.

Conductors - Underground Railroad conductors were free individuals who helped freedom seekers traveling along the Underground Railroad. Conductors helped freedom seekers by providing them with safe passage to and from stations. If a conductor was caught helping free the enslaved, they would be fined, imprisoned, branded, or even hanged.

Cooperation - working or acting together for a common purpose or benefit

Courage - ability to do something that you know is difficult or dangerous.

Demand - willingness and ability to purchase a good or service

Economics - the study of how society uses its limited resources. Economics is a social science that deals with the production, distribution, and consumption of goods and services

Emancipation - to free from restraint, control, or the power of another; to free from slavery.

Enslaved Person - This term is used in place of *slave*. It more accurately describes someone who was forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

Enslaved person emphasizes the person. *Slave* emphasizes the condition forced upon them. The term *enslaved person* focuses attention on the person while also recognizing that the person was forcibly placed into the condition of slavery by another person or group.

Forced migration – the movement of people made to leave a place due to forces outside of their control.

Foundation - the underlying basis or principles upon which a system or institution is built. A foundation influences what is built upon it.

Freedom seeker – an enslaved person who takes action to obtain freedom from slavery.

The term *freedom seeker* is favored over the *fugitive*, *runaway*, and *escapee*. These labels were created by slave-holding society and some white abolitionists and portrayed freedom seekers as illegal and law breakers. Such labels also belittled African American efforts toward freedom, making African Americans appear incapable of strategic planning and heroics.

Indigenous – original or native to a place

Internal Slave Trade – after the Atlantic slave trade was abolished in the U.S. in 1808, slave owners in the upper south found it profitable to sell slaves to new plantations in the lower south. This **domestic slave trade** relocated slaves across the south using land and water routes.

Middle Passage - the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas

Perseverance - continued effort to do or achieve something, even when this is difficult or takes a long time

Plantations - The difference between Farm and Plantation is that a farm is a relatively smaller piece of land that is used to grow either commercial crops or food for the farmer's family, and livestock is typically kept. A plantation is a large farm used only for producing commercial crops. Unlike farms, on which a variety of crops can be grown, a plantation generally grows only one crop. This crop is then sold in the market for monetary gains. A plantation may also include housing for the owner and labor working there.

Slavery – a condition in which a person is owned by another person.

Supply - the amount of a good or service that is available

Systems and institutions – Institution: an established custom or practice, or a group of people that was socially constructed for a specific reason. System: where humans interact in society using their culture.

Underground – secret, not operating in the open