



Name: _____

7th Grade *Uncle Tom's Cabin* Inquiry

Can Words Lead to War?



Eliza comes to tell Uncle Tom that he is sold and that she is running away to save her child. Page 62.

Hammatt Billings, full-page illustration from Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1st ed. Boston: John P. Jewett and Company, 1852. Public Domain. <http://utc.iath.virginia.edu/uncletom/illustra/52illf.html>.

Supporting Questions

1. How did Harriet Beecher Stowe describe slavery in *Uncle Tom's Cabin*?
2. What led Harriet Beecher Stowe to write *Uncle Tom's Cabin*?
3. How did Northerners and Southerners react to *Uncle Tom's Cabin*?
4. How did *Uncle Tom's Cabin* affect abolitionism?

7th Grade *Uncle Tom's Cabin* Inquiry

Can Words Lead to War?	
New York State Social Studies Framework Key Ideas & Practices	<p>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.</p> <p> ✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation ✔ Comparison and Contextualization </p>
Hook	Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a summary of the plot of <i>Uncle Tom's Cabin</i> that includes main ideas and supporting details from Stowe's description of slavery in the book.	List four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Make a T-chart comparing viewpoints expressed in newspaper reviews of <i>Uncle Tom's Cabin</i> and make a claim about the differences.	Participate in a structured discussion regarding the impact <i>Uncle Tom's Cabin</i> had on abolitionism.
Featured Source	Featured Source	Featured Source	Featured Source
<p>Source 1: Summary of <i>Uncle Tom's Cabin</i></p> <p>Source 2: Excerpts from <i>Uncle Tom's Cabin</i></p> <p>Source 3: Illustrations from <i>Uncle Tom's Cabin</i></p>	<p>Source 4: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i>.</p> <p>Source 5: Letter from Harriet Beecher Stowe to Lord Thomas Denman</p>	<p>Source 6: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i></p> <p>Source 7: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i></p>	<p>Source 8: Excerpt from Charles Sumner's Senate speech</p> <p>Source 9: Article by John Ball Jr. published in <i>The Liberator</i></p> <p>Source 10: Sales of <i>Uncle Tom's Cabin</i>, 1851–1853</p>

Summative Performance Task	<p>ARGUMENT Can words lead to war? Construct an argument (a detailed outline and essay) that discusses the impact of <i>Uncle Tom's Cabin</i> using specific claims and relevant evidence from historical sources, while acknowledging competing views.</p>
Taking Informed Action	<p>UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).</p> <p>ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.</p> <p>ACT Choose one of the options and implement it as an individual, small group, or class project.</p>

Content Background

Harriet Beecher Stowe's novel *Uncle Tom's Cabin* created intense reactions in the North and the South and changed how many people viewed slavery. Although it is difficult to determine the novel's full impact on the Civil War, most historians agree that the book set the stage for the election of a presidential candidate like Abraham Lincoln. It may also have converted many resistant or apathetic Northerners to the antislavery cause and shifted the overall view of abolitionism closer to the mainstream. In the South, the book appeared to intensify efforts to defend slavery, further dividing the nation.

Stowe, whose grandmother had owned slaves, became an abolitionist after interacting with fugitive slaves while she was living in Cincinnati, Ohio. Her abolitionist sympathies turned to activism after the Compromise of 1850 and the renewal of the Fugitive Slave Act. The law required citizens to help apprehend fugitive slaves and imposed stiff penalties for persons who assisted them. Fugitive slaves who were captured were tried before a special commissioner. The law also eliminated basic constitutional rights for fugitive slaves and incentivized commissioners to return those apprehended to slavery. Federal commissioners were given \$10 for each accused fugitive they returned to the South but only \$5 if they ruled in favor of the fugitive and released him or her. Stowe, outraged by this law, began hiding runaway slaves in her home while she was living in Maine with her husband, Calvin. Encouraged by her family to write about slavery, Stowe used her experiences in Kentucky and the many stories she had been told in Cincinnati to craft the fictional story of Tom, a pious, hardworking slave who encountered great hardship and eventual death.

Uncle Tom's Cabin was first published as a series of chapters in the antislavery newspaper *The National Era*. Later published as a complete two-volume novel in 1852, the book became an instant bestseller; 5,000 copies were sold in the first week and 310,000 copies during the first year. The novel was also a best seller in the United Kingdom, where more than one million copies were sold. Engravings, toys, paintings, songs, and plays based on the novel became very popular and widely available. A play based on the novel ran for 365 days straight in one theater before touring. Eventually, six different plays based on *Uncle Tom's Cabin* toured the North, and many thousands of people attended.

Southern states, on the other hand, discouraged the reading of *Uncle Tom's Cabin*, and some state legislatures even criminalized the book. Throughout the South, reviewers denounced the book as being inflammatory and inaccurate. One Southern reviewer, Dr. A. Woodward, said it was a "reckless and wicked representation of the institution of slavery," and if it continued to spread, it would push America into "revolutions, butcheries, and blood." In response to the perceived inaccuracies portrayed by Stowe, 29 proslavery books, known as "anti-Tom novels," were published throughout the South. Many of these books depicted enslaved blacks as happy and as better off than their free counterparts in the North.

President Lincoln is said to have greeted Stowe in 1862 by saying, "So you're the little woman who wrote the book that started this great war." Though there is little evidence that this exchange occurred, it has become a common myth that reinforces the popularly held belief that *Uncle Tom's Cabin* pushed the nation toward war. Lincoln himself stated, "Our government rests in public opinion. Whoever can change public opinion can change the government," and changing public opinion is exactly what *Uncle Tom's Cabin* did. Of course, the Civil War had a number of complex causes, and it is challenging to point to one thing as a primary contributing factor; however, there is no doubt that *Uncle Tom's Cabin* told the story of slavery in a personal, emotional way that caused many readers to empathize with the book's characters.

Hook	
Compelling Question	Can words lead to war?
Featured Source	Source A: Student Video on Kailash Satyarthi

Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.

—*American Note-Books of Nathaniel Hawthorne*, May 18, 1848

The Atlantic Monthly, Volume 18, No. 110, December 1866. Public Domain. http://www.gutenberg.org/files/17217/17217-h/17217-h.htm#PASSAGES_FROM_HAWTHORNES_NOTE-BOOKS.

Harriet Beecher Stowe certainly knew how to combine words, and in this inquiry you will carefully consider their power.

- How responsible should we be for the words we say and write?
- How can we change the world for the better with words?

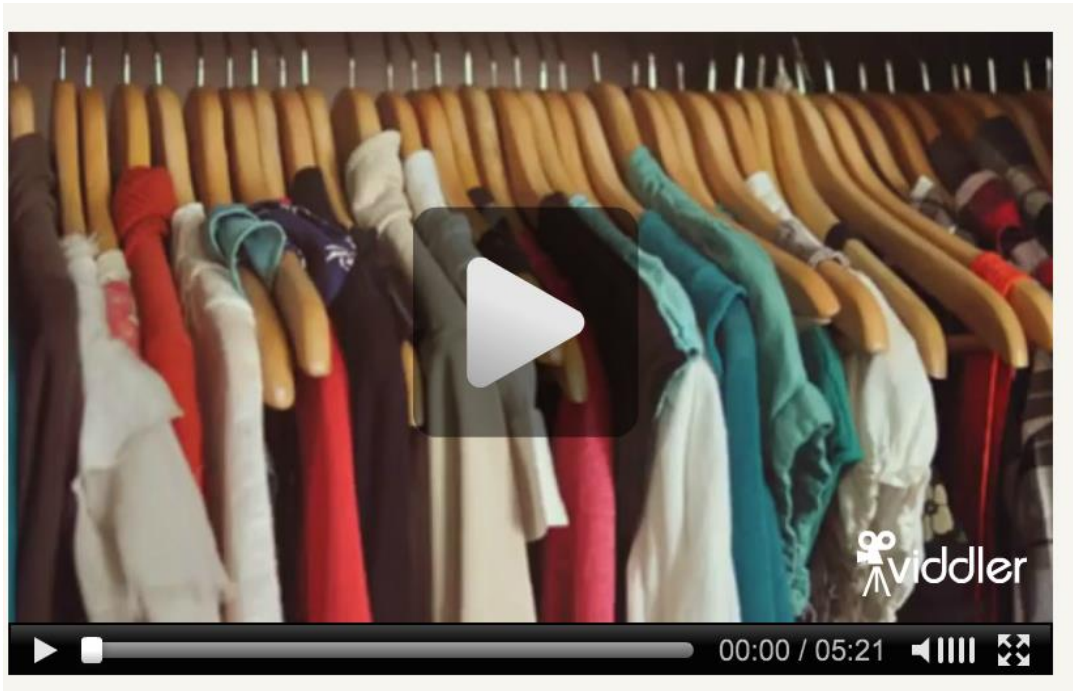
Record your thinking from the quote here. Use these two prompts to formulate your own questions about the power of words.

Questions you have created:

Staging the Compelling Question

Featured Source

Source A: Springville Middle School, Springville, NY, video, *Kailash Satyarthi*, 2014.



From the Speak Truth To Power Student Video Contest website. <https://www.youtube.com/watch?v=qgY88mAGwII>

This video on Kailash Satyarthi, produced by seventh-grade New York State students, was the third-place winner of the Speak Truth To Power video contest, which encourages middle and high school students to become engaged in human rights through video production..

Describe the human rights issue from the video	Events in Kailash Satyarthi's life that inspired action

Supporting Question 1

Supporting Question	How did Harriet Beecher Stowe describe slavery?
Formative Performance Task	Write a summary of the plot of <i>Uncle Tom's Cabin</i> that includes main ideas and supporting details from Stowe's description of slavery in the book.
Featured Sources	Source 1: Summary of <i>Uncle Tom's Cabin</i> Source 2: Excerpts from <i>Uncle Tom's Cabin</i> Source 3: Illustrations from <i>Uncle Tom's Cabin</i>
Conceptual Understandings	(7.7b) Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
Learning Target	I can examine the impact of <i>Uncle Tom's Cabin</i> on the public perception of slavery.
Social Studies Practices	<input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Source Analysis Chart

Summary						
What is the plot of <i>Uncle Tom's Cabin</i> ?						
Details						
	Passage 1	Passage 2	Passage 3	Passage 4	Illustration 1	Illustration 2
What are the main ideas in the selected passages and illustrations?						
What details support those main ideas?						
Tone						
What emotions are evident in the text passages and the illustrations?						
Intention						
What do you think Harriet Beecher Stowe was trying to accomplish in her writing?						
Reactions						
How do you think people reacted to the ideas in the text and the illustrations?						

Supporting Question 1

Featured Source 1

Source 1: Summary of the book *Uncle Tom's Cabin* by Harriet Beecher Stowe

Uncle Tom's Cabin opens on the Shelby plantation in Kentucky as two enslaved people, Tom and four-year-old Harry, are sold to pay Shelby family debts. The story focuses on two main characters: Tom, a strong, religious man living with his wife and three young children, and Eliza Harris, an intelligent and brave enslaved woman and mother of Harry.

When the novel begins, Eliza's husband, George Harris, unaware of Harry's danger, has already escaped, planning to purchase his family's freedom later. After overhearing that her master, Mr. Shelby, is planning to sell Tom and Harry to a slave trader, Eliza runs away, making a dramatic escape over the frozen Ohio River with Harry in her arms. Eventually, George, Eliza, and Harry are reunited and make it to freedom in Canada.

Tom decides not to run away to protect his family, who might be sold in his place. After he is sold south, Tom meets Topsy, a young black girl whose mischievous behavior hides her pain; Eva, a young white girl whose death is a dramatic moment in the book; the charming, elegant, but passive Augustine St. Clare; and finally, the cruel, violent Simon Legree. Tom's deep faith gives him an inner strength that frustrates his enemies as he moves toward his fate in Louisiana.

The novel ends when both Tom and Eliza escape slavery: Eliza and her family reach Canada, but Tom's freedom comes with death. Simon Legree, Tom's third and final master, has Tom whipped to death for refusing to deny his faith or betray the hiding place of two fugitive women.

Adapted from the Harriet Beecher Stowe Center's synopsis, <https://www.harrietbeecherstowecenter.org/utc/>.

Supporting Question 1

Featured Source 2

Source 2: Harriet Beecher Stowe, novel about antebellum slavery in the United States, *Uncle Tom's Cabin* (excerpts), 1852

Passage 1 (Excerpt from Chapter 3)

Summary: George Harris is speaking with his wife, Eliza, about his cruel master. After enduring abuse, George eventually escapes. His wife and his son, Harry, who have a different master, later escape to Canada.

Mrs. Shelby had gone on her visit, and Eliza stood in the verandah, rather dejectedly looking after the retreating carriage, when a hand was laid on her shoulder. She turned, and a bright smile lighted up her fine eyes.

“George, is it you? How you frightened me! Well; I am so glad you ‘s come! Missis is gone to spend the afternoon; so come into my little room, and we’ll have the time all to ourselves.”

Saying this, she drew him into a neat little apartment opening on the verandah, where she generally sat at her sewing, within call of her mistress.

“How glad I am!—why don’t you smile?—and look at Harry—how he grows.” The boy stood shyly regarding his father through his curls, holding close to the skirts of his mother’s dress.

“Isn’t he beautiful?” said Eliza, lifting his long curls and kissing him.

“I wish he’d never been born!” said George, bitterly. “I wish I’d never been born myself!”

Surprised and frightened, Eliza sat down, leaned her head on her husband’s shoulder, and burst into tears.

“There now, Eliza, it’s too bad for me to make you feel so, poor girl!” said he, fondly; ‘it’s too bad. O, how I wish you never had seen me—you might have been happy!’”

“George! George! how can you talk so? What dreadful thing has happened, or is going to happen? I’m sure we’ve been very happy, till lately.”

“So we have, dear,” said George. Then drawing his child on his knee, he gazed intently on his glorious dark eyes, and passed his hands through his long curls.

“Just like you, Eliza; and you are the handsomest woman I ever saw, and the best one I ever wish to see; but, oh, I wish I’d never seen you, nor you me!”

“O, George, how can you!”

“Yes Eliza, it’s all misery, misery, misery! My life is bitter as wormwood; the very life is burning out of me. I’m a poor, miserable, forlorn drudge; I shall only drag you down with me, that’s all. What’s the use of our trying to do anything, trying to know anything, trying to be anything? What’s the use of living? I wish I was dead!”

Passage 2 (Excerpt from Chapter 9)

Summary: Fugitive slave Eliza is speaking with a friendly white woman who has taken her in after escaping Kentucky and crossing the Ohio River into the free state of Ohio. Eliza flees after finding out that her master is going to sell her son, Harry, to an unscrupulous slave trader. Eliza and Harry are eventually joined by her husband, George, in Canada.

“I have lost two, one after another,—left ‘em buried there when I came away; and I had only this one left. I never slept a night without him; he was all I had. He was my comfort and pride, day and night; and, ma’am, they were going to take him away from me,—to sell him,—sell him down south, ma’am, to go all alone,—a baby that had never been away from his mother in his life!”

Public Domain. <http://www.gutenberg.org/files/203/203-h/203-h.htm#link2HCH0009>.

Passage 3 (Excerpt from Chapter 19)

Summary: In this passage, a slave owner named Augustine St. Claire shares his frustrations with slavery with his cousin.

“I declare to you,” said he, suddenly stopping before his cousin, “(it’s no sort of use to talk or to feel on this subject), but I declare to you, there have been times when I have thought, if the whole country would sink, and hide all this injustice and misery from the light, I would willingly sink with it. When I have been travelling up and down on our boats, or about on my collecting tours, and reflected that every brutal, disgusting, mean, low-lived fellow I met, was allowed by our laws to become absolute despot of as many men, women and children, as he could cheat, steal, or gamble money enough to buy,—when I have seen such men in actual ownership of helpless children, of young girls and women,— I have been ready to curse my country, to curse the human race!”

Public Domain. <http://www.gutenberg.org/files/203/203-h/203-h.htm#link2HCH0019>.

Passage 4 (Excerpt from Chapter 30)

Summary: At a slave auction house, Uncle Tom is sold to a cruel master named Simon Legree. Another slave, Susan, is separated from her daughter, Emmeline, when they are sold to different masters.

Tom hardly realized anything; but still the bidding went on,—rattling, clattering, now French, now English. Down goes the hammer again,—Susan is sold! She goes down from the block, stops, looks wistfully back,—her daughter stretches her hands towards her. She looks with agony in the face of the man who has bought her,—a respectable middle-aged man, of benevolent countenance.

“O, Mas’r, please do buy my daughter!”

“I’d like to, but I’m afraid I can’t afford it!” said the gentleman, looking, with painful interest, as the young girl mounted the block, and looked around her with a frightened and timid glance.

The blood flushes painfully in her otherwise colorless cheek, her eye has a feverish fire, and her mother groans to see that she looks more beautiful than she ever saw her before. The auctioneer sees his advantage, and expatiates volubly in mingled French and English, and bids rise in rapid succession.

“I’ll do anything in reason,” said the benevolent-looking gentleman, pressing in and joining with the bids. In a few moments they have run beyond his purse. He is silent; the auctioneer grows warmer; but bids gradually drop off. It lies now between an aristocratic old citizen and our bullet-headed acquaintance. The citizen bids for a few turns, contemptuously measuring his opponent; but the bullet-head has the advantage over him, both in obstinacy and concealed length of purse, and the controversy lasts but a moment; the hammer falls,—he has got the girl, body and soul, unless God help her!

Her master is Mr. Legree, who owns a cotton plantation on the Red River. She is pushed along into the same lot with Tom and two other men, and goes off, weeping as she goes. The benevolent gentleman is sorry; but, then, the thing happens every day! One sees girls and mothers crying, at these sales, always! it can’t be helped, &c.; and he walks off, with his acquisition, in another direction.

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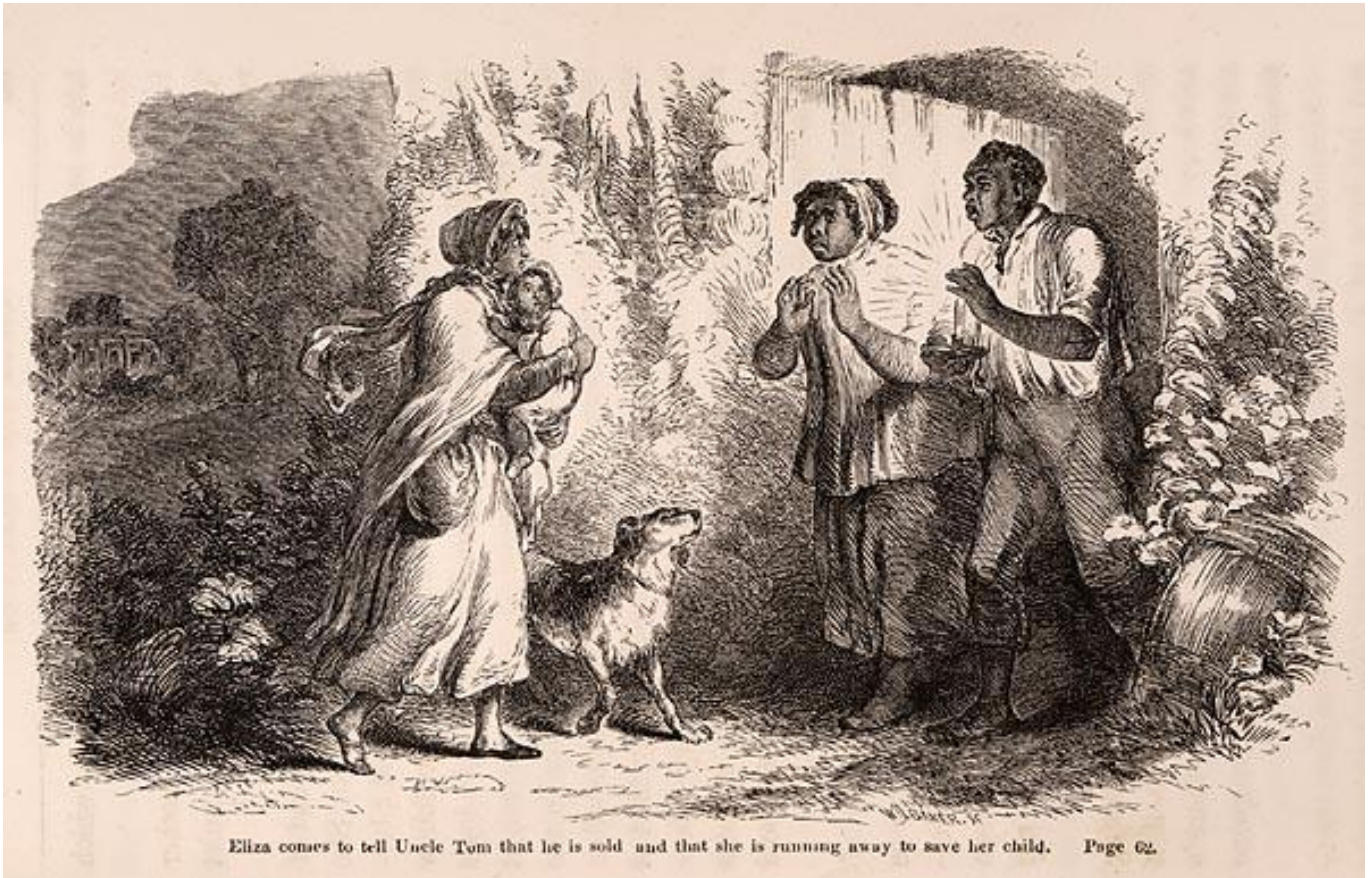
Supporting Question 1

Featured Source 3

Source 3: Hammatt Billings, illustrations from *Uncle Tom's Cabin* by Harriet Beecher Stowe, 1852, with introductory descriptions

Image 1

Summary: In this illustration, Eliza comes to tell Uncle Tom and his wife, Chloe, that Tom and George and Eliza's son, Harry, have been sold to a slave trader. Eliza has just overheard the news from her master, Mr. Shelby that the trader will arrive in the morning to take Tom and Harry away. In a panic, Eliza plans to run away that night.

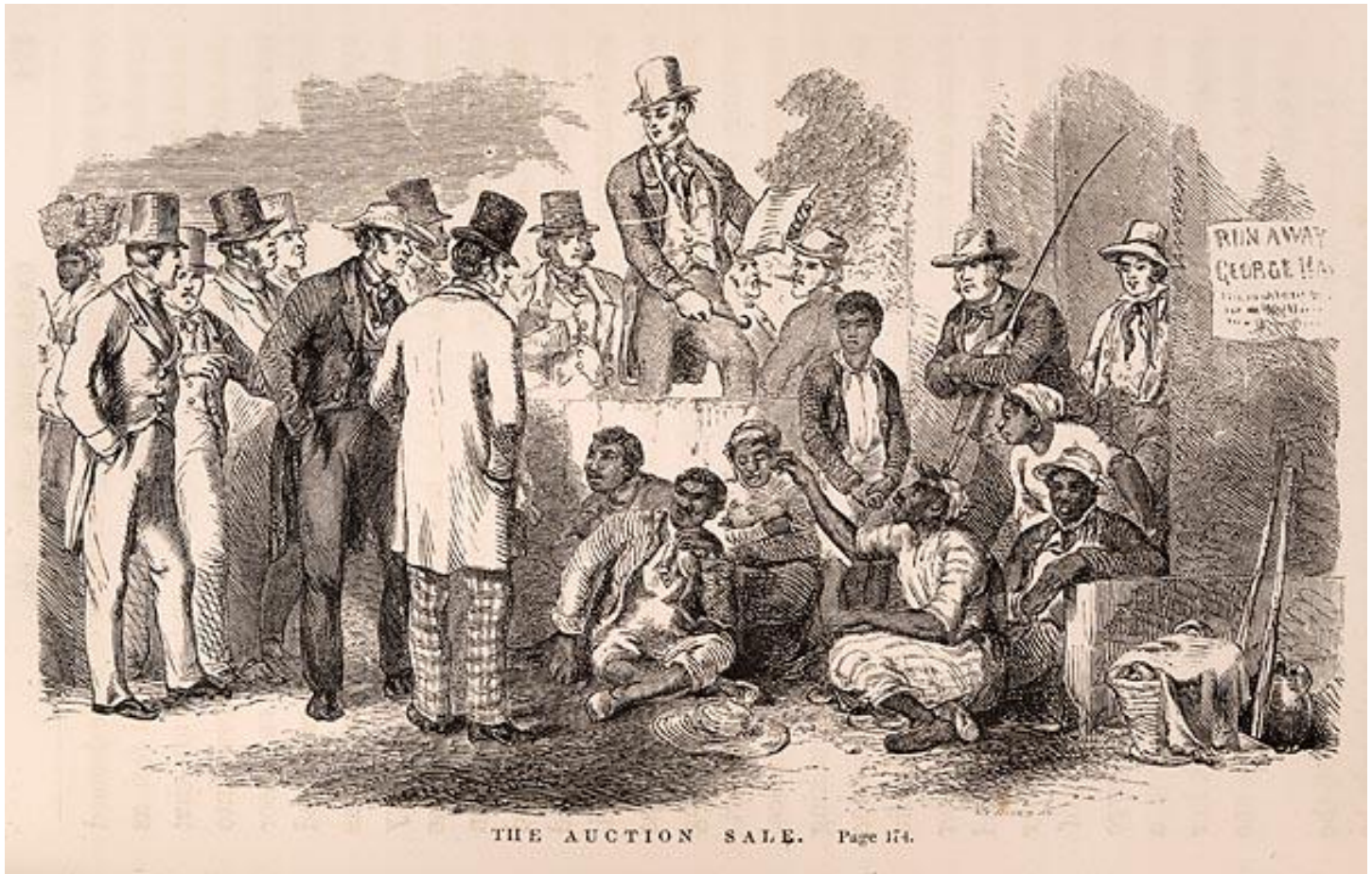


Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1st ed. Boston: John P. Jewett and Company, 1852. Public Domain.

<http://utc.iath.virginia.edu/uncletom/illustra/52illf.html>.

Image 2

Summary: A slave auction featuring several characters from the book, including the auctioneer, Hagar, Albert, Haley, and other slaves and slave buyers.



Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1st ed. Boston: John P. Jewett and Company, 1852. Public Domain.

<http://utc.iath.virginia.edu/uncletom/illustra/52illf.html>.

Supporting Question 2

Supporting Question	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?
Formative Performance Task	List four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.
Featured Sources	Source 4: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i> Source 5: Letter from Harriet Beecher Stowe to Lord Denman
Conceptual Understandings	(7.7b) Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
Learning Target	I can examine the impact of <i>Uncle Tom's Cabin</i> on the public perception of slavery.
Social Studies Practices	✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation

Organizing Quotes Chart

	Text from the conclusion of <i>Uncle Tom's Cabin</i> and/or Harriet Beecher Stowe's letter to Lord Denman	Text in your own words
Quote 1	<p><i>"... when she heard, with perfect surprise and consternation, Christian and humane people actually recommending the remanding escaped fugitives into slavery, as a duty binding on good citizen ... she could only think, These men and Christians cannot know what slavery is ..."</i></p>	
Quote 2		
Quote 3		
Quote 4		
Motivation	<p>Prompt: Given the quotes you identified, what was Stowe's motivation for writing <i>Uncle Tom's Cabin</i>?</p>	

Supporting Question 2

Featured Source 4

Source 4: Harriet Beecher Stowe, concluding remarks, *Uncle Tom's Cabin*, 1852

NOTE: Harriet Beecher Stowe wrote this conclusion in the third person. Teachers may want to have students define the words highlighted in the text before or during reading.

The writer has often been inquired of, by correspondents from different parts of the country, whether this narrative is a true one; and to these inquiries she will give one general answer.

The separate incidents that compose the narrative are, to a very great extent, **authentic**, occurring, many of them, either under her own observation, or that of her personal friends. She or her friends have observed characters the counterpart of almost all that are here introduced; and many of the sayings are word for word as heard herself, or reported to her.

...

For many years of her life, the author avoided all reading upon or **allusion** to the subject of slavery, considering it as too painful to be inquired into, and one which advancing light and civilization would certainly live down. But, since the legislative act of 1850, when she heard, with perfect surprise and **consternation**, Christian and humane people actually recommending the **remanding** escaped fugitives into slavery, as a duty binding on good citizens,—when she heard, on all hands, from kind, **compassionate** and **estimable** people, in the free states of the North, **deliberations** and discussions as to what Christian duty could be on this head,—she could only think, These men and Christians cannot know what slavery is; if they did, such a question could never be open for discussion. And from this arose a desire to exhibit it in a living dramatic reality. She has **endeavored** to show it fairly, in its best and its worst phases. In its best aspect, she has, perhaps, been successful; but, oh! who shall say what yet remains untold in that valley and shadow of death, that lies the other side?

...

The writer has lived, for many years, on the frontier-line of slave states, and has had great opportunities of observation among those who formerly were slaves. They have been in her family as servants; and, in default of any other school to receive them, she has, in many cases, had them instructed in a family school, with her own children. She has also the testimony of missionaries, among the fugitives in Canada, in coincidence with her own experience; and her deductions, with regard to the capabilities of the race, are encouraging in the highest degree.

Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1st ed., conclusion XLV. Boston: John P. Jewett and Company, 1852. Public Domain.
<http://www.gutenberg.org/files/203/203-h/203-h.htm#link2HCH0045>.

Supporting Question 2

Featured Source 5

Source 5: Harriet Beecher Stowe, letter to Lord Thomas Denman, January 20, 1853

NOTE: The text of this letter is not currently available online, so the full text is provided here for teachers. An excerpt is also provided for use in the classroom.

Full text of Harriet Beecher Stowe's Letter to Lord Denman, January 20, 1853

My Lord

Could anything flatter me into an unwarrantable estimate of myself, it would be commendation from such sources as your Lordship.

But I am utterly incredulous of all that is said, it passes by me like a dream.

I can only see that when a higher Being has purposes to be accomplished he can make even “a grain of mustard seed” the means.

I wrote what I did because as a woman, as a mother, I was oppressed & heartbroken with sorrows & injustice I saw—because, as a Christian I felt the dishonor to Christianity, because as a lover of my country I trembled at the coming day of wrath. It is no merit in the sorrowful that they weep, or to the oppressed & smothering that they gasp & struggle nor to me that I must speak for the oppressed who cannot speak for themselves.

My Lord, such men as your Lordship have great power. You can do much. The expression of your opinion is of great weight. So does this horrible evil paralyse public sentiment here that we who stand for liberty, must look for aid from the public sentiment of nations & in producing that sentiment none are so powerful as the great minds of England.

The hope therefore which I conceive from seeing such men in England as Bishop Whateley, The Earls of Carlisle & Shaftesbury, Arthur Helper, Kingsley & your Lordship interested in our movements is great. Each man of any distinction in England has weight with a certain circle of minds here & by their distance from the evil & entire disconnection can present it in a light very different from which any native born American can. Any one here can be hushed down for all the capital, all the political power & much of the Ecclesiastical is against the agitation of this subject- but you can force them to agitate.

In your reviews, in your literature you can notice & hold up before the world those awful facts which but for you they would go on scornfully denying as they have done.

Furthermore there are men in Slave states repressed & kept under who are more glad then they dare to say at what you do—they hope that you will keep on such a state of things as they can take advantage in Emancipation.

I have now nearly through the press a volume entitled “Key To Uncle Tom’s Cabin”— it contains documentary & attested evidence to show that if my representations have erred any where it is by being under rather than over coloured. Oh! my Lord! never was such an awful story told under the Sun. I have written it in perfect horror- One third of the book is taken up with legal documents, statute laws, decisions of courts, reports of trials—It is worse than I supposed or dreamt. My Lord, I am conscious that this is not my work, for mine is another field, but I was forced to it by the unblushing denials & most impudent representations with regard to what I said in my Book about Slave Law.

It seems to me that this tremendous story cannot be told to the civilised world without forcing attention. On the whole there is hope—there is movement there is evidently “a stirring of Bones in this valley of Vision”.

Standing as I do, between the Living & the Dead feeble in health, oppressed with labour & often very sorrowful, I have little realisation of anything personal in this matter further than the consciousness of struggle & labour.

I thank your Lordship therefore more for the noble & hearty interest which you feel in this sacred & suffering cause, than for the very kind opinion you have been kind enough to express of me.

It has done much good. All that the book has done might have been crushed in this Country but for the sympathy & support of your Country.

May God bless it & you is the prayer of yours very gratefully

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Excerpt from Stowe's Letter to Lord Denman, January 20, 1853

My Lord

I wrote what I did because as a woman, as a mother, I was oppressed & heartbroken with sorrows & injustice I saw—because, as a Christian I felt the dishonor to Christianity, because as a lover of my country I trembled at the coming day of wrath. It is no merit in the sorrowful that they weep, or to the oppressed & smothering that they gasp & struggle nor to me that I must speak for the oppressed who cannot speak for themselves.

...

The hope therefore which I conceive from seeing such men in England as Bishop Whateley, The Earls of Carlisle & Shaftesbury, Arthur Helper, Kingsley & your Lordship interested in our movements is great. Each man of any distinction in England has weight with a certain circle of minds here & by their distance from the evil & entire disconnection can present it in a light very different from which any native born American can. Any one here can be hushed down for all the capital, all the political power & much of the Ecclesiastical is against the agitation of this subject- but you can force them to agitate.

...

Standing as I do, between the Living & the Dead feeble in health, oppressed with labour & often very sorrowful, I have little realisation of anything personal in this matter further than the consciousness of struggle & labour.

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Supporting Question 3

Supporting Question	How did people in the North and the South react to <i>Uncle Tom's Cabin</i> ?
Formative Performance Task	Make a T-chart comparing viewpoints expressed in newspaper reviews of <i>Uncle Tom's Cabin</i> and make a claim about the differences.
Featured Sources	Source 6: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i> Source 7: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i>
Conceptual Understandings	(7.7b) Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
Learning Target	I can examine the impact of <i>Uncle Tom's Cabin</i> on the public perception of slavery.
Social Studies Practices	<input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence <input checked="" type="checkbox"/> Comparison and Contextualization

T-Chart for Analyzing Reviews of *Uncle Tom's Cabin*

	<i>Boston Morning Post</i>	<i>Southern Press Review</i>
What are the main ideas and arguments in each review?		
How does each reviewer portray the book?		
Are there any similarities between the reviews?		
How might the authors' locations have influenced their reviews?		

Supporting Question 3

Featured Source 6

Source 6: W.B.S., review of *Uncle Tom's Cabin* published in the *Boston Morning Post* (excerpt), May 3, 1852

NOTE: Teachers may want to have students define the words highlighted in the text before or during reading. The following is an excerpt of the review published in the Boston Morning Post. The Boston Morning Post (later renamed the Boston Post) was one of the most popular daily newspapers in the New England region in the 19th and early 20th centuries.

Uncle Tom's Cabin as much as any novel we know of, is stamped on every page with genius. The author cannot touch a single incident without showing that she bears the sacred fire. How strong and wide may be the blaze we know not, but taking the present novel as the first effort in this line of writing, it is a wonderful composition, *emanating* from true genius, and produced with a nice tact, and *ingenuity*, and a thorough knowledge of human nature, etc. The scene at Senator Bird's, the flight across the Ohio, the interview of George with the manufacturer, at the road-side inn, the night scene in the steamer—nay, many other passages—are not prominent portions of the work, but they are given in a masterly manner. Not one word in the book suggests *mediocrity*, whether the pictures of slavery please or displease. And the death of Eva!

We have said that some chapters are beyond criticism—the reader will find them so. And with all the *pathos* and intensity of most of the story, there is no jot of dulness—no harping on one string. A vein of humor and *drollery meanders* through it, and one is often laughing with wet eyes. But brilliant as is “Uncle Tom's Cabin” as a literary work, it is yet more creditable to the author in another point of view. It proves that unlike most women, and very many men, Mrs. Stowe has the high ability of looking on both sides of one question. With feelings and principles equally opposed to slavery, for its unavoidable evils as well as its accidental abuses, she is yet able to paint the slaveholder as he lives and moves, with no touch of bigotry or fanaticism. No southerner need be ashamed of the noble, kind and generous St. Clare, or the angel-child, his daughter.

“W. B. S.,” *Boston Morning Post*, May 3, 1852. Public Domain. Reproduced from *Uncle Tom's Cabin and American Culture: A Multimedia Archive*, directed by Stephen Railton, the University of Virginia, <http://utc.iath.virginia.edu/reviews/rere50at.html>.

Supporting Question 3

Featured Source 7

Source 7: Unknown author, review of *Uncle Tom's Cabin* (excerpt), published in the *Southern Press Review*, Washington, DC, 1852

NOTE: Teachers may want to have students define the words highlighted in the text before or during reading. The following is an excerpt of the review published in the Southern Press Review. The Southern Press Review was a short-lived newspaper published in Washington, DC, from 1850 to 1852.

Uncle Tom's Cabin is an anti-slavery novel. It is a **caricature** of slavery. It selects for description the most **odious** features of slavery—the escape and pursuit of fugitive slaves, the sale and separation of domestic slaves, the separation of husbands and wives, parents and children, brothers and sisters. It portrays the slaves of the story as more moral, intelligent, courageous, elegant and beautiful than their masters and mistresses; and where it concedes any of these qualities to the whites, it is to such only as are, even though slaveholders, opposed to slavery. Those in favor of slavery are slave-traders, slave-catchers, and the most weak, **depraved**, cruel and **malignant** of beings and demons.

It deserves to be considered that the defense of the South was a documentary argument, consisting chiefly of a collection of all the evidence on the subject which existed in an **authentic** shape. The attack on the South is a novel—a romance. The system of the South relies on fact—the sentiment of the North flies to fiction. This is significant. For some time before, the North, the practical, calculating, unimaginative North, claimed the facts. But since the appearance of 'the North and the South,' that **pretension** has almost been abandoned.

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Supporting Question 4

Supporting Question	What was the impact of Uncle Tom’s Cabin on abolitionism?
Formative Performance Task	Participate in a structured discussion regarding the impact <i>Uncle Tom’s Cabin</i> had on abolitionism.
Featured Sources	Source 8: Excerpt from Charles Sumner’s Senate speech Source 9: Article by John Ball Jr. published in <i>The Liberator</i> Source 10: Sales of <i>Uncle Tom’s Cabin, 1851–1853</i>
Conceptual Understandings	(7.7b) Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
Learning Targets	I can examine ways in which enslaved Africans organized and resisted their conditions.
Social Studies Practices	<input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Academic Discussion Note-catcher:

Impact <i>Uncle Tom’s Cabin</i> had on abolitionism	Evidence
Partner 1:	
Partner 2:	
Partner 3:	
Partner 4:	

Supporting Question 4

Featured Source 8

Source 8: Charles Sumner, speech on his motion to repeal the Fugitive Slave Bill (excerpt), US Senate, August 26, 1852

NOTE: Teachers may want to have students define the words highlighted in the text before or during reading.

Speech of Hon. Chas. Sumner, Of Massachusetts, On His Motion To Repeal The Fugitive Slave Bill, In The Senate Of The United States. Thursday, August 26, 1852.

But the great heart of the people **recoils** from this **enactment** (Fugitive Slave Act). It **palpitates** for the fugitive, and rejoices in his escape. Sir, I am telling you facts. The literature of the age is all on his side. The songs, more **potent** than laws, are for him. The poets, with voices of melody, are for Freedom. Who could sing for Slavery? They who make the permanent opinion of the country, who mould our youth, whose words, dropped into the soul, are the germs of character, **supplicate** for the Slave. And now, sir, behold a new and heavenly ally. A woman, inspired by Christian genius, enters the lists, like another Joan of Arc, and with marvellous power sweeps the chords of the popular heart. Now melting to tears, and now inspiring to rage, her work everywhere touches the conscience, and makes the Slave-Hunter more hateful. In a brief period, nearly 100,000 copies of *Uncle Tom's Cabin* have been already circulated. But this **extraordinary** and sudden success—**surpassing** all other instances in the records of literature—cannot be regarded merely as the triumph of genius. Higher far than this, it is the testimony of the people, by an **unprecedented** act, against the Fugitive Slave Bill.

The National Era, unsigned article, Washington, DC, September 2, 1852. Public Domain. Reproduced from *Uncle Tom's Cabin* and American Culture: A Multi-media Archive, directed by Stephen Railton, the University of Virginia.

<http://utc.iath.virginia.edu/notices/noar01ait.html>.

Effect on abolitionism:

Supporting Question 4

Featured Source 9

Source 9: John Ball Jr., magazine article, "A Journey to Charleston, No. IV" (excerpt), *The Liberator*, September 8, 1854

NOTE: John Ball Jr. was a pseudonym for James Redpath, who was a British-born abolitionist journalist, agitator, and impresario. He wrote a series of letters to William Lloyd Garrison's Liberator and National Anti-Slavery Standard and used other aliases to protect his identity and safety while he interviewed slaves throughout the South and introduced Northern abolitionist ideas to the Southern press.

[from] A JOURNEY TO CHARLESTON. NO. IV.

BY THE WANDERING GENTILE.

Talks with the Slaves in South Carolina--the Sugar House.

I replied that I believed it would now be impossible, without a desperate and bloody contest between the municipal authorities and people of the city of New York, for a slaveholder to pluck a slave 'as a brand *into* the burning,' after he had once trod the soil of Manhattan Island, and that no attempt would ever again be made to execute the Fugitive Slave Act in our commercial metropolis. I said that perhaps a slaveholder might have succeeded in catching his 'property,' as late as a year ago, but that he certainly could not do so since 'Uncle Tom,' Purdy, and Nebraska Bill, and the Bowery (stage) Boys, and 'Eva' Howard, and 'Topsy' Dawes, and the dramatic Aitkens, and Stevens, and the scenic artist Rogers, and Free Soil Phineas, with his compromised 'Cabin,' had commenced their anti-slavery campaign.

John Ball Jr., *The Liberator*, Boston, September 8, 1854. Public Domain. Reproduced from *Uncle Tom's Cabin* and American Culture: A Multi-media Archive, directed by Stephen Railton, the University of Virginia. <http://utc.iath.virginia.edu/notices/noar02aut.html>.

Effect on abolitionism:

Supporting Question 4

Featured Source 10

Source 10: Chart showing printing and sales figures for the book *Uncle Tom's Cabin*, 1851–1853

Date	Sales
June 5, 1851 – April 1, 1852	A serial publication in the <i>National Era</i> magazine has a circulation of about 8,000
March 20, 1852 – April 1, 1852	The first printing of 5,000 copies of <i>Uncle Tom's Cabin</i> sells out in two weeks.
April 2, 1852 – April 15, 1852	The second printing of 5,000 copies of <i>Uncle Tom's Cabin</i> also sells out in two weeks.
May 1852	Sales of the first edition reach 50,000
September 1852	Sales of the first edition reach 75,000
October 1852	Sales of the first edition reach 100,000
Holiday season, 1852	3,000 copies of a special illustrated edition are sold
January 1853	30,000 copies are sold of a new "Edition for the Million"
February 1853	The first foreign language version is printed in German
1852	Another 100,000 copies of a special edition printed in England are sold
Early, 1853	Sales of various editions reach 310,000
End of 1853	Sales reach 1 million worldwide

Created for the New York K-12 Social Studies Toolkit by Agate Publishing, Inc., 2015.

NOTE: Information for this chart was gathered from *Uncle Tom's Cabin* and American Culture: A Multi-media Archive, directed by Stephen Railton, the University of Virginia, <http://utc.iath.virginia.edu/interpret/exhibits/winship/winship.html> and <http://specialcollections.vassar.edu/exhibit-highlights/2001-2005/stowe/essay2.html>.

Effect on abolitionism:

Summative Performance Task

Compelling Question	Can words lead to war?
Summative Performance Task	Can words lead to war? Construct an argument (a detailed outline and an essay) that discusses the impact of <i>Uncle Tom's Cabin</i> , using specific claims and relevant evidence from historical sources, while acknowledging competing views.

<p>INTRODUCTION</p> <ul style="list-style-type: none"> Engaging hook Thesis Statement (your claim that answers the compelling question) Historical Context (When did it happen? What led to it? Where did it happen? Why did it happen? How? Who?) Thesis Roadmap (order of body paragraphs) 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____ _____
<p>BODY PARAGRAPH # 1: Defend Your Argument</p> <ul style="list-style-type: none"> Restate/Topic Statement More than 2-3 TBEs (evidence supporting detail from source with citations) Explanation- of how this evidence supports your thesis in your own voice/words and interpretation Vocabulary words used in this paragraph: <ul style="list-style-type: none"> ➤ _____ ➤ _____ ➤ _____ 	<p>Topic- _____</p> <p>_____</p> <ul style="list-style-type: none"> _____ _____ _____ _____ _____ _____

BODY PARAGRAPH # 2:

Counterargument

- Restate/Topic Statement
-
- More than 2 TBEs (evidence supporting details from sources with citations)

- Explanation- of how this evidence supports your thesis in your own voice/words and interpretation

- Vocabulary words used in this paragraph:
 - _____
 - _____
 - _____

Topic- _____

- _____
- _____
- _____
- _____
- _____

CONCLUSION

- Restate your thesis/claim

- “Although” Statement- a counter-argument/competing view

- Expand-prove your thesis/claim! Main argument

- Leaves reader with a powerful sense of completion!

- _____
- _____
- _____
- _____
- _____

Evidence Chart

Initial Claim

What is your opening claim? This claim should appear in the opening section of your argument. Make sure to cite your sources.

Evidence

What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.

Additional Claims

What are some additional claims you can make that extend your initial one? Make sure to cite your sources.

Additional Evidence

What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your sources.

Double Check

What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.

Pulling It Together

What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.

Appendix A: *Uncle Tom's Cabin* Inquiry Vocabulary

Term	Definition
abolitionism	A 19th-century movement that focused on ending the institution of slavery in the United States.
antebellum	This Latin term can be translated into “before the war” and is used to describe the period in US history before the Civil War of 1861–1865.
Christian charity	A common theme in <i>Uncle Tom's Cabin</i> in which Harriet Beecher Stowe argued against southern Christians, in that Christianity and its cardinal Golden Rule condemned, rather than condoned, slavery
Compromise of 1850	One of the most contested laws in the antebellum period that may have helped delay or provoke the Civil War. It allowed the whole state of California to be free of slavery, created slave elections in the Utah and Arizona territories, forbid slave trade in Washington, DC, and issued a new Fugitive Slave Act.
fugitive slave	A slave who attempted to run away to freedom, usually to northern states or Canada. They often ran away at night or on Sundays to escape capture with the help of others on a system known as the Underground Railroad.
Fugitive Slave Act	A part of the Compromise of 1850 that required all Americans to assist in returning fugitive slaves to their owners and punished those who did not comply. It was also known as the “Bloodhound Law” because of the dogs used in tracking down fugitive slaves.
Northern and Southern press	Newspapers and magazines in the United States that reflected unique regional political and cultural interests in their publication.
slave auction	Public events often held in Southern port cities, where enslaved Africans were put on display and sold to the highest bidders.
slaveholder	A person who owns slaves. In the United States, slaveholders practiced chattel slavery, in which slaves were seen as property instead of human beings.