

The Union is Shattered

Southern Plantation Life 1850-1876



by Joe Burton

The Counter Culture

(85 Minutes - PDSA)

Objectives	Setting the Stage	Discuss	Construct
<p><i>MATERIALS NEEDED:</i> LCD Projector Overhead Projector Overhead Screens Paper and Pencil</p>	<p>Middle Class Norms Middle Class Prosperity</p>	<p>The Counter Culture Lifestyles</p>	<p>The Art of The Sixties</p>
<p>TSW be able to describe what was meant by the Phrase ... Counter Culture</p>	<p>Middle Class Children Alternative Lifestyles</p>	<p>The Establishment, Civil Rights Marches, Anti-War Protests</p>	<p><i>GROUPS:</i> The Literature of The Sixties</p>
<p>TSW be able to describe what was meant by the Phrase ... Generation Gap</p>	<p>Sheer Population Increase by The Baby Boomers</p>	<p>The Anti-Vietnam War Movement Begins</p>	<p><i>SHOW:</i> The Music of The Sixties</p>
<p>TSW be able to identify the Causes and Effects of the Counter-Culture Lifestyle of the Sixties.</p>	<p>Dr. Timothy Leary's Impact on The Counter-Culture</p>	<p>Counter-Culture "Meccas"</p>	<p><i>JOURNAL:</i> The Literature of The Sixties</p>

Content Standard for U.S. History

Students will identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, The United States, and in World History. This will be in order to interpret and then adequately understand the complexity of the 'Human Experience' in all three areas ... over time.

HB 9-12 Benchmark: United States History - Identify, Sequence, Describe, Interpret, Analyze, Understand, and Evaluate the Impact of Major Eras, Events, and Individuals in U.S. History from European Exploration to Present.

HB 9-12 The Counter-Culture of The Sixtiesd

<p>Analyze Alan Ginsberg and The Howl</p>	<p>Analyze The Changes of All Three Woodstocks</p>	<p>Analyze The First Lady and The HEAD Start Program</p>	<p>Analyze The The Over Impact of That The Counter-Cultural Sixties had on All The Aspects of American Society</p>
<p>Analyze What created The Violence at The Democratic National Convention</p>	<p>Analyze The Impact of The Jesus Revoultion on American Christianiy</p>	<p>Analyze The Historical Impact of The 'Warren Court'</p>	<p>Analyze The Critical Impact of the Counter- Culture on The World as A Whole</p>

1800s Southern Plantation Life

- ❖ Plantations were farms that produced a large amount of a single *cash crop*...
- ❖ ...such as cotton, tobacco, indigo, and sugar.
- ❖ In Southern Society, plantation owners held the power, while slaves were owned as property and worked for the owner and his family.
- ❖ Southerners justified their way of life by saying that great civilizations such as ancient Greece and Rome had been built on systems of slave labor...
- ❖ ...and that unlike Northern factory owners, slave owners cared for their slaves for life.



In The Plantation House...

...the master of the plantation lived in a big house with his wife and family, and some house slaves. Although not all plantation owners were rich, many could afford to furnish their houses luxuriously.

The slave owners family ate well, dining on livestock they owned and vegetables that were grown for themselves.



Slaves' Cabins were usually small, cramped, and dark. Many had no windows

Slaves Quarters...

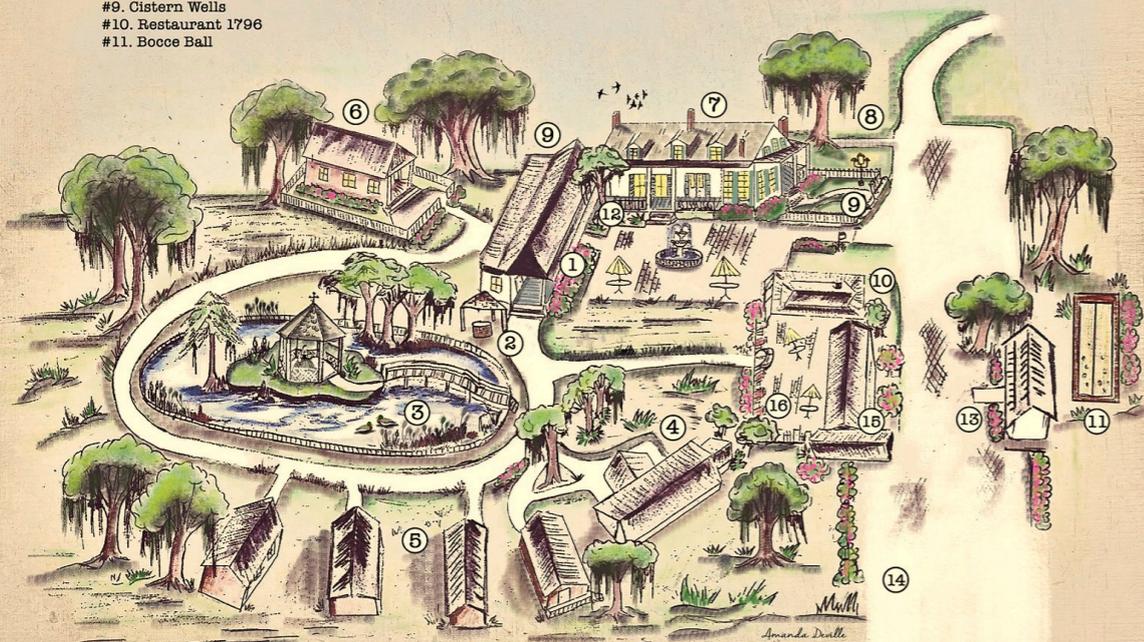
...a family of slaves would live together in one or two rooms, in a wood building with a dirt floor. They owned little furniture; a bed could be made out of planks and a mattress stuff with corn husks.

Slaves ate mostly corn, with small amounts of other foods - such as molasses, fish, or bacon. Many slaves kept small vegetable gardens.

Map Legend

- #1. General's Store
- #2. 100 Foot Deep Well
- #3. The Pond
- #4. The Coco House
- #5. The Cottages
- #6. The Caretaker's Quarters
- #7. The Myrtles Plantation
- #8. The Gardens
- #9. Cistern Wells
- #10. Restaurant 1796
- #11. Bocce Ball
- #12. The Breezeway
- #13. Public Restrooms
- #14. Cottage/Coco House Parking
- #15. The French Quarters
- #16. The French Quarters Courtyard

The Myrtles Plantation Circa 1796



The Plantation Grounds...

...*the big house* was surrounded by the outbuildings needed to run a plantation, such as storage buildings, slave quarters, blacksmith's shop, ice house, a smokehouse, laundry, dairy, and cotton gin.

The kitchen was kept close by, but was also an outbuilding so the main house would not get overheated.



Children and Their Nurse...

...relax on the Poydras Plantation. The original owner of this sugarcane plantation.

Julien Poydras, was prominent Louisiana Statesman and Poet. As the wealthiest Southerners, plantation owners held the most social and political power.

They and their families enjoyed the privileges of an upper-class life.



A Field of Cotton in The South.



Picking Cotton was a back-breaking job. Slaves worked from sun-up to sun-down to pick the required amount. Planting, tending, and harvesting cotton required a huge expenditure of human labor, so the Southern economy became increasingly dependent on slavery.

Field Work v. House Work...

...labor on the plantation was divided between *house slaves* and *field slaves*.

House slaves performed domestic work such as cooking, cleaning, and child care. They received better food and clothing, and interacted regularly with the family, but they were always on call.

Field work was extremely exhausting, requiring long hours of hard physical labor. However, at the end of each day, field slaves could retire to their slave quarters with their families.

At any moment, slaves could be sold and taken away from their families. This happened more often to field slaves, who were seen as more replaceable than domestic slaves.

African Culture in America

- ❖ Legislation in the South forbade slaves from learning to read or write...
- ❖ ...so they continued the African oral storytelling tradition that passed knowledge down through the future generations.
- ❖ Slaves also stayed connected to their African roots by gathering together for entertainment.
- ❖ They sang songs and performed dances descended from the *West African rituals*.
- ❖ An African diet relied on fresh fruits and vegetables such as collard greens and kale.
- ❖ Eventually such dishes showed up on their masters' tables as well.

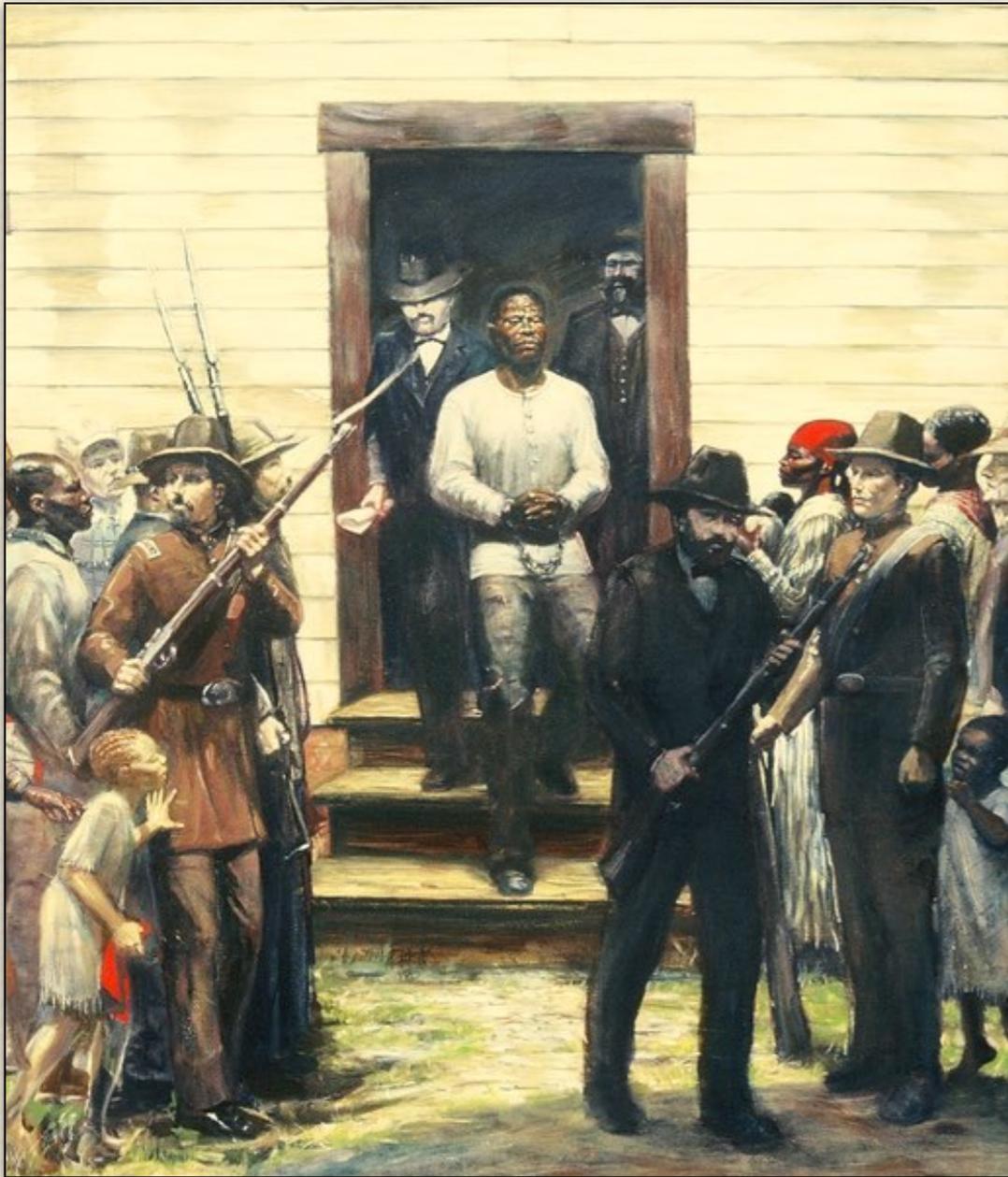
Nat Turner...

...was born a slave on a Virginia plantation. He was a devout Christian, and he preached his visions of freedom to the other slaves.

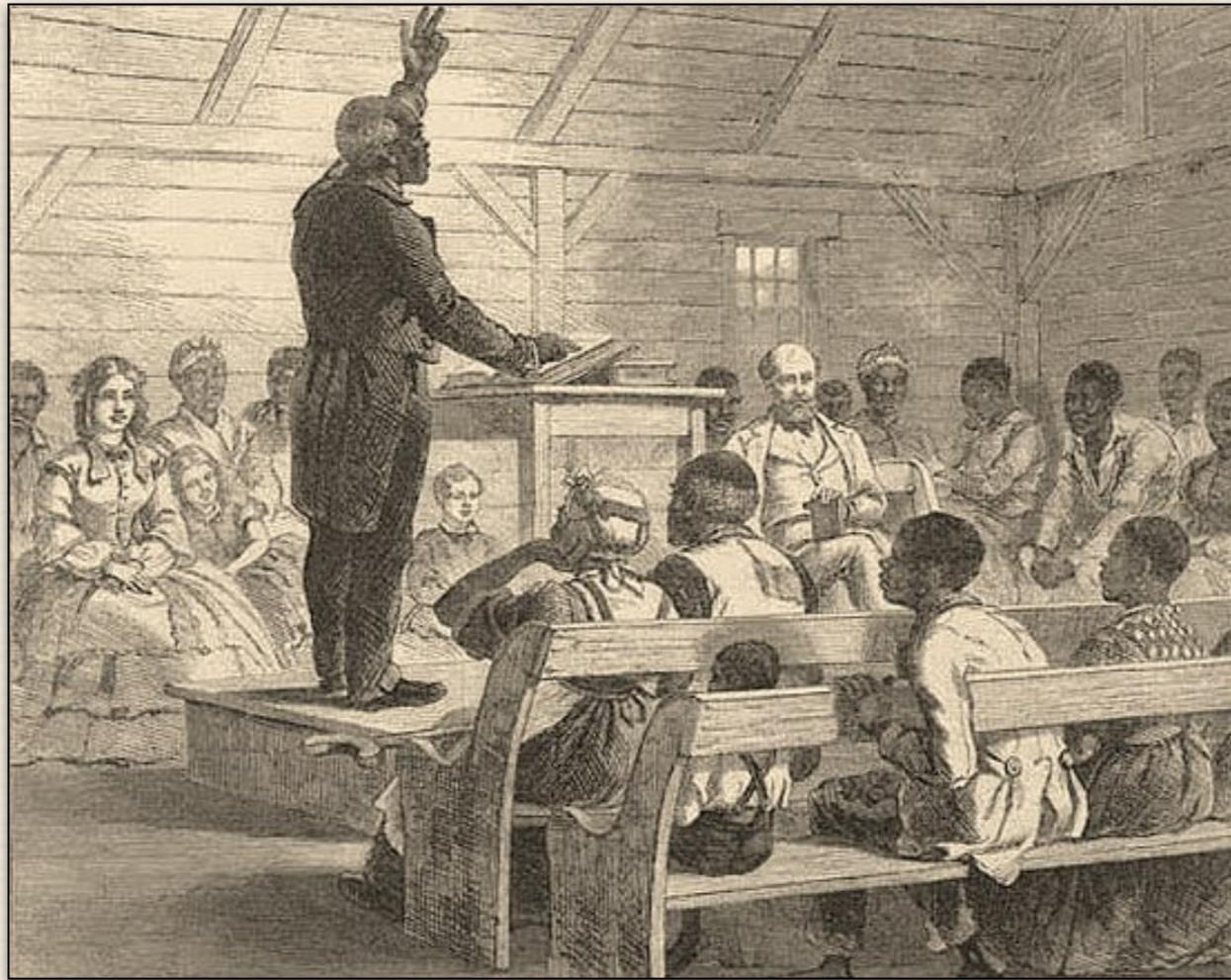
In 1831, Turner led a group of slaves in a rebellion against local white landowners. Fifty-five whites were killed, including Turner's master, Joseph Travis, and Travis's family.

A militia caught up with the slaves and hanged 15 of the escaping slaves. Both pro- and anti-slavery forces saw *Turners' Rebellion* as a reason to fight for their philosophical causes.

This and other uprisings led state leaders to toughen their "Slave Codes," laws that prohibited educating slaves and restricted their movement from place to place.



A Slave Hunter found Nat Turner two months after his rebellion ended. Turn was tried and then hanged.



Religion and Faith...

...Southern whites encouraged slaves to adopt Christianity, in some cases, in the hopes that it would make them easier to control.

Although plantation owners provided church buildings and hired preachers, slaves often preferred to worship in private.

Slaves identified with the story of Moses, and so strongly with Jesus's sacrifice on the Cross that *Christianity became a call to freedom*. Especially in South America and the Caribbean, Christianity mingled with slaves' ancestral African beliefs... created a distinct form of worship.



“Oh Carry Me Back to Ole Virginny,” 1859

The Banjo, an adaptation of the African lyre, was a common instrument in slave quarters.

Singing songs reinforced slaves’ sense of community and tied their lives in America to their ancestors’ in Africa.



Write the Questions and Space Your Answers

1. Capital of Minnesota? Order became State?
2. Country Bordering on the North? Year became State?
3. Lake forming N.E. border of Minnesota?
4. State bordering on East?
5. State bordering on South?
6. Two states bordering on west?
7. River forming Northwestern border?
8. City near the S.W. end of Lake Superior?
9. Lake Itasca, is the source of this river?
10. National Park in Northern Minnesota?
11. State Flower of Minnesota?
12. Meaning of **L'ETOILE DU NORD**?
13. What do the stars symbolize?
14. Written on the red and white band?
15. When did Minnesota become a state?



The flag has a blue background. The central seal pictures a farmer plowing a field and an Indian riding a horse toward the sun. The scene is surrounded by lady slippers, Minnesota's state flower. A red banner with yellow letters has the state motto, "**L'ETOILE DU NORD**," meaning "**The Star Of the North**" in French. Three dates are on the flag: 1858... the year Minnesota became a state; 1819... the year Fort Snelling was established; and 1893... the year this flag was adopted. Nineteen yellow stars surround the seal on a white band; these stars symbolize that fact Minnesota was the 19th state to enter the union after the first 13. "**MINNESOTA**" is written in red on the white band.

