

THE BROWN FAMILY, 1905



SLAVERY

INTRODUCTION

conceive skabe
pursuit søgen efter
thrive blomstre (fremgang)

The Americas er en term der beskriver 'den nye verden' (Nord- og Sydamerika), der blev opdaget i det 15. århundrede

"About the latter end of August, a Dutch Man of Warr (...) arrived at Point-Comfort (...) He brought not any thing but 20. and odd Negroes, which the Governor and Cape Marchant bought for victuals" Towards the end of August, a Dutch war ship arrived at Point-Comfort in Virginia. It did not bring anything but twenty something Negroes, who the tradesman and the Governor bought in exchange for supplies

20. and odd nogle og tyve

pick cotton plukke bomuld
turnover profit
nickname øgenavn
institution institution

SLAVERY

America is often referred to as 'The Land of the Free', and most people associate America with a country 'conceived in liberty' in which the right and opportunity of "Life, Liberty and the pursuit of Happiness" is given to everyone by God. In America "all men are created equal", and America offers "liberty and justice for all". The reality, however, might be somewhat different. Slavery was a part of the history of the United States of America from the very beginning and thrived in the defining years around the revolution in 1765-1783.

SLAVERY AND THE EARLIEST SETTLEMENTS IN THE AMERICAS

"About the latter end of August, a Dutch Man of Warr (...) arrived at Point-Comfort (...) He brought not any thing but 20. and odd Negroes, which the Governor and Cape Marchant bought for victuals."

In the year 1607, the first 104 English settlers landed in the Americas, and the first permanent English settlement was Jamestown in the colony of Virginia. The above quote is taken from a letter written by the Jamestown colonist John Rolfe (1585-1622). In the letter John Rolfe describes many different events in the Virginia colony to a friend, and among other things, he mentions the arrival *and* the selling of "20. and odd Negroes". Rolfe's letter is dated January 1619, and it is the first proof of African slavery in the colonies that we have. It shows that African slavery was part of the earliest period in American history.

THE COTTON KINGDOM

Most slaves worked in the fields in the Southern states picking cotton from cotton plants, and the production of cotton turned out to be a very profitable business in America. The cotton industry doubled its turnover in every decade from 1820-1860 and the production of cotton created an economic boom in the 19th century. By 1861 cotton made up two-thirds of all the United States' exports.

Cotton was crucial to the economy of especially the southernmost states, earning them the nickname 'The Cotton Kingdom'. To maintain this profitable production, slaves were needed as a work force, and therefore, slavery as an institution was absolutely essential in American society at the time. In this sense slavery very quickly became a serious and substantial business in the South.

Port Royal Island, South Carolina. African Americans preparing cotton on Smith's plantation, 1862



voyage rejse
cram together mase
sammen
'tight-packer' mand hvis
opgave det var at gøre
plads til flest mulige slaver
på slaveskibe
two and a half feet feet
er et længdemål. 1 foot er
ca. 33,3 cm. Dvs. her knap
85 cm
mucus slim
proceed udgå fra
flux diarré

SLAVE VOYAGES

African slaves landed by ship in the colonies and later, after 1776, in America. This journey to the new world was a long and terrible experience. Slaves destined for America lost everything – possessions, home, loved ones – and were forced to begin a new life in an alien world.

Conditions on slave ships were horrible. Men were usually kept in chains at all times, and all slaves were kept below deck most of the time, crammed together so closely that they could barely move. On the ships, 'the tight-packers' had installed shelves with two and a half feet of space between them where the slaves had to lie in order not to waste space on the ship.

When the weather was good, slaves could be taken up on deck daily. In poor weather, however, slaves were forced to remain below deck for long periods of time. Alexander Falconbridge, a doctor on numerous slave voyages, described such conditions in 1788:

"While they were in this situation, I frequently went down among them till at length their rooms became so extremely hot as to be only bearable for a very short time (...). The floor of their rooms was so covered with the blood and mucus which had proceeded from them in consequence of the flux that it resembled a slaughterhouse."

How many slaves set out from Africa no one knows, but it is estimated that a total of 10-11 million slaves crossed the Atlantic Ocean from the sixteenth century to the nineteenth century. Since many slaves died on the journey, Africa's total population loss was much greater.

5

auction block det podium
hvor på slaveauktioner blev
holdt
slave coffles håndjern, der
lænkede slaver sammen i
en lang kæde
eager ivrig

THE AUCTION BLOCK

When slaves were finally let off the ship, they were brought directly to auctions by slave traders. Slaves were often chained in 'slave coffles' on their way to the auction. At auctions, slaves were put on an auction block, examined by eager customers and sold to the highest bidder. Families were often split up, as many slave owners were not interested in buying an entire family. This meant that husbands and wives were separated, and young children were taken away from their parents. In most cases, slave families never saw each other again after a slave auction.

10
15

quota kvote, akkord
exceed overstige
legal terms ifølge loven
recognize anerkende
dreaded frygtet
flourish blomstre

SLAVE LIFE

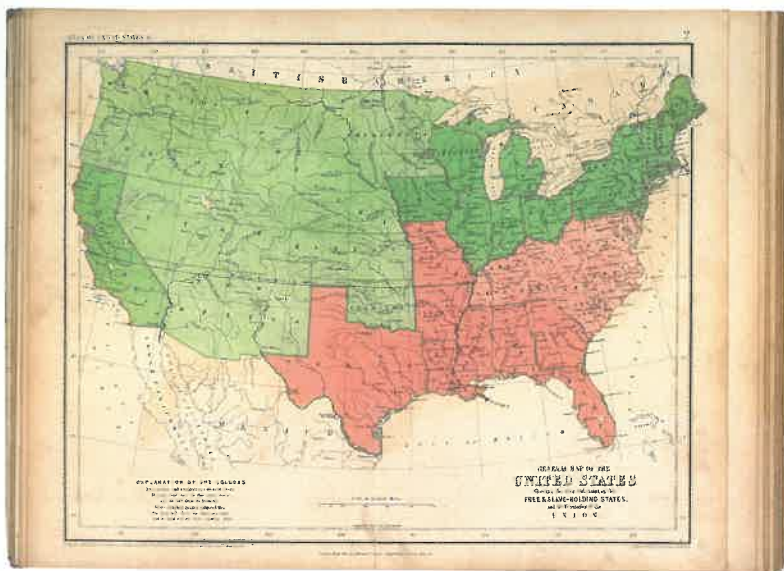
Slave labour could be many things. When working at the cotton plantations, slaves were given a production quota. This meant that each slave had to pick a certain amount of cotton every day, and anyone who failed to meet their quota was punished. Slaves were rarely rewarded if they exceeded their quota. Instead, they were given an even higher daily target. Some slaves worked in the houses as cooks, servants, butlers or nannies, taking care of the master's children.

Slaves typically organized themselves in families with a father and a mother and their children, and in many respects they lived like normal families when they were at home. However, in legal terms slave families did not exist as no Southern state recognized marriage between slave men and women. In the same way, legal authority over slave children rested not with their parents but with their masters. In practise that meant that slave families only lived together as long as the master allowed it, as all slaves could be sold at any time. Sale of any sort was one of the most dreaded events in any slave's life, as it meant being permanently separated from home, friends and often family members, as well as adjusting to a new owner in a new environment. In the upper Southern states rumours of a far more brutal slavery in Alabama, Mississippi and Louisiana flourished, and therefore, most slaves dreaded being sold to those areas. Being 'sold down the (Mississippi) river' was therefore both a fear as well as a threat that masters used in order to make slaves obey and behave.

20
25
30
35
40



A black family outside their home in Savannah, Georgia



The map is from 1857 (before the Civil War) and shows all of the American states as they looked back then. The states coloured in green are free states, meaning that slaves were not registered there, while the red states are slave states



Peter, a slave from Baton Rouge, Louisiana, ca. 1863. The scars are a result of a whipping by his overseer Artayou Carrier, who was later fired by the master. It took two months to recover from the beating. These photographs were widely distributed in the North during the Civil War

SLAVE CODES

As slavery spread, all US states adopted so-called slave codes; laws defining the status of slaves and regulating most aspects of slave life. First of all, slaves had to obey their white masters, the slave owners. Some slaves had a good relationship with their masters, but it was never an equal relationship.

In many states, slaves were not allowed to learn how to read and write because slave owners believed that the ability to read might “excite dissatisfaction in their minds, and produce insurrection and rebellion” (Law of North Carolina, 1830, see p. 15). Also, most masters punished their slaves physically, and the most common punishment was whipping. A whipping could be a formal occasion – a public display in which a sentence was carried out in front of an assembled group – or it could be a casual affair in which an owner impulsively whipped an ‘unruly’ slave.

When slaves tried to escape, they were punished. This would usually be by ‘the lash’ or by branding them on the face in order to make the entire world see that they had attempted to escape. Slaves could also get shot at or killed trying to escape to the Northern states where slavery was abolished in the years between 1777-1804.



Harriet Beecher Stowe, one of North America's first best-selling authors, in her home

ABOLITIONISM

In some places in the North, slavery was abolished in the years following the revolution. In fact, many people from the Northern states were strongly against slavery and believed slavery to be a sin against God and a racist act. Through the 19th century, anti-slavery movements flourished in the Northern states. One of the most well-known abolitionists was Harriet Beecher Stowe, a white American from the North and the author of the anti-slavery novel *Uncle Tom's Cabin*. In *Uncle Tom's Cabin*, Harriet Beecher Stowe tells the story of the fictional character Uncle Tom, a long-suffering black slave.

This moral battle between the Southern states and the Northern states ultimately led to the Civil War (1861-1865). When President Lincoln met Harriet Beecher Stowe in 1862 he is presumed to have said: “So you’re the little woman who wrote the book that started this great war.” Whether the story is true or not is unknown, but the legend underlines the connection between slavery and the Civil War.

code lov
excite opildne
insurrection oprør
whipping pisk
public display offentlig
skue
sentence dom
assembled (for)samlet
unruly uregerlig
lash pisk
brand brændemærke
abolish afskaffe
abolitionist tilhænger
af slaveriets afskaffelse
(abolition)
civil war borgerkrig
presume antage, formode

Slaves Are Prohibited to Read and Write by Law

1830-1831

statute vedtægt, lov

figure tal
 except (vb.) undtage
 insurrection oprør
 excite opildne
 dissatisfaction utilfreds-
 hed
 manifest (adj.) åbenlys,
 klar
 injury skade, overlast
 enact vedtage
 General Assembly general-
 forsamling
 liable stå til ansvar
 indictment anklage, tiltale
 court of record (am.) ret
 jurisdiction myndigheds-
 område
 conviction dom
 at the discretion of the
 court op til retten at
 afgøre
 be fined få en bøde
 whip (vb.) piske
 exceed overstige
 lash piskeslag
 justice of the peace freds-
 dommer (lokal dommer
 uden jury)
 grand jury anklagejury

In the US, individual states make their own laws which only apply in that particular state and which the rest of the country does not have to follow. The statute below was passed by the State of North Carolina in 1830.

An act to prevent all persons from teaching slaves to read or write, the use of figures excepted

Whereas the teaching of slaves to read and write has a tendency to excite dissatisfaction in their minds, and to produce insurrection and rebellion, to the manifest injury of the citizens of this State: Therefore,

I. *Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same,* That any free person who shall hereafter teach, or attempt to teach, any slave within the State to read or write, the use of figures excepted, or shall give or sell to such slave or slaves any books or pamphlets, shall be liable to indictment in any court of record in this State having jurisdiction thereof, and upon conviction, shall, at the discretion of the court, if a white man or woman, be fined not less than one hundred dollars, nor more than two hundred dollars, or imprisoned; and if a free person of color, shall be fined, imprisoned, or whipped, at the discretion of the court, not exceeding thirty nine lashes, nor less than twenty lashes.

II. *Be it further enacted,* That if any slave shall hereafter teach, or attempt to teach, any other slave to read or write, the use of figures excepted, he or she may be carried before any justice of the peace, and on conviction thereof, shall be sentenced to receive thirty nine lashes on his or her bare back.

III. *Be it further enacted,* That the judges of the Superior Courts and the justices of the County Courts shall give this act in charge to the grand juries of their respective counties.

"Acts Passed by the General Assembly of the State of North Carolina at the Session of 1830-1831"

INTRODUCTORY WORK

Reasons for this law

1. Who made this law?
2. According to the law, why is it a problem for slaves to be able to read and write?

Penalties

Answer questions 3-5 and fill in the blanks in the chart below.

1. What is the penalty for a white person to teach a slave to read and write?
2. What is the penalty for a free person of colour to teach a slave to read and write?
3. What is the penalty for a slave to teach another slave to read and write?

Punishment	Free white person	Free black person	Slave
Corporal punishment			
Fine			

FURTHER ANALYSIS

Obeying the law?

1. Debate whether you think the slave masters obeyed this law. Why/why not?
2. Discuss whether you think slaves or coloured people who were able to read and write obeyed this law? Why/why not?

POST-READING

The class should split in two. One half of the class answers A and the other half answers B (10 minutes). Afterwards, you should get into pairs consisting of one student who has answered A and one who has answered B. Then, read your answers aloud to each other. You may argue freely.

A

Imagine that you are in court as a free coloured person. You have taught your slave friend to read and write. Prepare some reasons for your criminal offence in case a judge wants to hear them (about 100 words).

B

Imagine that you are the judge in a case where a coloured person has taught his/her slave friend to read and write. Prepare a written verdict (about 100 words).

Solomon Northup: Twelve Years a Slave

(excerpt) 1853

PRE-READING

1. In small groups or pairs discuss the following questions.
 - A. What is a slave? Is being a slave a job?
 - B. What do you value the most about your freedom?
2. Watch the film *Twelve Years a Slave*, directed by Steve McQueen (2013).

manual labourer (her)
arbejdsmand der går til
hånde hvor det er nød-
vendigt
plantation plantage
abolitionist modstander
af slaveri

Solomon Northup (1808-1862/3) was born free in the state of New York, but he was kidnapped and forced to work as a slave for 12 years. In 1829 he married Anne Northup and had three children: Elisabeth, Margaret and Alonzo. Northup was able to read and write as well as play the violin. During the years before his capture, he worked as a manual labourer in various places. Northup was kidnapped in Washington D.C. in 1841 and subsequently lived a hard life as a slave on a Louisiana plantation for 12 years until he managed to escape. Returning to the North, Northup wrote about his experiences as a slave and *Twelve Years a Slave* was published in 1853 and became a bestseller among abolitionists.

In this excerpt (from *Twelve Years a Slave*, chapter 6), Solomon Northup describes a New Orleans slave auction:

Twelve Years a Slave

require påbyde
thoroughly grundigt
furnish with (her) klædt
på, tildelt
frock of calico hvid
lærredsbomuldskjole
conduct (vb.) føre
admission adgang, entré

In the first place we were required to wash thoroughly, and those with beards, to shave. We were then furnished with a new suit each, cheap, but clean. The men had hat, coat, shirt, pants and shoes; the women frocks of calico, and handkerchiefs to bind about their heads. We were
5 now conducted into a large room in the front part of the building to which the yard was attached, in order to be properly trained, before the admission of customers. The men were arranged on one side of the



Chiwetel Ejiofor (left) as enslaved Solomon Northup and Paul Giamatti as the slave trader Theophilus Freeman

Freeman navn på slave-
handler
charge formane
exhort tilskynde, formane
smart (*her*) frisk, kvik
hold out holde frem
inducement tilskyndelse
make bold driste sig til
inquire forhøre
"Virginia Reel" folkedans
fra det 17. århundrede
affirmative bekræftende
strike up (præteritum:
struck up) slå an
tune melodi
excel (vb.) overgå
grieve bedrøve
lot parti, gruppe
latter sidst
loquacious snakkesalig
 dwell dvæle ved
briskly livligt, raskt
barter for bytte for
purchase købe

room, the women on the other. The tallest was placed at the head of the row, then the next tallest, and so on in the order of their respective heights. Emily was at the foot of the line of women. Freeman charged us to remember our places; exhorted us to appear smart and lively, – sometimes threatening, and again, holding out various inducements. During the day he exercised us in the art of "looking smart", and of the moving to our places with exact precision.

After being fed, in the afternoon, we were again paraded and made to dance. Bob, a colored boy, who had some time belonged to Freeman, played on the violin. Standing near him, I made bold to inquire if he could play the "Virginia Reel". He answered he could not, and asked me if I could play. Replying in the affirmative, he handed me the violin. I struck up a tune, and finished it. Freeman ordered me to continue playing, and seemed well pleased, telling Bob that I far excelled him – a remark that seemed to grieve my musical companion very much.

Next day many customers called to examine Freeman's "new lot". The latter gentleman was very loquacious, dwelling at much length upon our several good points and qualities. He would make us hold up our heads, walk briskly back and forth, while customers would feel of our hands and arms and bodies, turn us about, ask us what we could do, make us open our mouths and show our teeth, precisely as a jockey examines a horse which he is about to barter for or purchase. Sometimes a man or woman was taken back to the small house in the yard,

be stripped blive afklædt
minutely minutiøst, meget nøje
rebellious oprørsk
unruly uregerlig
hurt være ødelæggende
coachman kusk
take a fancy to blive interesseret i, blive glad for
Burch Freemans samarbejdspartner
resident bosat
conceive forstå
vessel skib, fartøj
of a good constitution i god (helbreds)mæssig forfatning
enlarge upon uddybe
attainment færdighed
adroitly dygtigt
call henvende sig
Natchez by i staten Mississippi
planter plantageejer
Baton Rouge by i staten Louisiana
feat bedrift, præstation
exhibit udstille
wring vride
beseech (præteritum: besought) bønfalde
burst into bryde ud i
paroxysm voldsomt anfald
grief sorg
weep græde
plaintively klagende
savagely vildt, barbarisk
whip (sb) pisk

stripped, and inspected more minutely. Scars upon a slave's back were considered evidence of a rebellious or unruly spirit, and hurt his sale.

One old gentleman, who said he wanted a coachman, appeared to take a fancy to me. From his conversation with Burch, I learned he was resident in the city. I very much desired that he would buy me, because I conceived it would not be difficult to make my escape from New Orleans on some northern vessel. Freeman asked him fifteen hundred dollars for me. The old gentleman insisted it was too much, as times were very hard. Freeman, however, declared that I was sound and healthy, of a good constitution, and intelligent. He made it a point to enlarge upon my musical attainments. The old gentleman argued quite adroitly that there was nothing extraordinary about the nigger, and finally, to my regret, went out, saying he would call again. During the day, however, a number of sales were made. David and Caroline were purchased together by a Natchez planter. They left us grinning broadly, and in the most happy state of mind, caused by the fact of their not being separated. Lethe was sold to a planter of Baton Rouge, her eyes flashing with anger as she was led away.

The same man also purchased Randall. The little fellow was made to jump, and run across the floor, and perform many other feats, exhibiting his activity and condition. All the time the trade was going on, Eliza was crying aloud, and wringing her hands. She besought the man not to buy him, unless he also bought her self and Emily. She promised, in that case, to be the most faithful slave that ever lived. The man answered that he could not afford it, and then Eliza burst into a paroxysm of grief, weeping plaintively. Freeman turned round to her, savagely, with his whip in his uplifted hand, ordering her to stop

Slaveowner William Ford
 (Benedict Cumberbatch)
 offers Solomon Northup
 (Chiwetel Ejiofor) a violin



flog piske, prygle
sniveling klynken, flæben
cease holde op, stoppe
lash piskeslag
d—d = damned
shrink (præteritum: **shrunk**)
 krympe sig sammen
in vain forgæves
frown panderynken
threat trussel
wholly helt, aldeles
afflicted dybt sørgende,
 hårdt ramt
piteously bedrøveligt
former tidligere
obedient lydige
labor (vb.) arbejde
of no avail til ingen nytte
bargain (sb) handel
blubbling flæbende
bawling vrælende
wench tøs, tøjte
mighty (adv.) virkelig
depend upon (*her*) stole på
mournful bedrøvelig, trist

her noise, or he would flog her. He would not have such work – such
 sniveling; and unless she ceased that minute, he would take her to the
 yard and give her a hundred lashes. Yes, he would take the nonsense
 out of her pretty quick – if he didn't, might he be d—d. Eliza shrunk
 5 before him, and tried to wipe away her tears, but it was all in vain.
 She wanted to be with her children, she said, the little time she had to
 live. All the frowns and threats of Freeman could not wholly silence
 the afflicted mother. She kept on begging and beseeching them, most
 piteously not to separate the three. Over and over again she told them
 10 how she loved her boy. A great many times she repeated her former
 promises – how very faithful and obedient she would be; how hard she
 would labor day and night, to the last moment of her life, if he would
 only buy them all together. But it was of no avail; the man could not
 afford it. The bargain was agreed upon, and Randall must go alone.
 15 Then Eliza ran to him; embraced him passionately; kissed him again
 and again; told him to remember her – all the while her tears falling
 in the boy's face like rain.

Freeman damned her, calling her a blubbling, bawling wench, and
 ordered her to go to her place, and behave herself; and be somebody.
 20 He swore he wouldn't stand such stuff but a little longer. He would
 soon give her something to cry about, if she was not mighty careful,
 and *that* she might depend upon.

The planter from Baton Rouge, with his new purchases, was ready to
 depart. "Don't cry, Mama. I will be a good boy. Don't cry," said Randall,
 25 looking back as they passed out of the door.

What has become of the lad, God knows. It was a mournful scene
 indeed. I would have cried myself if I had dared.

INTRODUCTORY WORK

Basics

1. Whose point of view is presented in this text?
2. Where and when does the story take place?
3. Who is Freeman?

The characters' appearances

1. How are the slaves told to appear?
2. Why are some of the slaves asked to play the violin?
3. Why are some of the slaves stripped?
4. Why does the old gentleman not want to pay \$1500 for Solomon?
5. Comment on why David and Caroline are happy when they are sold.
6. Describe Eliza's state of mind.
7. How does Randall react when he is taken away?

FURTHER ANALYSIS

The characters

1. In about 100 words, make a written characterization (see the information box below) of Solomon Northup. Pick out three or four of the following adjectives that you believe describe Solomon in the most precise way:

honest, warm-hearted, considerate, sincere, generous, independent, kind, analytical, wise, intelligent, brave, determined, sympathetic, one of a kind, good

2. In about 100 words, make a written characterization (see the information box below) of Freeman. Pick out three or four adjectives from the list below that you believe describe Freeman in the most precise way:

arrogant, cruel, ruthless, determined, stubborn, racist, heartless, unreasonable, reasonable, intolerant, hateful, awkward, business-minded, deceitful, untrustworthy, sexist

Characterization

A character sketch, or a characterization, describes a character from a work of fiction. You may, e.g., comment on the character's physical appearance, age, gender, nationality, social status, job and the time in which the person lives.

When writing a character sketch, you must focus on the character's personality and character traits. These are not always revealed directly, but may be shown through the character's actions, words, thoughts or through other characters' opinions of him or her.

Further, you may describe the character's current situation by commenting on a certain problem, his/her relationship to others, conflicts, challenges, state of mind, development, view of the world, etc.

Usually adjectives are useful when making a characterization. For example, the man is strong, intelligent, worried, desperate ... Furthermore, you may use quotes from the text to back up your interpretation of the character.

Language and themes

1. Discuss the meaning of the following sentence: "... precisely as a jockey examines a horse which he is about to barter for or purchase."
2. Why does Northup say "I would have cried myself if I had dared"?
3. Discuss the themes of the text.

POST-READING

1. Individually, find all the verbs in the past tense, underline them and change them into the present tense in the passage "One old gentleman ..." to "... saying he would call again" (p. 19, ll. 3-13).
2. Hot seat character debate: The entire class performs a debate based on the characters from the auction. Four students sit in "hot seats" as Solomon, Freeman, Eliza and Randall. They have 10 minutes to prepare how they will react to questions about their character. The rest of the students have 10 minutes to prepare questions for the four characters. All students must prepare at least one question per character.

Letter from Jackson Whitney

1859

PRE-READING

1. What kinds of relationships do you imagine slaves formed with each other?
2. Can you think of any reason why a slave given an opportunity to escape might choose to stay?
3. If given a choice between freedom and family, what would you pick?

Jackson Whitney was an escaped slave who moved to Canada to live as a free person. He wrote this letter to his former master in 1859.

fugitive flygtning
Sandwich, C.W. by i
Canada West, det nuværen-
de Ontario i Canada
Ky. = Kentucky
whereabouts opholdssted
remorse fortrydelse
conscience samvittighed
entreaty bønfoldelse
induce få til, overtales til
contend (her) kræve
render gøre
Louisville by i staten
Kentucky
but that andet end at
honorable hæderlig
prove vise sig
traitor forræder
distress fortvivelse
purpose formål
rejoice glæde sig over
appear fremstå, dukke op
oppressed undertrykt
victorious sejrende
defeated besejret

FUGITIVE'S HOME, Sandwich, C.W.,
March 18, 1859

Mr. Wm. Riley, Springfield, Ky. – Sir: I take this opportunity to dictate a few lines to you, supposing you might be curious to know my where-
5 abouts. I am happy to inform you that I am in Canada, in good health, and have been here several days. Perhaps, by this time, you have concluded that robbing a woman of her husband, and children of their father does not pay, at least in your case; and I thought, while lying in jail by your direction, that if you had no remorse of conscience that would make
10 you feel for a poor, broken-hearted man, and his worse-than-murdered wife and child, and could not be made to feel for others as you would have them feel for you, and could both by any entreaty or permission be induced to do as you promised you would, which was to let me go with my family for \$800 – but contended for \$1,000, when you had promised
15 to take the same you gave for me (which was \$660) at the time you bought me, and let me go with my dear wife and children! but instead would render me miserable, and lie to me, and to your neighbors (how if words mean anything, what I say is so.) and when you was at Louisville trying to sell me! then I thought it was time for me to make my feet feel
20 for Canada, and let your conscience feel in your pocket. – Now you cannot say but that I did all that was honorable and right while I was with you, although I was a slave. I pretended all the time that I thought you, or some one else had a better right to me than I had to myself, which you know is rather hard thinking. – You know, too, that you proved a traitor
25 to me in the time of need, and when in the most bitter distress that the human soul is capable of experiencing; and could you have carried out your purposes there would have been no relief. But I rejoice to say that an unseen, kind spirit appeared for the oppressed, and bade me take up my bed and walk – the result of which is that I am victorious and you
30 are defeated.



The woodcut "Am I Not a Man and a Brother?" appeared next to a popular anti-slavery poem from 1837

act a part have del i, spille
 en rolle
 level (adj.) plan, flad
 means (her) medhjælp
 fugitive flygtning
 in time med tiden
 barren ufrugtbar, gold
 fertile frugtbar
 soil jord
 in those respects i de
 henseender, med hensyn
 dertil
 mercy barmhjertighed

I am comfortably situated in Canada, working for George Harris, one of the persons that act a part in 'Uncle Tom's Cabin'. He was a slave a few years ago in Kentucky, and now owns a farm so level that there is not hills enough on it to hide a dog, yet so large that I got lost in it the
 5 other day. He says that I may be the means of helping poor fugitives and doing them as much good as he does, in time.

The country is not what is has been represented to me and others to be. In place of its being cold and barren, it has beautiful, comfortable climate, and fertile soil. It is much more desirable in those respects than
 10 any part of Kentucky that I ever saw. There is only one thing to prevent me being entirely happy here, and that is the want of my dear wife and children, and you to see us enjoying ourselves together here. I wish you could realize the contrast between Freedom and Slavery; but it is not likely that we shall ever meet again on this earth. But if you want to go
 15 to the next world and meet a God of love, mercy and justice, in peace;

inasmuch ... me "Alt, hvad I har gjort mod en af disse mine mindste brødre, det har I gjort mod mig" (Matt 25, 40)

unto = to

profession bekendelse

torment plage

breach brud

inflict forvolde

cause forårsage

providing forudsat at

see proper synes noget er

passende

condemn fordømme

justify retfærdiggøre

course behandling

candidly ærligt, oprigtigt

massa master, herre

abused udnyttet

who says, 'Inasmuch as you did it to the least of them my little ones, you did it unto me' – making the professions that you do, pretending to be a follower of Christ, and tormenting me and my little ones as you have done – had better repair the breaches you have made among us
5 in this world, by sending my wife and children to me, thus preparing to meet your God in peace; for, if God don't punish you for inflicting such distress on the poorest of His poor, then there is no use of *having any God*, or *talking* about one. But, in this letter, I have said enough to cause you to do all that is necessary for you to do, providing you are
10 any part of the man you pretend to be. So I will close by saying that, if you see proper to reply to my letter, either condemning or justifying the course you have taken with me, I will again write you.

I hope you will consider candidly and see if the case does not justify every word I have said, and ten times as much. You must not consider
15 that it is a slave talking to a 'massa' now, but one as free as yourself. I subscribe myself one of the *abused* of America, but one of the *justified* and *honored* of Canada.

INTRODUCTORY WORK

Basics

1. What kind of text is this?
2. Who is the narrator?
3. What is the narrator's situation?

Canada

1. Why is the narrator in Canada?
2. How does the narrator describe Canada?
3. Compare the narrator's life in Canada to his life in the US.

FURTHER ANALYSIS

Persuasion

1. What is the narrator's intention with the letter?
2. What modes of persuasion (see p. 51) does the narrator use? You may include some of the following quotes in your answer:
 - "... you have concluded that robbing a woman of her husband, and children of their father does not pay ..." (p. 27, ll. 6-8)
 - "... you had no remorse of conscience that would make you feel for a poor, broken-hearted man ..." (p. 27, ll. 9-10)
 - "... I thought you, or some one else had a better right to me than I had to myself, which you know is rather hard thinking." (p. 27, ll. 22-24)
 - "But if you want to go to the same world and meet a God of love, mercy and justice ..." (p. 28, ll. 14-15)
3. By which words and values does the narrator appeal to his former master?
4. What are the narrator's main argument and his purpose with this text?

\$200 Reward – poster

1847

Posters like this which advertised a reward for assistance in finding runaway slaves were posted in public places such as post offices and train stations all over the South.

\$200 Reward.

RANAWAY from the subscriber, on the night of Thursday, the 30th of September,

FIVE NEGRO SLAVES,

To-wit: one Negro man, his wife, and three children.

The man is a black negro, full height, very erect, his face a little thin. He is about forty years of age, and calls himself *Washington Reed*, and is known by the name of Washington. He is probably well dressed, possibly takes with him an ivory headed cane, and is of good address. Several of his teeth are gone.

Mary, his wife, is about thirty years of age, a bright mulatto woman, and quite stout and strong.

The oldest of the children is a boy, of the name of FIELDING, twelve years of age, a dark mulatto, with heavy eyelids. He probably wore a new cloth cap.

MATILDA, the second child, is a girl, six years of age, rather a dark mulatto, but a bright and smart looking child.

MALCOLM, the youngest, is a boy, four years old, a lighter mulatto than the last, and about equally as bright. He probably also wore a cloth cap. If examined, he will be found to have a swelling at the navel.

Washington and Mary have lived at or near St. Louis, with the subscriber, for about 15 years.

It is supposed that they are making their way to Chicago, and that a white man accompanies them, that they will travel chiefly at night, and most probably in a covered wagon.

A reward of \$150 will be paid for their apprehension, so that I can get them, if taken within one hundred miles of St. Louis, and \$200 if taken beyond that, and secured so that I can get them, and other reasonable additional charges, if delivered to the subscriber, or to THOMAS ALLEN, Esq., at St. Louis, Mo. The above negroes, for the last few years, have been in possession of Thomas Allen, Esq., of St. Louis.

WM. RUSSELL.

ST. LOUIS, Oct. 1, 1847.

reward dusør
runaway bortløben slave
subscriber (her) annoncør
to-wit (her) "det kundgøres"
erect strunk, oprejst
ivory elfenben
headed (her) top på stok
cane stok
address opførsel
bright kvik
stout kraftig, korpulent

eyelid øjenlåg
cloth cap lærredskasket
rather ganske
equally lige så
examine undersøge
swelling hævelse
navel navle
accompany ledsage
chiefly hovedsageligt
covered overdækket
wagon vogn

apprehension pågribelse
beyond længere væk
secured sikret
reasonable rimelig
additional yderligere
charge udgift
deliver bringe
Esq. = Esquire Hr.
Mo. = Missouri
possession ejendel

ANALYSIS OF THE POSTER

1. When and where is this poster from?
2. Who is the owner of the slaves?
3. Where have the slaves lived for the past 15 years?
4. How are the slaves described, and what is the purpose of this detailed description of the slaves?
5. Who is the white man travelling with them?
6. Why are the slaves headed for Chicago?
7. Explain the difference in the finder's fee depending on where the slaves are caught (\$150 or \$200).

POST-READING 1

In pairs:

1. Underline all of the adjectives in the poster *\$200 Reward*. An adjective says something about a person or a thing, e.g. "The man is **strong**."
2. Underline all of the adverbs in the poster. An adverb adds more information about a time, manner, place, cause or degree to a verb, an adjective, a phrase or to another adverb. So staying with the same example, the adverb could say something about how strong or in what way the man is strong. "The man is **supernaturally** strong."
3. Now, having underlined all of the adjectives and all of the adverbs, comment on their use as well as the effect that these words have on the reader.

POST-READING 2

Written exercise

Imagine that you are going to sell one of your things online. Decide what you want to sell and then write an advertisement for it. Use as many of the words below as you can. Write about 50-100 words.

Also, if you have the time, make the actual poster for the online advertisement. Make it interesting to look at by adding pictures, drawings, clippings, a certain style of writing, etc.

With a classmate, take turns reading aloud (and showing) your advertisements to each other.

aged, shiny, old, dandy, of good condition, solid, underestimated, quality, recommendable, new, round, large, wide, squared, small, used, big, exciting, re-usable, recycle, advisable, pretty, interesting, ugly, worn-out, weak

Also, compare your own posters to the *\$200 Reward* poster.

Harriet Tubman, abolitionist

PRE-READING

1. Do you remember what abolition means? Explain the concept to a partner. Include one of the descriptions below. Only one of the following suggestions is the correct definition.
 - A. The last name of a famous slave.
 - B. Putting an end to something by law.
 - C. A disease many slaves suffered from.
 - D. The slang word the slaves had for their poor food.
2. What do you think the Underground Railroad is? Debate the following options with your partner and choose one.
 - A. A railroad built underground – today known as the New York City Subway.
 - B. A railroad the slaves built in the Deep South.
 - C. A loosely structured operation that attempted to help slaves escape the South.
 - D. An underground network of roads through which the slaves could escape.

Now check whether your answer was correct by looking up the term online.

What did you find out about the Underground Railroad? Individually, make a short written description of the Underground Railroad including some of the following words (approx. 30-50 words):

slavery, escape, slip away, dark, Canada, north, dangerous, compass, journey, cross a river, freedom, difficult, woods, disguise, liberty, hide, hills, hope, runaway, black, ex-slave, help, friendly people, at last, underground

Harriet Tubman, abolitionist

abolitionist modstander
af slaveri
fit of rage raserianfald
weight vægt
skull kranie
memory lapse hukom-
melsestab
premises ejendom
rumour rygte

Harriet Tubman (ca. 1822-1913) was a female abolitionist. She was born in Maryland around 1820 to slave parents and therefore a slave herself. She was the property of a master who once, in a fit of rage, threw a heavy weight at a slave. By accident the weight landed on Harriet's
5 head, and her skull was damaged for life causing bad headaches and memory lapses. She married a free African-American man named John Tubman, but she continued to live as a slave at her master's premises after the wedding. Upon hearing the rumour that she was to be sold to a plantation in the South, where she feared she would be treated even
10 worse, Tubman decided to escape slavery. She had no idea how to escape



The Underground Railroad by Charles T. Webber, 1893

North Star Nordstjernen
 loosely structured operation løst sammensatt gruppe
 conductor fører
 mile mil (en mil svarer til 1609 m)
 dere = there
 ober = over
 eberthing = everything
 trou = through igennem
 cabin quarter område, bosted
 wid = with
 ole = old "gode, gamle"
 brudder = brother
 dis = this
 solemn højtidelig
 resolution løsning
 dey = they
 dem = them
 den = then
 hain't = have not

or where to go, but she understood that she had to plan it well and go north. Tubman escaped by following the North Star. She was lucky to be helped by the network now known as the Underground Railroad, a loosely structured operation that helped slaves escape. Tubman was led
 5 by 'conductors' of the Underground Railroad, who each guided her for 10-20 miles. To protect themselves and the network, the members of the Underground Railroad did not know much about one another. Tubman reached the free state of Philadelphia through the Underground Railroad and was known to have said:

10 "I looked at my hands, to see if I was de same person now I was free. Dere was such a glory ober eberthing, de sun came like gold trou the trees, and ober de fields, and I felt like I was in heaven." (Charles River Editors: *American Legends: The Life of Harriet Tubman*)

After Tubman reached Philadelphia she started working, but she
 15 still missed her family and thought:

"... I had crossed de line of which I had so long been dreaming. I was free; but dere was no one to welcome me to de land of freedom, I was a stranger in a strange land, and my home after all was down in the old cabin quarter, wid de ole folks, and my brudders and sisters.
 20 But to dis solemn resolution I came; I was free, and dey should be free also; I would make a home for dem in de North, and de Lord helping me, I would bring dem all dere. Oh, how I prayed den, lying all alone on de cold, damp ground; "Oh dear Lord", I said, "I hain't got a friend

LC-USZ62-1816



Harriet Tubman (1823-1913)
nurse, spy and scout

Full-length portrait of Harriet Tubman (taken between 1860 and 1875)

undertake (præteritum:
 undertook) foretage,
 påtage sig
 play a part spille en rolle
 risky risikabel
 despite på trods af
 reward dusør
 saved (her) højt skattet
 willingly frivilligt
 encounter møde
 peril fare
 hardship udfordring
 serye tjene, (her) hjælpe
 enslaved underkuet
 seem synes at være, se
 ud til
 improbable usandsynlig
 ob = of
 an' = and
 mos' = most
 nebber = never
 run off afspore
 track togskinne
 los' = lost

but you. Come to my help, Lord, for I'm in trouble." (Charles River Editors: *American Legends: The Life of Harriet Tubman*)

In December 1850 Tubman undertook her first slave rescue mission helping her niece and her niece's children to escape from an auction
 5 in the South. This time it was Tubman who was the conductor of the Underground Railroad. This was to be the first of many slave rescues, and she went on to play a large part in the running of the Underground Railroad. Even though the slave rescues were very complicated and risky, and despite almost being caught on several occasions, Tubman
 10 went South nineteen times and helped over three hundred slaves to freedom. A very large reward of \$40,000 was offered for Tubman by the slave owners, but she managed to escape every time. Tubman has become a legend and was called the "Moses of her people".

Another very famous African-American abolitionist, Frederick
 15 Douglass, said about her:

"Excepting John Brown, of saved memory, I know of no one who has willingly encountered more perils and hardships to serve our enslaved people than you have. Much that you have done would seem improbable to those who do not know you as I know you." (Charles River Editors:
 20 *American Legends: The Life of Harriet Tubman*)

After the abolition of slavery Tubman fought for women's and poor people's rights. Many times she was invited to speak publicly. On at least one of these occasions she said the following about being a conductor of the Underground Railroad:

25 "I was the conductor ob the Underground Railroad for eight years, an' I can say what mos' conductors can't say – I nebber run my train off de track an' I nebber los' a passenger." (Charles River Editors: *American Legends: The Life of Harriet Tubman*)

POST-READING

In pairs/small groups, search online for information about one of the following abolitionists: Frederick Douglass, John Brown, Gerrit Smith or William Lloyd Garrison. Find out the opinions of your chosen abolitionist and give a speech about ending slavery, imagining that you are him. In your speech, include personal information about the abolitionist such as upbringing, social status, state of origin, etc.

2. Read the following quote and discuss in what way Stephens uses science in his speech:

“As I have stated, the truth of this principle may be slow in development, as all truths are, and ever have been, in the various branches of science. It was so with the principles announced by Galileo – it was so with Adam Smith and his principles of political economy. It was so with Harvey, and his theory of the circulation of the blood. It is stated that not a single one of the medical profession, living at the time of the announcement of the truths made by him, admitted them. Now, they are universally acknowledged. May we not therefore look with confidence to the ultimate universal acknowledgment of the truths upon which our system rests?”(p. 48, ll. 21-30)

3. Look up the quote: “He has made ‘one star to differ from another in glory’” (p. 48, ll. 44-45). Where is it taken from and what does the source add to Stephens’ argument?
4. Based on your analysis above (questions 1, 2 and 3), comment on Stephens’ use of pathos and logos and comment on how he establishes his ethos.

Defending slavery

1. How many times does the speech refer to God? Why?
2. What is the role of science in Stephens’ speech?
3. Why is the speech called “The Cornerstone Speech”?

POST-READING

In pairs, discuss the following:

- a. Discuss whether slavery has had an impact on how African Americans are viewed in the US today.
 - b. Discuss whether slavery has had an impact on how African Americans view themselves in the US today.
-

James Hunt: The Negro's Place in Nature

(excerpt) 1863

Dr. James Hunt (1833-1869) was a British anthropologist who founded the Anthropological Society of London in 1863. It broke away from the already existing Ethnological Society of London and was formed to identify and discuss what the founders believed to be 'the natural laws' that explained the diversity – both physical and intellectual – of the different races of humankind.

In the paper "The Negro's Place in Nature", James Hunt attempts to show how Africans in all respects are much inferior to the white man.

PRE-READING

Individual reflection

Spend the next five minutes writing down as much as you can about the two following questions:

1. What expectations do you have of a scientific text written by a scientist?
2. What expectations do you have of scientists in general?

In groups, when your five minutes are up, discuss your thoughts and ideas and choose the three most important answers and write them on the blackboard. When all groups have shared their main points, the blackboard should be filled with your brainstorming on the genre.

The Negro's Place in Nature

INTRODUCTION

It is too generally taught that the Negro only differs from the European in the colour of his skin and the peculiarity of his hair; but such opinions are not supported by facts. The skin and hair are not the only things which distinguish the Negro from the European, even physically; and the difference is greater, mentally and morally, than the demonstrated
5 physical difference. In the first place, what are the physical distinctions between the Negro and the other races of man?

differ from adskille sig fra
peculiarity ejendommelighed, særhed
distinguish adskille

skeleton skelet
abundance of calcerous salts højt niveau af kalciumsalte
thorax brystkasse
laterally på siden
cylindrical cylinderformet
extremities ekstremiteter; (her) arme og ben
femur lårben
in. = inch 2,5 cm
Burmeister havnet på en af Hunts kollegaer
calf (plural calves) læg
thigh lår
bushman indfødt, hottentot

PHYSICAL DIFFERENCES BETWEEN THE NEGRO AND THE WHITE MAN

The average height of the Negro is less than the European, and although there are occasionally exceptions, the skeleton of the Negro is generally heavier, and the bones larger and thicker in proportion to the muscles, than those of the European. The bones are also whiter, from the greater abundance of calcerous salts. The thorax is generally laterally compressed, and, in thin individuals, presents a cylindrical form, and is smaller in proportion to the extremities. The extremities of the Negro differ from other races more by proportion than by form; the arm usually reaches below the middle of the femur. The leg is on the whole longer, but is made to look short on account of the ankle being only between 11/4 in. to 11/2 in. above the ground. This character is often seen in mulattoes. The foot is flat and the heel is both flat and long. Burmeister has pointed out the resemblance of the foot and the position of the toes of the Negro to those of the ape. The toes are small, the first separated from the second by a free space. Many observers have noticed the fact that the Negro frequently uses the great toe as a thumb. The knees are rather bent, the calves weak, and the upper part of the thigh rather thin. The upper thighbone of the Negro has not so decided a resemblance to the ape as that of the bushman.

(...)

Slaves planting sweet potatoes, Hopkinsons plantation, 1862



domestic indendørs
physical agent fysisk faktor
imitation efterligning
superior overlegen
forge forfalske
veneration dyb respekt

THE DOMESTIC NEGRO

The real facts seem to be, that the Negroes employed in domestic labour have more intelligence than those who are employed at field labour, who are nearly in the same state of intelligence as when they left Africa. We see, therefore, in this improvement of the Negro, simply the effect of education, but not of climate or other physical agents. We fully admit that the domestic Negro is improved in intelligence in America, resulting from the imitation of the sayings and doings of the superior race by which he is surrounded; but much of this improvement is owing to the mixture of European and Negro blood. The pure Negro is true to his character, and it is said that he is no sooner taught to read than he will take every chance of reading his master's letters; and if he be taught to write, he will soon learn to forge his master's signature. This applies with equal and perhaps greater force to those free, semi-civilized Negroes who are held by some in such theoretical veneration.
(...)

savage vildmand
deformed vanskabt
unrestrained fri
sloth dovenskab
debauchery skørlevned; en amoralisk livsførelse der ofte indebærer sex og alkohol
haschisch cannabis, hash
alcohol (vb.) beruse
convulsions kropslige rystelser man ikke kan kontrollere
palm-wine en slags alkohol
loathsome yderst ubehagelig
brute (her) dyr
trade handel
offspring afkom, børn
premature forhastet, for tidlig
vice usædelig opførsel
linger slentre rundt
tardy langsom
merit gøre sig fortjent til
brethren brødre (bruges om mænd i religiøse grupper)
elevate højne
discerned erkendt
Trollope, Anthony (1815-1882) britisk romanforfatter som behandlede samfundsemner der blev debatteret i samtiden
liberty frihed

THE TYPICAL NEGRO

The typical Negro is the true savage of Africa, and I must paint the deformed anatomy of his mind as I have already done that of his body. The typical Negro, unrestrained by moral laws, spends his days in sloth and his nights in debauchery. He smokes haschisch till he alcohols his senses, or falls into convulsions; he drinks palm-wine till he brings on a loathsome disease; he abuses children, and stabs the poor brute of a woman whose hands keep him from starvation, and makes a trade of his own offspring. He swallows up his youth in premature vice; he lingers through a manhood of disease; and his tardy death is hastened by those who no longer care to find him food. Such are the 'men and brothers' for whom their friends claim, not protection, but equality! They do not merit to be called our brethren; but let us call them our children. Let us educate them carefully, and in time we may elevate them, not to our own level — that, I fear, can never be — but to the level of those from whom they have fallen.
(...)

CONCLUSION

In conclusion, let me observe that it is not alone the man of science who has discerned the Negro's unfitness for civilization, as we understand it. Here is Mr. Anthony Trollope, who is certainly quite guiltless of ever having examined the evidence of the distinction between the Negro and European, and yet truly says of the Negroes: — "Give them their liberty, starting them well in the world at what expense you please, and at the end of six months they will come back upon your hands for the means of support. Everything must be done for them; they expect food, clothes and instruction as to every simple act of life, as do children."
(...)



Slaves going to the field, Hopkinsons plantation, 1862

chimerical /kai'meriki/
latterlig

We must for the present leave aside all questions as to the origin of the Negro, and simply take him as he exists, and not as poets and fanatics paint him. We shall then learn, that it is only by observation and experiment that we can determine the exact place in nature which the Negro race should hold, and that it is both absurd and chimerical to attempt to put him in any other.

INTRODUCTORY WORK

Accounting for Hunt's main points

In your own words, write down Hunt's main points in each of the different passages:

1. Passage 1: *Introduction* and *The physical difference between the Negro and the white man*
What does Hunt generally wish to demonstrate with his article?
2. Passage 2: *The domestic Negro*
What is his main argument about "the domestic Negro"? Why is "the domestic Negro" more intelligent than other African slaves, according to Hunt?
3. Passage 3: *The typical Negro*
What are Hunt's main arguments about "the typical Negro" and his behaviour? List 3-5 examples.

4. Passage 4: *Conclusion*
How does Hunt sum up? What does he want the reader to remember about “the Negro race”?
 5. Based on your notes from the different passages above, write a short summary (150-200 words) of Hunt’s main points. (See p. 25 for how to write a summary.)
-

FURTHER ANALYSIS

Choice of words

1. Focus on the passage *The typical Negro*. List the words that you believe are negative.
2. Which effect does Hunt’s choice of words have in the text?

James Hunt’s arguments

1. List the three most bizarre claims in Hunt’s text.
2. How would you describe Hunt’s methods of argument?
3. Reading the passage *The domestic Negro*, it seems, according to Hunt, that slaves employed in domestic labour are more intelligent and civilized compared to slaves employed in field labour. What is indicated in this passage about the relationship between the white man and African slaves?
4. According to Hunt, what might improve African slaves?

The opposition

1. It is clear from the text that not everyone agreed with Hunt. Find an example in which this is indicated.
2. Who does Hunt imagine his opposition to be?

Discussion

1. What is the difference between a scientific argument and a political argument?
 2. Is “The Negro’s Place in Nature” a scientific or a political text?
-

POST-READING

Relate this text to other texts you have read in Chapter 1. In which ways do the texts have similar attitudes or values in common? In which ways do they differ?
