Day 56 DBQ Practice Exercise

Prompt: The regional identity of the population in the region termed the Old South in antebellum period isolated it culturally, economically and politically from the rest of the Nation. Assess the validity of this statement. Step 1: Write a thesis statement for this prompt based only on the history you have in your head. (in real life this step is only in your head) Step 2: Write three to five sentences establishing the historical context of the topic you are a going to discuss in this essay. Consider: What caused this? What did it cause? Who was involved? What was involved? Where in the country did it involve? (this will be your introduction) Step 3: Brainstorm with your classmates. Identify historical examples (evidence) to support your proposed thesis. List them below

Step 4: Read and annotate the documents. As you read, determine if they can be used to prove your thesis or if you will need to revise it.

Document 1

Primary source: Hewlett and Bright, "Sale of Valuable Slaves on Account of Departure," broadside, 1835.

The Owner of the following named and valuable Slaves, being on the eve of departure for Europe, will cause the same to be offered for sale, at the NEW EXCHANGE, corner of St. Louis and Chartres streets, on Saturday, May 16, at Twelve o'Clock, viz. SARAH, a mulatress, aged 45 years, a good cook and acustomed to house work in general, is an excellent and faithfull nurse for sick persons, and in every respect a first rate character. DENNIS, her son, a mulatto, aged 24 years, a first rate cook and steward for a vessel, having been in that capacity for many years on board one of the Mobile packets; is strictly honest, temperate, and a first rate subject. CHOLE, a mulatress, aged 36 years, she is, without exception, one of the most competent servants in the country, a first rate washer and ironer, does up lace, a good cook, and for a bachelor whishes a house-keeper she would be invaluable; she is also a good ladies' maid, having travelled to the North in that capacity.... FRANK, a mulatto, aged about 32 years speaks French and English, is a first rate hostler and coachman, understands perfectly the management of horses, and is, in every respect, a first rate character, with exception that he will occasionally drink, though not an habitual drunkard.

Document 2

Source: The Old South: Images and Realities, Steven Mintz, Professor of History, University of Texas at Austin, 2014

Pre-Civil War Americans regarded Southerners as a distinct people, who possessed their own values and ways of life. It was widely mistakenly believed, however, that the North and South had originally been settled by two distinct groups of immigrants, each with its own ethos. Northerners were said to be the descendants of 17th century English Puritans, while Southerners were the descendants of England's country gentry.

In the eyes of many pre-Civil War Americans this contributed to the evolution of two distinct kinds of Americans: the aggressive, individualistic, money-grubbing Yankee and the southern cavalier. According to the popular stereotype, the cavalier, unlike the Yankee, was violently sensitive to insult, indifferent to money, and preoccupied with honor.

The Plantation Legend

During the three decades before the Civil War, popular writers created a stereotype, now known as the plantation legend, that described the South as a land of aristocratic planters, beautiful southern belles, poor white trash, faithful household slaves, and superstitious fieldhands.

Document 3

Source: "Dixie" written by a Northerner named Dan D. Emmett, 1859 to enliven shows given by a troupe of black-faced minstrels on the New York stage.

Oh, I wish I was in the land of cotton, Old times there are not forgotten. Look away, look away, look away Dixie Land! In Dixie Land, where I was born in, early on one frosty mornin'. Look away, look away, look away Dixie Land! I wish I was in Dixie, Hooray! Hooray! In Dixie Land I'll take my stand, to live and die in Dixie. Away, away, away down south in Dixie! Away, away, away down south in Dixie! There's buckwheat cakes and Injun batter. Makes you fat or a little fatter. Look away! Look away! Dixie Land Then hoe it down and scratch your gravel, To Dixie's Land I'm bound to travel. Look away! Look away! Dixie Land I wish I was in Dixie, Hooray! Hooray! In Dixie Land I'll take my stand, to live and die in Dixie. Away, away, away down south in Dixie! Away, away, away down south in Dixie!

Document 4

Source: Frederick Olmsted made a number of trips through the South in the 1850s publishing his observations in the New York Daily Times (soon to become the New York Times) and later as three books.

Throughout the Southwest the Negroes, as a rule, appeared to be worked much harder than in the Eastern and Northern Slave States... They are constantly and steadily driven up to their work, and the stupid, plodding, machine-like manner in which they labor, is painful to witness...

I happened to see the severest corporeal punishment of a Negro that I witnessed at the South while visiting this estate... The girl without any hesitation, without a word or look of remonstrance or entreaty, drew closely all her garments under her shoulders, and lay down upon the ground with her face toward the overseer, who continued to flog her with the raw-hide...She now shrunk away from him, not rising, but writhing, groveling, and screaming, 'Oh, don't, sir! Oh, please stop, master! Please, sir! Please, sir! Oh, that's enough, master! Oh, Lord! Oh, master, master! Oh, God, master, do stop! Oh, God, master! Oh, God, master!'

A young gentleman of fifteen was with us; he had ridden in front, and now turning on his horse, looked back with an expression only of impatience at the delay. It was the first time I had ever seen a woman flogged...

I glanced again at the perfectly passionless but rather grim business-like face of the overseer, and again at the young gentleman, who had turned away; if not indifferent he had evidently not the faintest sympathy with my emotion. Only my horse chafed...

Document 5

Source: Mary Polk Branch, Memoirs of a Southern Woman, description of the south in c. 1860 written c. 1900 **Our Social Life.**

Indeed, ours was a gay and free-from-care life. I can recall delightful summers at Old Point Comfort, and the Greenbrier White, in Virginia - winters in which I journeyed from my father's plantation, near Helena, Arkansas, to New Orleans.

There were palatial boats on the Mississippi river then, for there was no other way to reach New Orleans. At each landing, often at night, lighted by the pine torches on the bank, the roustabouts would roll aboard the heavy bales of cotton, singing as they crossed the gangway their gay negro songs, often throwing piles of wood into the roaring furnace as they raced with some other boat, which they were trying to pass, amid shouts of triumph, or cries of defiance for the rival firemen.

At their nearest landing, planters would come aboard with their wives and daughters to do their annual shopping in the "city," and the big boat would plow its way down the broad river with gay passengers laughing, dancing, singing, and many a love tale, told upon the guards until it rounded at the dock of delightful New Orleans - the city of camelias, cape jasmines and violets.

At Greenville, Mississippi, a large party came on board, of young planters paying their annual visit to their commission merchants, or with their sisters and sweethearts, going to enjoy the gaieties of the city.

Formerly all families of any prominence in the South knew of each other, so we soon formed one party, and they added much to our enjoyment.

Document 6

Source: The South in Olden Times, by Jabez Lamar Monroe Curry (1825-1903) was born in Lincoln County, Georgia and moved with his family to Talladega, Alabama when he was thirteen. In 1839, he enrolled at Franklin College, which later became the University of Georgia. He graduated in 1843 and entered law school at Harvard the following academic year.

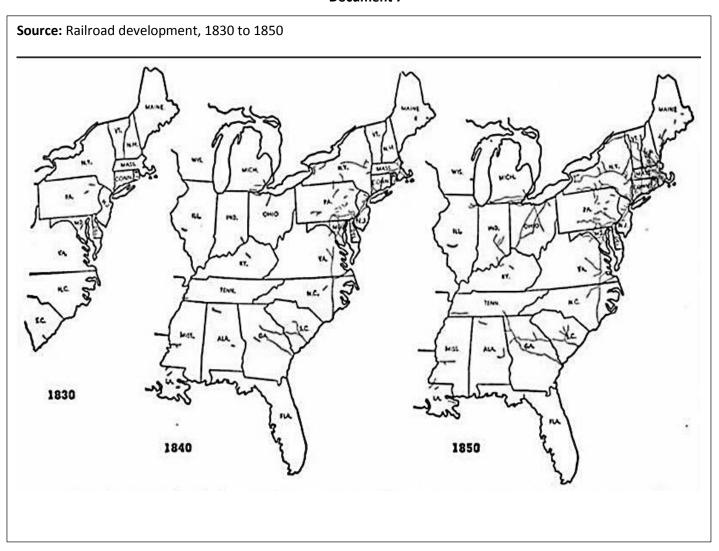
SOUTHERN CIVILIZATION.

The marked civilization which distinguished the South was not altogether due to slavery, but unquestionably it largely contributed to the creation and maintenance of certain social peculiarities which are rapidly disappearing. In proportion to the whole white population the slave-holders were few in number, and of those who owned slaves a very large majority owned only a few, from one to five. When slaves were held in numbers sufficiently large to give character to the plantation, some results were easily discovered. The estates were large and this necessitated overseers or subordinate managers, the concentration of labor on a few crops... Population was sparse, roads were neglected, free schools could not be established, and the estates became a species of baronies, where the lords of the manor exercised an inferior government quite apart from the general civil jurisdiction. That slaveholders were the leaders in politics and held many influential positions in the State and the Federal governments is not strange.

MAJORITY OF FARMERS WITHOUT SLAVES.

It is worthy of mention that nearly every person looked forward to the time when family work or cares would be lightened by the ownership of a slave. Still, I have known hundreds of lawyers, doctors, merchants, farmers, preachers, mechanics who did not in their own right possess slaves. The majority of farmers had no slaves, but sometimes hired them by the year. These farmers worked their own fields side by side with the negroes and their children. The widely prevalent notion that the cultivation of cotton and tobacco at the South is, or ever was, dependent upon negro labor is an error, unsupported by fact. Far more than half of the present ten million bales of cotton have been produced by white labor.

Document 7



Step 5: Revise your argument	thesis so that all the	documents and yo	ur additional histo	rical examples make c	one coherent

Step 6: Synthesis, Brainstorm with a classmate about another time in an American History when regional identity of a population isolated it culturally, economically and politically from the rest of the Nation. Explain how it is related to this topic in three to five sentences. (these will be the last sentences of your essay)

Step 7: create an outline of this essay.