Chapter 9

Louisiana's Antebellum Politics, Commerce, and Culture

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Section 1

Antebellum Politics
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The Antebellum Economy Pages 252-259

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Chapter Review

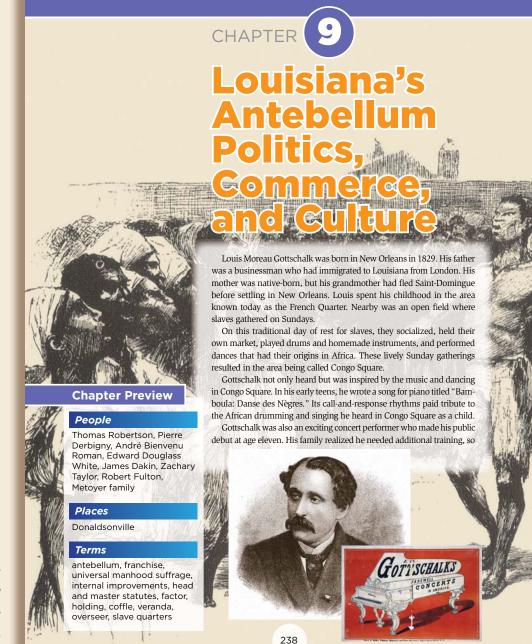
Pages 266-267

Discussion

Ask students: Which two vocabulary terms have a connection to voting? (franchise and universal manhood suffrage) Who has the right to vote today, but would have been excluded from voting in 1820? (white adult males who did not own property, white males ages 18-20, African Americans, and women)

Did You Know?

Louis Moreau Gottschalk, called in his day "the Chopin of the Creoles," was the first American pianist to gain international acclaim.



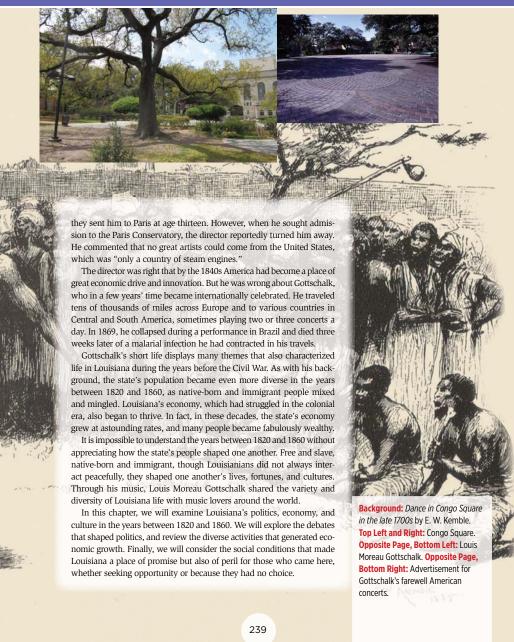
Teacher Note

An excellent website on Gottschalk can be found at www.gottschalk-pianist.com. It contains a detailed biography, several of his compositions, and additional links.

Connecting through Music

Play Marcha Solene Brazileira, a Louis Moreau Gottschalk composition, as students enter the classroom. It can be found at this website: www.the famouspeople.com/profiles/louis-moreau-gottschalk-382.php.





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In Other Words

conservatory—a school where students are taught music, theater, or dance

malarial infection—a serious disease that causes chills and fever and that is passed from one person to another by the bite of certain mosquitoes

Building 21st-Century Skills: Primary Sources

Have students read and interpret this Gottschalk diary entry describing his hectic performance and travel schedule:

Arrived half past eight at the hotel, took in a hurry a cup of bad tea, and away to business. One herring for dinner! nine hours on the train! and, in spite of everything, five hundred persons who have paid that you may give them two hours of poesy, of passion, and of inspiration. I confess to you secretly that they certainly will be cheated this evening.

Did You Know?

Louis Moreau Gottschalk died at age forty.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

In Other Words

manifest destiny—the belief that
American settlers were destined
to expand throughout the North
American continent (from the
Atlantic to the Pacific Ocean)

circumnavigate—to travel all the way around something (in this case, the world) in a ship, airplane, etc.

Underground Railroad—a system of cooperation in the U.S. by which slaves were secretly helped to reach freedom in the North or in Canada

Engagement

Samuel F. B. Morse sent the first telegraph message from Washington, DC, to an office of the B&O Railroad in Baltimore. Offer students extra credit for discovering the first four-word telegraph message sent by Morse. ("What hath God wrought?")

Using the Internet

Share with your students this photo gallery of Nottoway Plantation as found at this website: www.nottoway.com/photo_tour/nottoway-plantation-photos-9.htm. After viewing the photo gallery, ask students to list five words that come to mind when seeing the plantation images.

Signs of the Times



U.S. Expansion

Between 1845 and 1853, the United States achieved its "manifest destiny." With the addition of Texas (1845), the Oregon Territory (1846), the Mexican Cession (1848), and the Gadsden Purchase (1853), the United States controlled a vast area of land between the Atlantic and Pacific Oceans. Journalist John L. O'Sullivan first used the term "manifest destiny" in an 1845 story encouraging continent-wide expansion. New states added to the Union between 1836 and 1859 were Arkansas, Michigan, Florida, Texas, Iowa, Wisconsin, California, Minnesota, and Oregon.

Exploration

In 1826, the first U.S. warship to circumnavigate the world, the *Vincennes*, left New York. In 1840, Captain Charles Wilkes explored Antarctica and claimed it for the United States. In 1853, the U.S. Navy under Commodore Matthew Perry arrived in Japan, which had previously been closed to foreigners.

Music

Slave songs and spirituals were sung in the field to communicate and pass the time. Many songs, like "Go Down, Moses," had religious meaning. Other songs, like "Follow the Drinking Gourd" and "Wade in the Water," had secret messages that told slaves how to escape to freedom on the Underground Railroad. Stephen Foster composed his most famous songs—including "Camptown Races," "Oh! Susanna," and "Old Folks at Home"—during this era.

Background: This 1872 John Gast painting, American Progress, symbolizes the concept of "manifest destiny." Top Right: A Barnum and Bailey circus poster.

Entertainment

In 1835, P. T. Barnum began the first circus tour of the United States. In 1850, he introduced singer Jenny Lind, the "Swedish Nightingale," to America. In 1851, the United States participated in the first World's Fair in history, in London. In 1853, the first World's Fair in the United States opened in New York City.

BARHUM BAILEY GRENESY GRENESY GRENESY GRENESY GRENESY GRENESY

Architecture

This was the time in the South of beautiful white-columned plantation homes. Prime Louisiana examples that were built or remodeled during the antebellum period are Oak Alley, Houmas House, Evergreen, San Francisco, St. Joseph, Rosedown, and Greenwood. Nottoway, completed in 1859, is the largest antebellum mansion in the South.

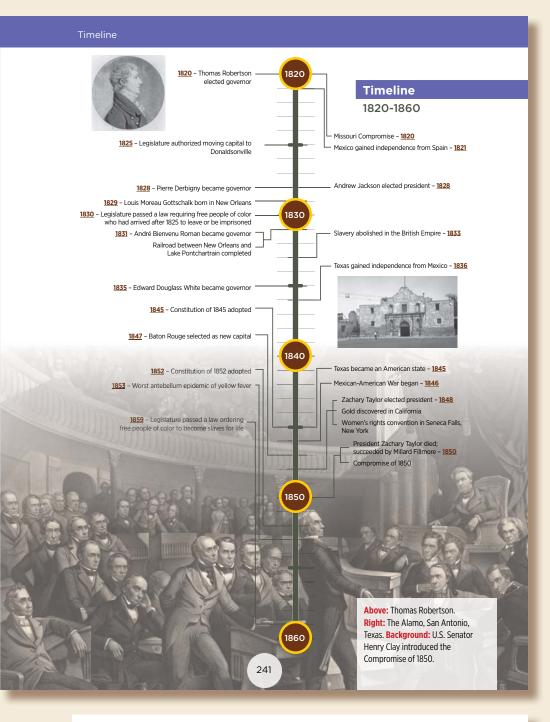
Education

Ohio's Oberlin College, founded in 1833, was a pioneer in the education of women and African Americans. It admitted women from its founding and regularly admitted African American students from 1835.

Inventions

Many practical inventions that are in use today were invented during the antebellum period. Cyrus McCormick invented a mechanical reaper for harvesting grain in 1831. Samuel F. B. Morse first demonstrated a practical telegraph system in 1844. Elias Howe patented the sewing machine in 1846. The safety pin was patented in 1849.

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Building 21st-Century Skills: Timelines

Instruct students to review the timeline and then ask them the following questions: Besides New Orleans, which two cities served as Louisiana's state capital during this period? (*Donaldsonville and Baton Rouge*) In 1840, William Henry Harrison became the first Whig Party member to be elected president. If you added Harrison's election as president to the timeline, between which two events would it be placed? (*between "Texas gained independence* from Mexico" and "Texas became an American state")

Higher Level Thinking

Ask students: According to this timeline, when was slavery abolished in the British Empire? (1833) Do you recall when the importation of slaves into the United States was prohibited? (1808) Do you know when slavery was abolished in the United States? (1865)

Looking Ahead

Have students make a list of the governors who are mentioned on this timeline, leaving room to write in more details after each name. As they go through the chapter, have them add facts that they learn about these Louisiana governors.

Section 1

Antebellum Politics

INTRODUCE

Outline

- A. Politics and Ethnicity
- **B.** Regional Tensions
- **C.** Separate Municipalities
- **D.** Political Parties
- E. Few Rights for Women
- F. Two State Constitutions

Materials

Textbook, pages 242-251
Student Workbook
Teacher Tech DVD
Lesson Plan
Guided Reading, 9-1
mystatehistory.com
Online Textbook

Bellringer

Post the Louisiana 1820 and 1860 census data on a screen or Smart Board:

Louisiana Census	1820	1860
Free Blacks	10,950	18,647
Slaves	69,084	331,726
Total	153,407	708,002

Ask students: What does this census data tell you about antebellum Louisiana?

Using Reading Skills: Vocabulary Enhancement

After explaining the derivation and meaning of the term *antebellum*, ask students: What term means "after the war"? (postbellum)

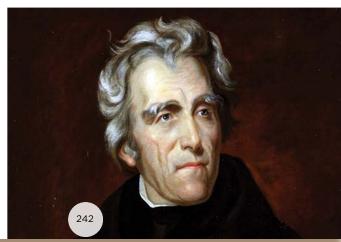
Section 1

Antebellum Politics

As you read, look for

- how ethnic rivalries between Creoles and Americans and between people in different regions shaped Louisiana politics in the antebellum era;
- the changing location of Louisiana's capital:
- characteristics of the Democratic, Whig, and American Parties;
- limits placed on women's right to vote and to control their property;
- two constitutions of the antebellum period;
- terms: antebellum, franchise, universal manhood suffrage, internal improvements, head and master statutes.

Andrew Jackson served as president of the United States for two terms (1829-1837) and changed the nation's politics in profound ways. He was so influential that some historians have come to call this period the Age of Jackson. Other historians refer to the years between 1820 and 1860 as the **antebellum** (before the war) period, because they are the decades that preceded the American Civil War. During this eventful era, Louisiana's politics sometimes followed national trends. On the whole, however, the state remained a place where politics were shaped principally by concerns, conditions, and cultures that were specific to Louisiana.



Right: Andrew Jackson was our nation's seventh president.

The word antebellum comes

from two Latin words: ante meaning "before" and bellum meaning "war."

Social Studies Standard 1—Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

- **8.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context
- **8.1.2** Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events

Politics and Ethnicity

Creoles and Americans remained the leading competitors for political power throughout the antebellum period. But the informal power-sharing arrangement, through which the office of governor would alternate between an American and a Creole, fell apart during the 1820s. For the eight years between 1820 and 1828, Americans dominated the office. Thomas Robertson, who was born in Virginia and first came to Louisian as an appointee of Thomas Jefferson, was elected in 1820. Many Creoles thought he focused on adopting laws and policies that favored Americans. Robertson resigned the governorship in 1824 but was followed in office by two more Americans.

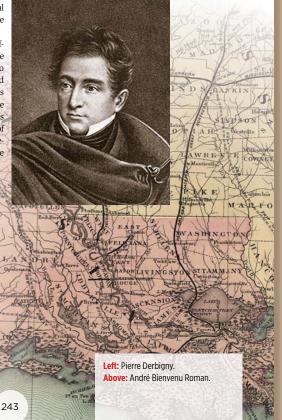
The Creole-American rivalry became even more complicated when a member of a new immigrant group gained the governor's office in 1828. Pierre Derbigny was born in France and was "foreign French," the term used to describe French-speaking immigrants who came to Louisiana directly from France beginning in the 1820s. Like the Acadians and

refugees from Saint-Domingue before them, the foreign French were fleeing warfare and political unrest. They were drawn to Louisiana because of its still-thriving French language and culture.

Derbigny died in a carriage accident shortly after taking office. The next elected governor was the Creole André Bienvenu Roman, who served two full terms (1831-1835 and 1839-1843), separated by the term of the American Edward Douglass White. Roman is credited with being one of the state's most effective antebellum governors. In his first term, he focused on improving the quality of levees and the state's rudimentary (basic, undeveloped) system of roads. He also supported the development of the state's first railroads.



Governor White's son, Edward Douglass White Jr., was also a prominent statesman. He was appointed to the U.S. Supreme Court in 1894 and served as chief justice from 1910 to 1921. Justice White is one of two Louisianians honored with statues in the National Statuary Hall Collection in the U.S. Capitol.



Using the Internet

A list of Louisiana governors (including their time in office, party affiliation, and a brief biography) can be found by going to **www.nga.org** and clicking "Governors," then "Former Governors' Bios." Follow prompts to find Louisiana governors.

Did You Know?

At the time of Governor Pierre Derbigny's death on October 6, 1829, the Louisiana constitution did not provide for a lieutenant governor. So the governorship devolved ex-officio upon (went to) Armand Beauvais—the president of the Louisiana Senate. The state legislature called for a gubernatorial election in July of 1830, which resulted in the election of André Bienvenu Roman.

Did You Know?

Donaldsonville was named after William Donaldson, a landowner and planter who commissioned the planning of a new town in 1806.

Using the Internet

Share with your students this video (14:33) on Louisiana's Old State Capitol Building and Louisiana's political history as found at this website: www.youtube.com/watch?v=O-NS6QiQ4dE.

Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

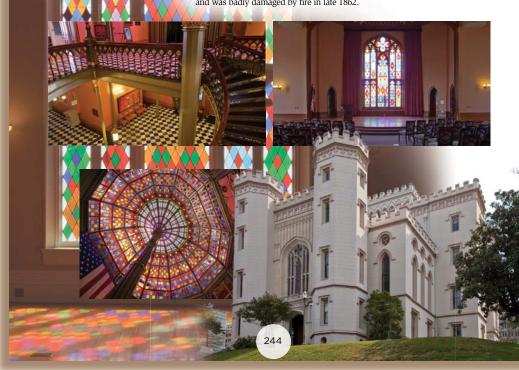
8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Below: Views of the State Capitol in Baton Rouge, built between 1847 and 1852. The stained-glass dome and the grand staircase were added when the building was restored in 1882, years after its destruction by fire in 1862.

Regional Tensions

Besides the ethnic rivalries among Creoles, Americans, and the foreign French, there were other tensions that affected the state's politics. Major disagreements developed between people who lived in different areas in the state. Voters in North Louisiana believed that New Orleans, which they saw as the Creole capital, had too much influence over the state's politics. They tried to address this unfairness by moving the capital away from New Orleans, in the belief that this would reduce the city's power. In 1823, English-speaking legislators made their first attempt to change the capital's location. They were not successful until 1825, at which time they were able to pass legislation moving the capital to Donaldsonville. It took five years to complete the construction of a facility in which they could meet. Despite these efforts, the legislature met in Donaldsonville for only one term, and returned to New Orleans the following year.

In 1847, the rural legislators tried again to move the state government. This time, they selected Baton Rouge as the new capital. In order to protect their political victory, they allocated funds for the design and construction of an impressive capitol building. Architect James Dakin designed the distinctive, castle-like building that still stands on a high bluff overlooking the Mississippi River. Although the building's design received mixed reviews, it would remain the state's capitol until the Civil War sent the state government into exile. The building was occupied by Union troops and was badly damaged by fire in late 1862.



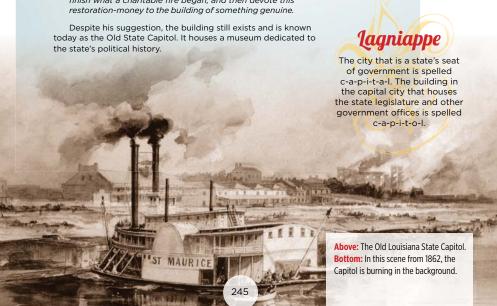
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Spotlight Mark Twain's Description of the Louisiana Capitol

Samuel L. Clemens wrote many books under the pen name Mark Twain, including The Adventures of Tom Sawver and The Adventures of Huckleberry Finn, published in the 1870s. Twain took a long trip down the Mississippi River in the years after the Civil War and recorded his thoughts about people and places along the river. His account included a humorous but unflattering description of Louisiana's Capitol building, which was still suffering from the fire damage of 1862. Twain wonders why such a sham (fake) castle could still exist in a time of factories and locomotives. Then he gives his suggestion for how the "whitewashed castle" should be destroyed! Here is how Twain expressed his feelings about the building in his memoir. Life on the Mississippi, which was published in 1883:



It is pathetic enough, that a whitewashed castle, with turrets and things—materials all ungenuine within and without, pretending to be what they are not—should ever have been built in this otherwise honorable place; but it is much more pathetic to see this architectural falsehood undergoing restoration and perpetuation in our day, when it would have been so easy to let dynamite finish what a charitable fire began, and then devote this restoration-money to the building of something genuine.



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Discussion

Ask students: Do you agree with Mark Twain's description of Louisiana's Old State Capitol Building as a "little sham castle"? Why or why not?

Further Reading

A copy of *Life on the Mississippi* can be downloaded at **www.gutenberg. org/files/245/245-h/245-h.htm**. Have students look through the Table of Contents and pick out an interesting chapter to read. Then have them summarize and discuss their selection.

Did You Know?

The city of Baton Rouge donated a \$20,000 parcel of land for the construction of the capitol building. The state legislature commissioned architect James Dakin to design a capitol building that could be constructed at a cost no greater than \$150,000.

Building Vocabulary

Be sure that students realize there is only one meaning of *capitol* but there are several meanings of *capital*. Go over these examples with them:

- The top of a classical column is called its capital.
- Sentences begin with a <u>capital letter</u>.
- The city that is the seat of government is the <u>capital</u>.
- A <u>capital crime</u> is punishable by death.
- A <u>capital resource</u> is a tool used in the production of goods and services
- "I'm enthusiastic about your plan. That is a <u>capital idea!</u>"

Teacher Note

An 1845 map of New Orleans' three municipalities can be found at this website: www.loc.gov/resource/g4014n.ct000243/.

Higher Level Thinking

Ask students: Which of New Orleans' three municipal districts was given the following unflattering prefixes: "The Old," "The Poor," "The Dirty," and, sarcastically, "The Glorious"? (the Third District) What was one of the consequences of the municipality system? (There was an increase in ethnic and social tensions.)

Did You Know?

This famous cartoon would have appealed to members of the Whig Party, the opponents of Andrew Jackson's Democratic Party. It shows Andrew Jackson not as a president but as a tyrannical monarch, "King Andrew the First." Standing in front of his throne and wearing regal robes instead of democratic clothing, he holds a scepter—a symbol of power—in his right hand and the Veto in his left hand. His pose resembles the king on a playing card.

The cartoon was drawn after Jackson's controversial veto of Congress's bill to recharter the Bank of the United States in 1832 and his order to remove federal deposits from the bank. He is shown stomping on the U.S. Constitution and on the coat of arms of Pennsylvania (where the United States Bank was located). Nearby lies a book called Judiciary of the U[nited] States.

Separate Municipalities

Political tensions were not confined to disputes between New Orleans and the rest of the state. In fact, competing ethnic and neighborhood identities within the city splintered city governance and led to the creation of three separate municipalities. The French Quarter, largely inhabited by Creoles, became the first district. The second district was composed of neighborhoods above Canal Street and was the area identified with Americans who had settled there in large numbers. The third district was downriver from the French Quarter and was identified with working-class people, many of them recent immigrants. Each district had its own separate council. Thus, the state's biggest city was essentially administered as though it were three distinct entities between 1836 and 1852.

Political Parties

Right: Strong feelings about President Andrew Jackson contributed to the rise

in political parties in the 1830s. Many

like a king than a president.

of his critics felt Jackson behaved more

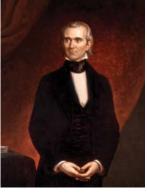
Ethnicity and regional identities were two factors that shaped political alignments. But as the 1830s began, identification with political parties also played a role in how voters made their decisions.



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Democrats

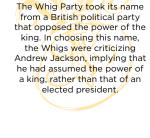
Andrew Jackson's presidency lasted only eight years, but differences in how people felt about Jackson and his policies defined the nation's political party system through the late 1850s. Those who supported Jackson came to be known as Jacksonian Democrats or Democratic Republicans. Over time, they came to be known simply as Democrats. Members of that party tended to favor smaller government and programs designed to support common people and their interests, rather than the interests of businesses or banks. Democrats also tended to prefer widespread political participation rather than a narrow **franchise** (right to vote) that favored property owners and the wealthy. They sought a broad franchise with few, if any, requirements for



voting, so long as one was a free white man who had reached the age of twenty-one. This approach to granting voting privileges to the masses of American men is referred to as **universal manhood suffrage**.

Whias

The main faction that emerged to oppose the Democrats *coalesced* (came together) into the Whig Party in the mid-1830s. In contrast to the Democrats, the Whigs tended to favor business and banking interests over the rights of the common man. Whigs also sought government support for the development of the *infrastructure* (roads, bridges, canals, etc.), which they referred to as **internal improvements**. Whigs believed internal improvements would make doing business easier and make the nation more prosperous. In Louisiana, many sugar planters were drawn to the Whig Party because of its support of a sugar tariff. Sugar planters liked the idea of a tax on imported sugar that would make their locally grown sugar more competitive. The Whigs remained a viable political party until the mid-1850s, when tensions over sectional politics and the expansion of slavery into new territories split the party into northern and southern factions.



Lagniappe



elected in 1844, was the last of the "Jacksonian" presidents. Polk served one term and was succeeded by Louisiana's Zachary Taylor. Left: Zachary Taylor and Millard Fillmore were the Whig presidential and vice-presidential candidates in the 1848 election.

Above: James K. Polk. who was

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Engagement

Unfortunately for the Whig Party, the only two candidates from this party elected to the presidency both died in office. Offer students extra credit for identifying these two presidents. (William Henry Harrison and Zachary Taylor)

Using Reading Skills: Organizing Information

Instruct students to read about the two major political parties of this era (Democratic Party and Whig Party). Next, have students create a table with columns labeled "Democratic Party" and "Whig Party" and with rows labeled "Origin of the Party," "Constituency Groups," and "Positions." Have students fill in the table with relevant information. Student tables should contain this information:

DEMOCRATIC PARTY Origin of the Party

Originally called Democratic Republicans and, later, Jacksonian Democrats. Ultimately, the name was simplified to the Democratic Party.

Constituency Group

"Common people"

Positions

Smaller government, programs for the common people, universal manhood suffrage

WHIG PARTY Origin of the Party

Originally, the Whig Party was founded in Great Britain. This name was adopted by opponents of President Andrew Jackson.

Constituency Group

"Business and Banking Interests"

Positions

Government support for internal improvements; favored business growth, sugar tariff

Using the Internet

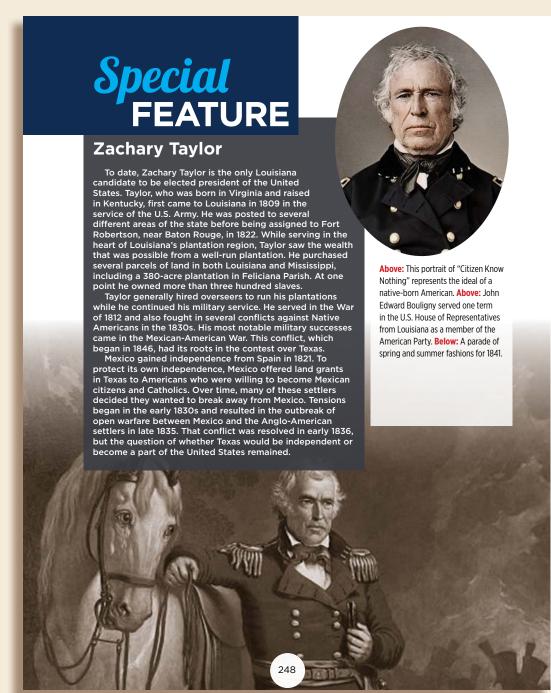
Share with your students this video (3:39) overview of Zachary Taylor's life as found at this website: www.biography.com/people/zachary-taylor-9503363.

Did You Know?

Feliciana Parish was created in 1810 out of the West Florida territory. The parish extended from the Mississippi to the Amite River. The town of Jackson (named after Andrew Jackson, the hero of the Battle of New Orleans and future president) served as the parish's Seat of Justice. In 1824, the state legislature—prompted by residents in the western part of the parish who had difficulties traveling east—divided the parish (along Thompson Creek) into East Feliciana Parish and West Feliciana Parish.

Diverse Learners

Divide your class into heterogeneous groups of three students. Allow each group to select one of the three major candidates for the Presidential Election of 1848: Zachary Taylor (Whig), Lewis Cass (Democrat), and Martin van Buren (Free-Soiler). Next. advise students that they are to create an Election of 1848 campaign poster for their candidate. This poster must contain the following elements: candidate's name, political party name, year of the election, campaign slogan (of their own creation) containing a historical fact related to their candidate, two images (related to their candidate), and three platform statements the candidate supports.



Teacher Note

A resource guide (including website links) for the Presidential Election of 1848 can be found at this website: www.loc.gov/rr/program/bib/elections/election1848.html.

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Using the Internet

Have students learn about the Texas Annexation and the Mexican-American War through an interactive "Timeline Map: War Years" website: www.pbs.org/kera/usmexicanwar/timeline_flash.html.

Using the Internet

In June of 1991, Zachary Taylor's body was exhumed. Share with your students this article that can be found at http://query.nytimes.com/gst/fullpage.html?res=9E0CEFDD1F38 F93BA25755C0A967958260. After students read the article, have them answer the following questions:

- **1.** Why was Zachary Taylor's body exhumed? (to determine if he was assassinated)
- 2. Why was assassination suspected as a cause of Taylor's death? (He was a healthy man so his sudden death was surprising; proslavery factions wanted to silence him because he opposed the extension of slavery.)
- **3.** What samples of Taylor's body were tested? (hair, fingernails, and bones)
- **4.** How are the symptoms of arsenic poison similar to the symptoms Taylor experienced? (*He had severe gastrointestinal symptoms, which were similar to symptoms of arsenic poisoning.*)

Once students have answered the questions on the reading, share this video (7:18) on the outcome of the Taylor exhumation as found at this website: www.c-spanvideo.org/program/Exhu.

Using Photos and Illustrations

Have students examine the portrait of "Citizen Know Nothing." What details in this portrait make this citizen the ideal of a native-born American?

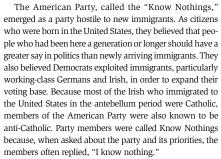
Reviewing Vocabulary

Ask students: Do you remember the definition of *propaganda* that you learned in Chapter 4? (*information spread widely in order to promote or discourage a particular proposal or political point of view*) Do you think that the American Party spread propaganda about the immigrant population and about the Democratic Party who "exploited" them? Were party members justified in their hostility toward new immigrants?

Reviewing the Timeline

Have students revisit the timeline on page 241 and find an item that relates to women's rights. (1848: Women's rights convention in Seneca Falls, New York) Students can visit the National Portrait Gallery website, www.npg.si.edu/col/seneca/senfalls1.htm, and read about this convention. Have them write five interesting facts they learned from their reading. Ask: From the time of this convention until the time when women won the right to vote in the United States, how many years elapsed? (1920-1848= 72 years)

The American Party



By the late 1840s, large numbers of new immigrants played a tremendous role in the nation and in Louisiana. Irish and German immigrants made up half the population of New Orleans by 1850. Despite the American Party's numerical disadvantage, its candidates, who employed a combination of force and voter intimidation, controlled politics in New Orleans from 1854 until the outbreak of the Civil War in 1861.



Top: This portrait of "Citizen Know Nothing" represents the ideal of a native-born American. Above: American Party member John Edward Boulingy represented Louisiana for one term in Congress. Below: Spring and summer fashions for 1841.

Few Rights for Women

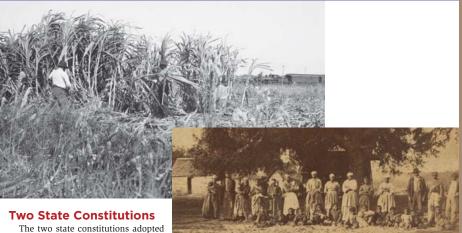
Even with universal manhood suffrage and a growing diversity in political parties, the vote for women was nearly a century in the future. Although virtually all free white men gained the vote during the antebellum period, women were not believed to be interested in politics or capable of understanding political issues. The small numbers of women who did seek the vote were largely confined to the urban North. Most people believed that a woman's proper place was in the home. In Louisiana, this belief took the form of head and master statutes. Under these laws, when a woman married, her husband became her head and master, as her father had been before the marriage.

Due to civil law practices dating from the colonial period, a woman or her family did have the option to obtain a separate property agreement before marriage, through which the property and wealth she brought to the marriage would remain her own. If a woman failed to make a separate property agreement beforehand, all of the property she brought to the marriage became community property, and a husband could dispose of it without his wife's knowledge or permission.



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Section 1: Antebellum Politics



The two state constitutions adopted during the antebellum period reflected the

tense competition among political parties and between New Orleans and the rest of the state. The Constitution of 1845 reflected the Democrats' desire to write universal manhood suffrage into the state's fundamental law. Democrats also succeeded at limiting state aid to private enterprises.

The tensions between New Orleans and the rest of the state were also reflected in the 1845 document. Democrats in New Orleans preferred to use the total number of registered voters to determine the *apportionment* (distribution) of seats in the state legislature. Planters preferred that total population numbers, including slaves, be used as the basis for determining those numbers. The 1845 Constitution came to a compromise by allocating seats in the state House of Representatives based on registered voters and in the Senate based on total population, including slaves.

As a compromise document, the Constitution of 1845 pleased almost no one, so a new constitution was adopted in 1852. Although the new constitution retained the Democratic priority of universal manhood sufrage, it reasserted Whig priorities like government support for business endeavors, particularly those related to banking and internal improvements. Whigs argued that roads and railroads would expand opportunities for commerce and the development of wealth.

Reviewing the Section

- Define in sentence form: antebellum, franchise, internal improvements.
- 2. Why did voters in North Louisiana want to move the capital away from New Orleans?
- 3. Which political party favored the "common man" and which favored "big business"?

Top: Louisiana slaves performed the difficult work of cutting sugarcane. The state's sugar crop was a source of livelihood for 500,000 people. Above: Planters wanted their slaves to be counted as population for the purposes of apportioning seats in the legislature.

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Higher Level Thinking

What is the cruel irony of planters demanding that slaves count as part of the population for reapportionment purposes in the state legislature? (In the system of slavery practiced in antebellum Louisiana, slaves were denied all rights including, of course, the right to vote.)

Discussion

Instruct students to read about the two state constitutions of this era. Then, have them create a T Chart, labeling the left side "Constitution of 1845" and the right side "Constitution of 1852." Ask students to compile a list of the characteristics of each constitution. Use this list as a basis for discussion.

ASSESS

Answers to "Reviewing the Section"

- 1. Antebellum means "before the war." It refers to the time in nineteenth-century America before the Civil War began in 1861. The **franchise** is the right to vote. **Internal improvements** is a term that refers to infrastructure development—things like roads, bridges, and canals.
- 2. Voters in North Louisiana believed that New Orleans, which they saw as the Creole capital, had too much influence over state politics. They thought that moving the capital away from New Orleans would reduce the city's power.
- **3.** The Democratic Party favored the "common man," and the Whig Party favored "big business."

Section 2

The Antebellum Economy

INTRODUCE

Outline

- A. Commerce
- **B.** Transportation
- **C.** Agriculture
- D. Slavery as a Labor System
- E. Buying and Selling Slaves

Materials

Textbook, pages 252-259
Student Workbook
Teacher Tech DVD
Lesson Plan
Guided Reading, 9-2
mystatehistory.com
Online Textbook

Bellringer

Hand students a sticky note as they walk into the classroom. Post this number and question on a screen or Smart Board: "21,176" and "What is the significance of this number in our study of antebellum Louisiana? Make you best guess." (According to the U.S. Census Bureau, the population of New Orleans in 1820 was 27,176.) Allow a cross-section of the class to offer their "best guess" as to the significance of this number. Next, inform students that this number was the population of New Orleans—the fifth largest city in the United States at this time.

Section 2

The Antebellum Economy

As you read, look for

- how the development of the steamboat helped New Orleans become a leading U.S. port;
- the importance of factors and bankers in Louisiana's antebellum economy:
- different climate and labor conditions for growing sugar and cotton;
- the growth of slavery as both a labor force and an economic phenomenon;
- terms: factor, holding, coffle.

Whether one supported Democratic, Whig, or Know Nothing economic policies, no one could dispute that the state's economy thrived during the antebellum period. During this era, New Orleans became one of the nation's largest cities and most economically important ports. Some people made vast fortunes in *facilitating* (making possible) this trade. Others became wealthy through agriculture, particularly the production of sugar and cotton for export.

Commerce

Below: New Orleans, 1841.

Although upstate residents sometimes resented New Orleans, there was no way to dispute its economic importance. The port at New Orleans was a booming, bustling center for imports and exports. All Louisiana residents and planters relied on it to some degree or another. In fact, the port at New York City was the only one that did more business during the antebellum period. The profitable commercial activity at the port of New Orleans gave rise to the complimentary nickname, Queen City of the South

Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history

8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Section 2: The Antebellum Economy

Factors

Planters and their families often spent a part of the year in New Orleans, especially during the winter social season, but plantation business went on year-round. When planters returned home, they relied on the skills and knowledge of financial representatives called factors. A **factor** oversaw the arrival of shipments of sugar and cotton, advised the planter on the best moment to sell, and arranged for boats to ship their client's crop to its final destination. Some even arranged for the purchase and shipment of building materials and furnishings for those luxurious plantation homes.

A knowledgeable factor was key to a planter's success. He often loaned the client money for seeds and supplies. However, if a planter's crop failed and he could not repay the loan, the factor could foreclose on the planter's property. After the economic downturn of the late 1830s, many factors also became planters when they acquired the land and slaves of their former clients.

Banks

Banks and bankers were also essential to Louisiana's antebellum economy. The banking system that developed was critically important in making capital resources available to support the development of businesses in both urban and rural parts of the state. Banks made the loans or sold the bonds that made the construction of public and private buildings and infrastructure projects possible. They also loaned money to planters so they could buy new land and equipment, or build upgraded production facilities like sugar houses.

Transportation

Well into the twentieth century, water routes remained the preferred method for transporting people and goods from one part of the state to another. Although Louisiana had always depended on water travel, those routes became more productive in the antebellum period, due principally to the development of the steamboat.

Below: Two scenes of the New Orleans waterfront in the 1850s.



Notes ______

Using Reading Skills: Drawing Inferences

Why would planters and their families spend "a part of the year in New Orleans"? (They would leave the area in the summer for a cooler climate while also avoiding the seasonal epidemics.) Which part of the year would they spend in New Orleans? (winter)

Using Reading Skills: Interpreting Quotations

Ask students to interpret one planter's description of Louisiana roads during this period: They would be "easy for a bird, practicable for a mule, but just about impossible for anything on wheels."

Developing Writing Skills

Project this writing prompt on a screen or Smart Board: Yesterday, I walked down to the port, and I couldn't believe all the activity I observed there. Have students use one of the pictures on this page as a basis for their observations. They should write a one-page descriptive paragraph(s) about the port scene. Encourage them to make use of all their senses: sight, sound, smell, taste, and touch.

After students have completed this writing assignment, ask for volunteers to share their responses.

In Other Words

Bon Sejour—the French words for "Good Stay" or "Good Visit"

Using the Internet

Ask students to read and take notes on the entry on steamboats found at this website: www.britannica.com/EB checked/topic/564552/steamboat. Encourage students to watch the brief video and look at images of steamboats provided.

Did You Know?

From 1815 to 1835, more than 3,000 miles of canals were constructed in America.

Did You Know?

One example of the challenge of railroad construction in antebellum Louisiana is the West Feliciana Railroad, which connected St. Francisville (and Bayou Sara Landing near the Mississippi River) with Woodville, Mississippi. The railroad—some thirty-six miles in length—took fourteen years (1828-1842) to complete at a cost of \$450,000. In spite of its cost, the West Feliciana Railroad remained the oldest standard gauge track in the United States until its abandonment in 1978.

Steamboats

Between 1769 and 1811, multiple men developed the technology that led to the age of steamboat travel. In 1811, Robert Fulton and Robert Livingston designed and built a steamboat they named the *New Orleans*. After successfully navigating the Ohio and Mississippi Rivers, the *New Orleans* arrived in its namesake city on January 10, 1812. Only 20 steamboats

arrived at the port in 1814. By 1834, that number had risen to 1,200 arrivals, suggesting how important the steamboat was in the growth of the port of New Orleans.

Due to the development of canals, steamboats also began to *ply* (travel regularly over) smaller bodies of water. Private investors were the first people to construct canals in this period. They took the

this period. They took the risk and planned to make their money back by charging users a transportation-access fee called a toll. By the 1830s, the state was actively supporting the development of new canals. In 1831, public and private investors worked together to establish a bank whose primary purpose was to *underwrite* (finance, bankroll) the construction of the New Basin Canal in New Orleans. The canal was designed to provide easy access for boats and barges between Lake Pontchartrain and the interior of the city, opening an alternate route for trade and transportation.



Lagniappe

Robert Livingston, who partnered with Robert Fulton to build the steamship New Orleans, was the same man who, as U.S. ambassador to France, had helped negotiate the Louisiana Purchase. He and Fulton experimented together on steamboat design in France. Back in America, Fulton married Livingston's niece. Together, the men built the first U.S. commercial steamboat, the Clermont, and later built the New Orleans.

Top: A steamboat was propelled by a large paddlewheel. Opposite Page, Bottom: Oak Alley (originally named Bon Sejour) was a prosperous sugar plantation in St. James Parish belonging to the brother of Governor André Bienvenu Roman.

Dailroad

Railroad development also began during the antebellum period. A six-mile route between the city of New Orleans and Lake Pontchartrain was completed in 1831. Still, even on such short routes, there were many glitches. Trains often derailed, and passengers were often forced to get out and help return the train to its tracks. As with the development of canals, the state began to assist or work together with private businesses to develop railroad lines in Louisiana. The hope was that, by connecting Louisiana with economic centers in other states, even more business could be created. However, railroad development remained in its infancy in the antebellum period. Much of the progress that had been made was lost during the Civil War when Union and Confederate forces fought over access to railroad routes, or destroyed them to keep their opponents from benefiting from their use.

Agriculture

Although all kinds of people and goods traveled into and out of the port of New Orleans, sugar and cotton were the two main crops that underwrote the port's success and made so many Louisiana planters prosperous.

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Section 2: The Antebellum Economy

Sugar

Because it needed a longer, warmer growing season, sugar tended to be raised no further north than Alexandria. It also tended to be grown in a plantation setting because it required more land, labor, and infrastructure to be grown profitably. Thus, sugar planters needed a certain amount of capital to purchase the land and labor force and to develop the facilities for turning sugarcane into granulated sugar. Sugar cultivation was labor intensive at all stages, but harvesting and processing it were particularly difficult. Louisiana planter Joseph Dubreuil de Villars wrote that sugar cultivation required "large plantations, long and hard work, expensive equipment, and such a quantity of men that anyone undertaking its cultivation by day-laborers would be ruined within a year."

Cotton

It was possible to raise cotton in all parts of the state, but its cultivation was concentrated in the cooler region north of Pointe Coupee. Cotton production more than doubled in Louisiana between 1840 and 1860. In the latter year, the state's farmers and planters produced one-sixth of the nation's cotton.

Cotton was raised in plantation settings, but because it required less investment in infrastructure, it could also be grown profitably on smaller farms. Whether cotton was grown by slaves or farm families, its production continued for much of the year. As soon as the weather grew warm, cotton was planted by hand. Then the near-constant hoeing began to keep the rows free of weeds. By late summer, picking began, and once the cotton was cleaned and processed into bales, it was shipped to New Orleans for sale to domestic and international markets.

Plantations and Small Farms

While we tend to associate the antebellum period with large plantations and slavery, only about a quarter of southern families actually owned slaves. Although slave owners were not a majority of the population, owning slaves was a central economic *aspiration* (ambition, goal), and many people believed it was the surest route to prosperity.

Slightly more than half of all slaves in Louisiana lived on plantations, but the agricultural output from plantations far exceeded the output of small farmers. While only 52 percent of slaves lived and worked on plantations, their labors produced 75 percent of the export crops produced in Louisiana and other slave-holding states.



Learning through Video The website www.voutube

The website www.youtube.com/watch?v=3GerfuuOQGk has an excellent video (13:25) called "Raising Cane in Louisiana." It covers the early history of sugar in Louisiana, shows how sugarcane is planted and harvested today, and demonstrates the refinement process. Teacher Note: Footage toward the end of the video advertises the "health benefits" of sugar. Have students take notes as they watch the video, then discuss what they have learned.

Did You Know?

Eli Whitney's invention of the cotton gin (in 1793) made the cleaning of short-staple cotton more efficient and, therefore, more profitable. The term "gin" and "ginning" is the *aphetic* (the loss of an unstressed vowel at the beginning of a word) form of the word "engine."

Using the Internet

Share with your students this video (2:00) of the inner workings of a cotton gin as found at this website: http://havefunwithhistory.com/movies/cottonGin.html.

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Discussion

Ask students: What are some terms and phrases used as synonyms for *slavery*? (Answers might include *bondage*, *enslavement*, *involuntary servitude*, *peculiar institution*, *servitude*, *and subjugation*.)

Engagement

Ask students to define *slavery* in their own words. Post these definitions around the classroom. Next, discuss places where slavery takes place today. Guide students in understanding that slavery, in one form or another, still exists in today's world, particularly in some third-world countries.

Using the Internet

Share with your students this video (3:01) on the origins of slavery in America as found at this website: www. history.com/topics/black-history/slavery/videos/origins-of-slavery.

Using Reading Skills: Organizing Information

Instruct students to read the passages about slavery in this chapter. Next, ask students to create a four-column table labeling a different type of slave at the top of each column (e.g., artisans, field hands, domestic slaves, and urban slaves). Instruct students to record facts about each type of slave, such as a description of their labor, living quarters, and level of supervision.

Slavery as a Labor System

In the antebellum period, slaves were legally classed as property, and the plantation labor system was shaped around the assumption of slave labor. Work lay at the center of a slave's existence, but the particular labor that a slave did depended on a number of different circumstances.

Plantation Slavery

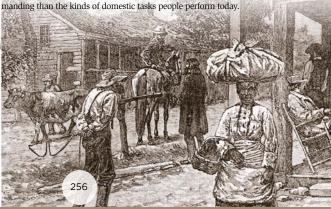
Work routines for plantation slaves varied considerably based on the kind of cash crop they produced. The size of a holding also played a role. A **holding** refers to the number of slaves who lived and worked for a single master. If a slave was part of a large holding, individuals tended to work in a more specialized fashion. Thus, on a large plantation, a slave might be trained to do very specific work as a blacksmith or horse trainer. Other slaves were assigned to perform domestic tasks like cooking, cleaning, or taking care of large plantation homes and the master's family. Only one percent of planters owned one hundred or more slaves.

If a slave was part of a smaller holding, individuals were expected to perform a number of different jobs depending on the needs of their owners at various points in the year. Most slaves lived in small rather than large holdings. In very small holdings, farm families sometimes labored alongside their slaves during the busiest times of the year.

Urban Slavery

In an urban area like New Orleans, slaves did a dizzying array (assortment, range) of jobs. Some slaves worked on the waterfront, loading and unloading boats with cotton, sugar, and other imported and exported goods. Others were rented out by their masters for day labor tasks or were assigned to run businesses, like rooming houses or taverns. Sometimes slaves were hired out for a year or more. During that time, the master took the majority of the earnings, but in some cases, slaves kept a small percentage of their rental fee.

Female slaves, who in New Orleans were the majority, often did domestic work, caring for a home and the needs of its family. However, nineteenth-century housework was quite different and much more de-





Top: Cotton fields required extensive slave labor throughout the year. Above: This notice advertises the auction of slaves of a deceased plantation owner. These slaves could be purchased on credit, with 1/3 down and the remainder paid within 12 months. Right: Urban slaves did a wide range of jobs.

Notes			



In Other Words

lithograph—a print made by lithography, which is a method of printing from a flat surface (smooth stone or metal plate) that has been prepared so that only the areas meant to print will take the ink

Using the Internet

Share with your students this interview of Oliver Blanchard, a former slave, as found at this website: http://memory.loc.gov/mss/mesn/161/161.pdf. Using the information gathered from the textbook, ask students to categorize Blanchard's servitude (artisan, field hand, domestic slave, or urban slave). Also, have students note additional information learned about slavery from reading this interview.

Developing Writing Skills

Have students choose one of the people in the picture that depicts a slave father sold away from his family. (They could choose the mother, father, plantation owner or wife, or someone in the background.) From that person's point of view, write a paragraph describing what you remember about that day.

Notes	

In Other Words

external slave trade—importing slaves from outside the United States

Using the Internet

An 1835 New Orleans slave auction handbill can be found at this website: http://xroads.virginia.edu/~ma02/ harris/utc/lesson5_neworleans.html

Creative Thinking

Write the words "Slave Market" vertically on the board. Then, have students think of adjectives that express the feelings slaves would have had while being on display at a slave market. Some words might be as follows:

S = Sad

L = Lonely

A = Angry

V = Victimized

E = Emotional

etc.

Using the Internet

Invite students to read this account of a New Orleans slave auction, by Solomon Northup, as found at this website: http://historymatters.gmu. edu/d/6230/. This is an excerpt from Northup's Twelve Years a Slave.

Ask students if they—or their parents—have seen the movie Twelve Years a Slave. How did they feel about this movie?





Top: Scenes in the life of a plantation

slave. Below: Men in a coffle were

chained together to keep them from

Buying and Selling Slaves

The buying and selling of slaves became an additional and important part of the state's economy, particularly in New Orleans, which was home to the South's largest cluster of slave markets. As people moved west, large numbers of new slaves were required to clear the land and raise the cash crops. Because the external slave trade had been outlawed in 1808, slaves often had to be moved to the Deep South from states of the Upper South. Sometimes they were marched overland in a large group called a coffle. Men, who were considered more likely to escape, were chained together, while women and children walked unchained but closely supervised.

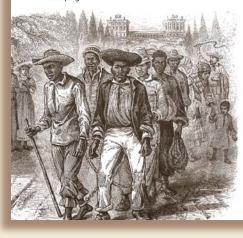
Other slaves were shipped southward on boats from port cities like Norfolk and Charleston, or they traveled downriver toward New Orleans. \\ In fact, the commonplace phrase "sold down the river" emerged in this period when many slaves literally were transported down the river to be sold in the slave markets at New Orleans.

Slave Markets

Because of its key location and many commercial and banking establishments, New Orleans became the center of the slave trade in the Deep South. The slaves of a master who died were often sold in a group at a public auction to pay off any remaining debts. In this scenario, a

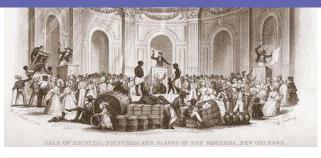
master's entire holding could be sold off in the same way that personal property—like paintings, furniture, and real estate-were sold.

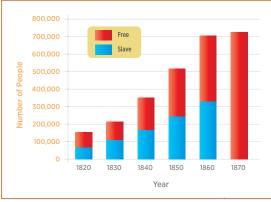
While many people think of slave sales being conducted by an auctioneer, with slaves going to the highest bidder, most slave sales took place between a broker and a single buyer in private slave markets concentrated in the business district just above Canal Street. The season for slave selling was September to April. This avoided the hottest and most disease-prone months of the year. Illustrations from the period show slaves on display in front of slave markets. Many were dressed in simple suits and calico dresses. Slave brokers kept detailed records that have allowed historians to better understand what this process was like for all the parties involved.



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Section 2: The Antebellum Economy





Population of Louisiana, 1820-1870 Why were all Louisianians free by the 1870s?

Slavery as an Economic System

This points to an important aspect of slavery that is often overlooked. Although slavery was a labor system, it was also an important economic *phenomenon* (an observable fact, occurrence, or circumstance). Slaves were used as financial assets as well as laborers. If a plantation owner went into debt, he or she was more inclined to sell a slave rather than land. Because slavery was such a thriving business, new slaves could be purchased if a master's financial situation improved.

As antislavery sentiment grew in the North, the market for slaves grew ever more active in the South. As the demand rose, the prices of slaves rose steadily. In some places, the prices paid for slaves tripled in the years between 1810 and 1860.

Reviewing the Section

- 1. Define in sentence form: factor, holding, coffle.
- 2. Why was sugar grown only in South Louisiana, and why was it grown on plantations?
- 3. What types of jobs did urban slaves perform?

Above: Slaves were considered property and were bought and sold at auctions, as seen in this engraving of the Rotunda in New Orleans.

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Notes

Higher Level Thinking

Ask students: Why did the price of slaves increase throughout the antebellum period? (There was an increased demand for slave labor as profits from cash crops, like cotton, rose; meanwhile, the supply of slaves was adversely affected when the importation of slaves was outlawed in 1808.)

Answer to Figure 9.1 Skill

because slavery was abolished when the Thirteenth Amendment to the U.S. Constitution was ratified in 1865

ASSESS

Answers to "Reviewing the Section"

- 1. A factor was the financial representative of the planter. He could oversee the arrival of shipments, advise the planter when to sell his crop, arrange for boats to ship the crop, arrange for the purchase of materials and furnishings for plantation homes, and loan the planter money for seeds and supplies. A holding refers to the number of slaves who lived and worked for a single master. A coffle was a large group of slaves who were marched overland from states in the Upper South to the Deep South. Men were chained together, but women and children walked unchained but closely supervised.
- 2. Sugar required the longer, warmer growing season that was found in South Louisiana. Sugar tended to be grown in a plantation setting because it required more land, labor, and infrastructure to grow it profitably.
- **3.** Some urban slaves worked on the waterfront, loading and unloading boats with cotton, sugar, and other imported and exported goods. Others were rented out by their masters for day labor tasks or were assigned to run businesses, like rooming houses or taverns. Female urban slaves often did domestic work, caring for a home and the needs of its family.

Section 3

People and Culture in Antebellum Louisiana

INTRODUCE

Outline

- A. Plantation Culture
- **B.** Slave Culture
- **C.** Free People of Color
- **D.** Newer Immigrant Groups
- E. Risks
- F. Daily Life
- G. The City

Materials

Textbook, pages 260-265
Student Workbook
Teacher Tech DVD
Lesson Plan
Guided Reading, 9-3
mystatehistory.com
Online Textbook

Bellringer

Prior to reading about the planters, ask students to list five things they know about plantations. Then, have students share these facts with the class.

Section 3

People and Culture in Antebellum Louisiana

As you read, look for

- contrasting cultures of plantation owners, slaves, and free people of color;
- controversies and contributions of newer immigrant groups;
- dangers and pleasures of life in antebellum Louisiana:
- terms: veranda, overseer, slave quarters.

Below: Melrose Plantation, also known as Yucca Plantation, is located in Natchitoches Parish.

Slavery was certainly a business, and the business of cash-crop agriculture depended on it as a labor system. However, the people on both sides of that system developed distinctive cultures that grew out of the practice of slavery and the profits it produced.



Social Studies Standard 1—Historical Thinking Skills

Students use information and concepts to analyze, interpret, and draw conclusions from historical events.

8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Determining the meaning of words and phrases from historical texts
- Recognizing varied points of view within historical context

Plantation Culture

The wealth generated through the cultivation of sugar and cotton allowed many plantation owners to build large homes. These plantation houses varied in architectural style, but many of them had two stories and columns, either along the front or all around the house to support a **veranda** (a long open porch, usually with a roof). The master's home was sometimes called the big house, and it generally sat in a prominent place near the front of a plantation, often facing the nearest river or road.

Planters prided themselves on their hospitality, and they were expected to entertain visitors in grand style. Because plantations were often distant from one another, owners also hosted overnight house parties for fellow planters and their families. Day-long meals and entertainments were followed by evening parties and balls featuring music, dancing, and elaborate ball gowns for the ladies.

The women of a plantation family were expected to raise large families and oversee the domestic activities in the big house and in the service buildings surrounding it. This included the kitchen buildings, which were almost always separated from the main house in this era because of the great risk of fire. The plantation owner and his sons were expected to oversee the business aspects of the plantation. Planters who could afford to do so hired full-time <code>overseers</code> (white men who acted as managers

of the slaves and farming operations of plantations) and spent much of their time pursuing their favorite leisure activities.





Social Studies Standard 2—Key Events, Ideas and People

Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

- **8.2.2** Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history
- **8.2.6** Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Using the Internet

The website www.louisianatravel. com/attractions/plantations has a slide show of plantation scenes and links to other information about Louisiana plantations.

Classifying

Have students divide a sheet of paper into five columns: Plantation Owner and Sons, Plantation Wife and Daughters, Factor, Overseer, and Slaves. List the duties and pleasures of that category of people. (Some of the duties and pleasures will overlap.) For information about factors, reread that section on page 253. For information about slaves, reread "Plantation Slavery" on page 256.

Teacher Note

Frogmore Plantation has an extensive Cotton Plantation Tour for Schools. You can read about it at www.frogmoreplantation.com/grouptours.htm#school.

Did You Know?

Ask students if they know what a dogtrot house is. (It is a house that was common in the southeastern United States during the nineteenth century. It historically consisted of two log cabins connected by a breezeway or "dogtrot," all under a common roof. Typically one side was used for cooking and dining and the other contained a bedroom or other living quarters. Another name for it was a possum-trot house.) Ask students: Why do you think it was called a dogtrot or a possum-trot?

Developing Writing Skills

Historians have described slavery in the antebellum South as "hopelessness condensed." Ask students to write an essay applying this phrase to slavery in Louisiana as described in this chapter.

Listen and Learn

At https://archive.org/details/ TDavidFranklinTheSoundsofSlavery, students can listen to a wide variety of slave songs. Have them look for additional sources of slave songs on the Internet.

Comparing and Contrasting

Have students create a Venn diagram comparing and contrasting the lives of slaves and free people of color.

Using Art

Students can learn more about the artist François (Franz) Fleischbein at www.knowla.org/entry/587/. See if students will discover one of his paintings that is speculated to be a portrait of Marie Laveau, the Voodoo Queen.



Above: This painting by John Antrobus, A Plantation Burial, depicts slaves mourning the loss of a loved one. Below: A Portrait of Betsy, painted by François (Franz) Fleischbein in 1837, shows a free woman of color in an elaborate headdress. The number of free people of color in Louisiana reached a peak of 25,000 in 1840.

Slave Culture

Like their masters, enslaved people developed distinctive cultural forms. Except for domestic slaves who lived alongside the family in the main house, most slaves lived in small but nearby houses arranged in an area referred to as the **slave quarters**. The level at which masters or overseers monitored the slave quarters varied, but in their quarters slaves gathered to cook, talk, sing, dance, mourn, and

share their lives with one another. Although slaves needed the permission of their master to marry, some chose their own partners. Families developed in the quarters, and generations passed down their knowledge and cultural practices. Some slaves still had memories of ancestors and beliefs dating back to Africa.

Teaching slaves to read was illegal, so most slave culture was oral, passed along in songs and stories. As the antebellum period proceeded, the slave population became more Americanized and English-speaking, though some slaves continued to speak French along with their masters. Both masters and slaves pursued religious beliefs, but slaves tended to have a distinct interpretation of Biblical texts and religious practices that were separate from their masters.



Free People of Color

Although the population of free people of color became significant as early as the Spanish period, the population of this group did not reach its height until 1840, when their numbers reached 25,000. Free people of color occupied a legal and social middle ground between free whites and slaves. They had some of the same rights as white people, but as their numbers grew, the legislature began to pass laws that restricted their rights. In 1830, the legislature passed an act that required free people of color who had come to the state after 1825 either to leave or be imprisoned. In 1859, the legislature even passed a law ordering free people of color to select a master and become a slave for life. Such laws proved difficult to enforce, but they show how this population seemed problematic to some.

Some free people of color were also slave owners. The best-documented case is of the Metoyer family who were descended from a slave named Marie Thérèse and a Frenchman named Pierre Claude Thomas Metoyer.

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Notes

a Metoyer descendant, Melrose

Plantation, the cemetery at Melrose,

Review

Have students review what they have read about Louis Juchereau de St. Denis. If they cannot remember him, have them look him up in the index and reread the passages in Chapter 6 about this founder of Natchitoches.

Higher Level Thinking

Students can read more about Marie Thérèse Coincoin and the Metoyer family in this Washington Post article from 2002: www.washingtonpost.com/wp-dyn/articles/A1069-2002May10. html. Ask students what they think of the quotation: "To study a people's history without understanding the family structure from which it evolved is to confront a robot and pretend one feels a pulse."

Making Connections.

Have students look again at the painting *Baptism* by Clementine Hunter in Chapter 2, page 54. Now they can connect this painter with the Metoyer family. Around 1902, when she was fifteen, Clementine Hunter, the grand-daughter of a slave, moved to Melrose Plantation, which was built by Thomas Metoyer, the son of the slave Marie Thérèse Coincoin.

Clementine worked as a field hand and as a cook and housekeeper. When she was in her fifties, she picked up some discarded tubes of paint left by a visiting artist and began to "mark a picture" on a window shade. Her first paintings, displayed at a drugstore, sold for one dollar. By the time of her death in 1988, she had become one of our best-known self-taught artists, and her paintings were sold by dealers for thousands of dollars.

In Other Words

social conventions—unwritten rules
of society; customary behavior
potato famine—a period of mass
starvation caused by a disease that
wiped out the potato crop in Ireland and other European counties
assimilated into the state's cultural

fabric—adopted the ways of life practiced in Louisiana

Diverse Learners

Distribute a Venn diagram to students. Ask students to compare and contrast the German and Irish immigrant groups that came to Louisiana.

Did You Know?

Working conditions on the New Basin Canal were difficult. Irish laborers often worked in hip-deep water, which was mosquito infested. They were equipped with a pick, a shovel, and a wheelbarrow to haul away the sludge. For their labor, they were paid \$1.00 a day.

Higher Level Thinking

Not surprisingly given the hazardous working conditions, Irish laborers—fearful of being fired for missing a day of work—often died on the job either from exhaustion or from rampant disease, such as cholera, malaria, and yellow fever. Workers were simply buried in the canal's levee or the road next to it. Tragically, in what other large-scale project, from ancient civilization, were dead workers simply buried inside the construction? (the Great Wall of China, sometimes described as "the longest cemetery in the world")

Developing Writing Skills

Have students write an epitaph for the thousands of Irish laborers who died constructing the New Basin Canal.

Lagniappe

Construction of the New Basin Canal, which began in 1832, was done almost entirely by Irishmen. Desperate for jobs, they were willing to work for little pay. More than eight thousand workers died of illnesses during the six years of construction. By the 1950s, the canal was no longer needed and was filled in. In 1990, a Celtic cross was erected at the foot of West End Boulevard in memory of the workers.



Right: Pleasure boats dock in the only remaining section of the New Basin Canal. Bottom: New Basin Canal in

Newer Immigrant Groups

Free people of color were not the only population whose presence proved controversial in the final years of the antebellum era. The large numbers of Germans and Irish who came to Louisiana upset social conventions. Most Germans immigrated in family groups. Yet they *rankled* (annoyed, upset) many Protestants with their distinctive culture of socializing at beer gardens with their families after Sunday worship.

The Irish had an even less favorable reputation than the Germans. The Irish tended to arrive poor if not penniless since most were fleeing a devastating potato famine. Those who made it to the United States were often willing to take the worst jobs imaginable. Slave owners sometimes hired Irish laborers to clear land or do projects they considered too dangerous or risky for their own slaves. Although they were often criticized for being dirty, <code>unkempt</code> (unitdy), and hard drinking, by the late nineteenth century the Irish had fully assimilated into the state's cultural fabric, particularly in and around New Orleans.

Risks

New immigrants faced more than economic challenges. The conditions of plumbing and drainage were poor in most American cities, and diseases were often spread through contaminated water. Standing water also provided a breeding ground for mosquitoes that could spread yellow fever to humans. In more than half the years of the nineteenth century, ellow fever outbreaks plagued New Orleans, sometimes killing thousands of people in a single summer. The worst antebellum outbreak occurred in 1853. In August alone, more than one thousand people died each week. By the time the epidemic ended, one in twelve New Orleanians had died. Casualties were much higher among recent immigrants, especially the Irish. Twenty percent of the city's Irish immigrants died that year.



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Section 3: People and Culture in Antebellum Louisiana





Daily Life

Despite disease and the challenges brought about by ethnic tensions, political infighting, and the inequality inherent in a slave society, Louisianians continued to find ways to enjoy and find meaning in life. In rural areas, churches served as community centers where like-minded people met, worshipped, married, and formed new families. Even as politics became more partisan, political party gatherings provided social opportunities. Although speakers sometimes talked for several hours,

competing parties sponsored barbeques and served special treats like lemonade and, for the men, hard liquor.

The City

On the eve of the Civil War, New Orleans was one of the nation's largest and wealthiest cities. All kinds of people—slave and free, native and immigrant, visitor and citizen—mixed and mingled on its streets. Those streets were sometimes dangerous, but were also filled with the potential for hearing strange languages and experiencing unique cultural events like the Sunday slave dances in Congo Square. As Louis Moreau Gottschalk's childhood and subsequent career remind us, despite its inequality, Louisiana's mixing and mingling of its people created riches that were cultural as well as economic.



Reviewing the Section

- Define in sentence form: veranda, overseer, slave quarters.
- 2. What laws of 1830 and 1859 affected the lives of free people of color in Louisiana?
- 3. What kinds of jobs did Irish immigrants perform?

Top Left: Political rallies were enjoyable social occasions for the audience, as artist George Caleb Bingham showed in his painting, *Stump Speaking*. **Above:** Girod House (also called Napoleon House) is one of the oldest buildings in the New Orleans French Quarter.

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Did You Know?

The expression "stump speaking" came from the fact that politicians would stand on a tree stump so they could be seen by their outdoor audience. Today, we still talk about politicians on the campaign trail making a "stump speech," and we refer to campaigning as being "on the stump."

ASSESS

to enforce.

Answers to "Reviewing the Section"

- 1. A veranda is a long open porch, usually with a roof. It was an important feature of a plantation home. The overseer was the white man who acted as manager of the slaves and farming operations of a plantation. The slave quarters was the area where slaves lived on the plantation. There they gathered to cook, talk, sing, dance, mourn, and share their lives with one another.

 2. The 1830 law required free people of color who had come to the state after 1825 either to leave or be imprisoned. The 1859 law ordered free people of color to select a master and become a
- **3.** Because they arrived so poor, the Irish had to take the worst jobs imaginable. Slave owners sometimes hired Irish laborers to clear land or do projects they considered too dangerous for their own slaves. Many Irish worked on the construction of the New Basin Canal in New Orleans, which proved to be very dangerous because of accidents and disease.

slave for life. These laws proved difficult

Chapter Review

Reviewing the Content: Jeopardy

Create a Jeopardy game for review or ask your students to create a Jeopardy game. You or your students can use a template found at this website: https://www.superteachertools.net/jeopardyx/.

Chapter Review

Chapter Summary

Section 1: Antebellum Politics

- Louisiana political rivalries during the antebellum period included ethnic competition among Americans, Creoles, and the foreign French. There were also regional tensions between voters in northern Louisiana and New Orleans.
- The location of the state capital changed from New Orleans to Donaldsonville, back to New Orleans, and then, in 1847, to Baton Rouge. The movement of the state capital reflected regional tensions in the state. James Dakin designed the castle-like state capitol building that still stands on a high bluff overlooking the Mississippi River.
- The city of New Orleans was divided into three districts during the years 1836 to 1852. The first district was the French Quarter, largely inhabited by Creoles. The second district was the neighborhoods above Canal Street, largely settled by Americans. The third district, downriver from the French Quarter, was identified with workingclass people, many of them recent immigrants.
- From the mid-1830s to the 1850s, the major political parties in the United States were the Democratic Party, which favored smaller government and programs to serve the common people, and the Whig Party, which favored internal improvements and business and banking interests.

Section 2: The Antebellum Economy

- The port of New Orleans flourished during the antebellum period. New Orleans became one of the nation's largest cities and second-busiest port, where large quantities of sugar and cotton were exported.
- Robert Fulton and Robert Livingston helped develop the steamboat. They first built the Clermont and later the New Orleans, which successfully navigated the Ohio and Mississippi Rivers. By 1834, 1,200 steamboats were arriving in New Orleans on an annual basis.
- In the 1830s, the state began to support the digging of canals including the New Basin Canal. At this same time, the first railroads in Louisiana were built

- The two most profitable crops in Louisiana were sugar and cotton. Sugar production required a long, warm growing season. Sugar required large tracts of land, many laborers, and expensive equipment. Cotton could be grown profitably on small or large tracts of land with lower equipment costs.
- Slaves were legally classified as property. Slaves performed a variety of tasks depending on circumstances. Slaves on large plantations might be assigned a specialized task while slaves in a smaller holding performed a variety of tasks, often alongside their slave owner.
- The importation of slaves was outlawed in 1808.
 However, slaves were still bought and sold within the United States. New Orleans became the center of the slave trade in the Deep South. Slaves were viewed as both a source of labor and an important financial asset.

Section 3: People and Culture in Antebellum Louisiana

- The cultivation of sugar and cotton led to great wealth for large plantation owners. They built large homes, many with two stories and large columns. Plantation owners entertained visitors in grand style with day-long meals, entertainment, parties, and balls.
- Most slaves lived in slave quarters. In these meager quarters, they gathered to cook, talk, sing, dance, mourn, and share their lives. Slaves needed the permission of their master to marry. Slaves developed an oral tradition because it was illegal to teach a slave to read.
- In 1840, there were 25,000 free people of color in Louisiana. This group occupied a legal and social middle ground between free whites and slaves.
 Some free people of color also owned slaves.
- A large number of German and Irish immigrants came to Louisiana during the antebellum period. Most Germans immigrated in family groups. The Irish tended to arrive poor because they were fleeing a devastating potato famine. These immigrant groups were especially impacted by the yellow fever outbreaks that often killed thousands during the summer months in New Orleans.

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Activities for Learning

Understanding the Facts

- What were the years of the antebellum period?
- 2. What three cities served as Louisiana's state capital during this period?
- 3. What were the two major political parties during this period?
- 4. Which political party controlled politics in New Orleans in the late 1850s?
- 5. Who gained the right to vote during this period?
- 6. What was the nickname given to New Orleans because of its profitable commercial activity?
- 7. What two transportation developments improved water travel?
- 8. Which transportation improvement was in its infancy in the 1830s?
- 9. What percentage of southern families owned slaves?
- 10. What tasks were performed by urban slaves?
- 11. How did most slave sales take place?
- 12. What were the responsibilities of women of a plantation family?
- 13. Which types of slaves lived in the main (or big) house?
- 14. Which two groups immigrated to Louisiana in large numbers during this period?

Developing Critical Thinking



- Why did wealthy planters need the assistance of representatives called factors to run their plantation business?
- Compare and contrast the production of sugar and cotton.

Writing across the Curriculum



You have been hired by Robert Fulton and Robert Livingston to advertise the arrival of a new invention in Louisiana—the steamboat. Research this invention and develop a pamphlet that includes an advertising slogan, the credentials of the inventors, and the features and advantages of traveling by steamboat.

Exploring Louisiana on the Internet



Go to http://docsouth.unc.edu/neh/gaines/gaines.html#p9. Read pages 7-19 about William Walker's experience as a slave in Louisiana. List ten things you learned about slavery by reading this excerpt.

Building 21st-Century Skills: Identifying the Main Idea



Identifying the main idea in a paragraph will help you both organize information and recall more of what you read. The main idea or topic is often stated in the first sentence of a paragraph. The other sentences in the paragraph provide supporting details. Read the following paragraph, which is an excerpt from an interview of Mary Reynolds (recorded in dialect), who was enslaved in Louisiana from 1832-1865:

Slavery was the worst days was ever seed in the world. They was things past tellin', but I got the scars on my old body to show to this day. I seed worse than what happened to me. I seed them put the men and women in the stock with they hands screwed down through holes in the board and they feets tied together . . . Solomon the overseer beat them with a big whip and massa look on. The [other slaves] . . . better not stop in the fields when they hear them yellin'. They cut the flesh most to the bones and some . . . they taken them out of stock and put them on the beds, they never got up again.

What is the main idea of this paragraph and what are the supporting facts?

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Answers to "Activities for Learning"

Understanding the Facts

- 1. 1820-1860
- 2. New Orleans, Donaldsonville, and Baton Rouge
- **3.** Democratic Party, Whig Party
- 4. American or "Know Nothing" Party
- 5. all free white men aged 21 or older
- 6. Queen City of the South
- 7. steamboat and canals
- 8. railroads

9. one quarter (25%)

- **10.** Some urban slaves worked on the waterfront, loading and unloading boats. Others were rented out as day laborers or to run businesses. Still others performed domestic chores.
- **11.** The sale of most slaves took place between a broker and a single buyer.
- **12.** Women were expected to raise families and oversee the domestic activities in the big house and in the service buildings.
- 13. domestic slaves

14. Germans and Irish

Developing Critical Thinking

- 1. Planters and their families often left New Orleans during the summer months. Factors served as the planters' financial representatives. In the planters' absence, factors made important decisions, such as overseeing the shipment of crops and determining the best time to sell crops.
- 1. Both crops were grown in Louisiana and could be very profitable. When both crops were harvested, they were shipped to New Orleans for export. Sugar was typically grown south of Alexandria, while cotton was grown north of Pointe Coupee. Sugar required a large tract of land and labor force, but cotton could be grown profitably on small tracts of land. Sugar required expensive investments in equipment while cotton did not.

Writing across the Curriculum

Read students' pamphlets.

Exploring Louisiana on the Internet

Answers will varv.

Building 21st-Century Skills

Main Idea:

Mary Reynolds's experience under slavery was terrible.

Supporting Ideas:

- Her body was scarred from the punishment she received as a slave.
- On occasion, both men and women were placed in stocks and severely whipped.
- Some slaves did not recover from these whippings.