

Chapter 9

Louisiana's Antebellum Politics, Commerce, and Culture

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Antebellum Politics

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People and Culture in

Antebellum Louisiana

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Chapter Review

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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*)

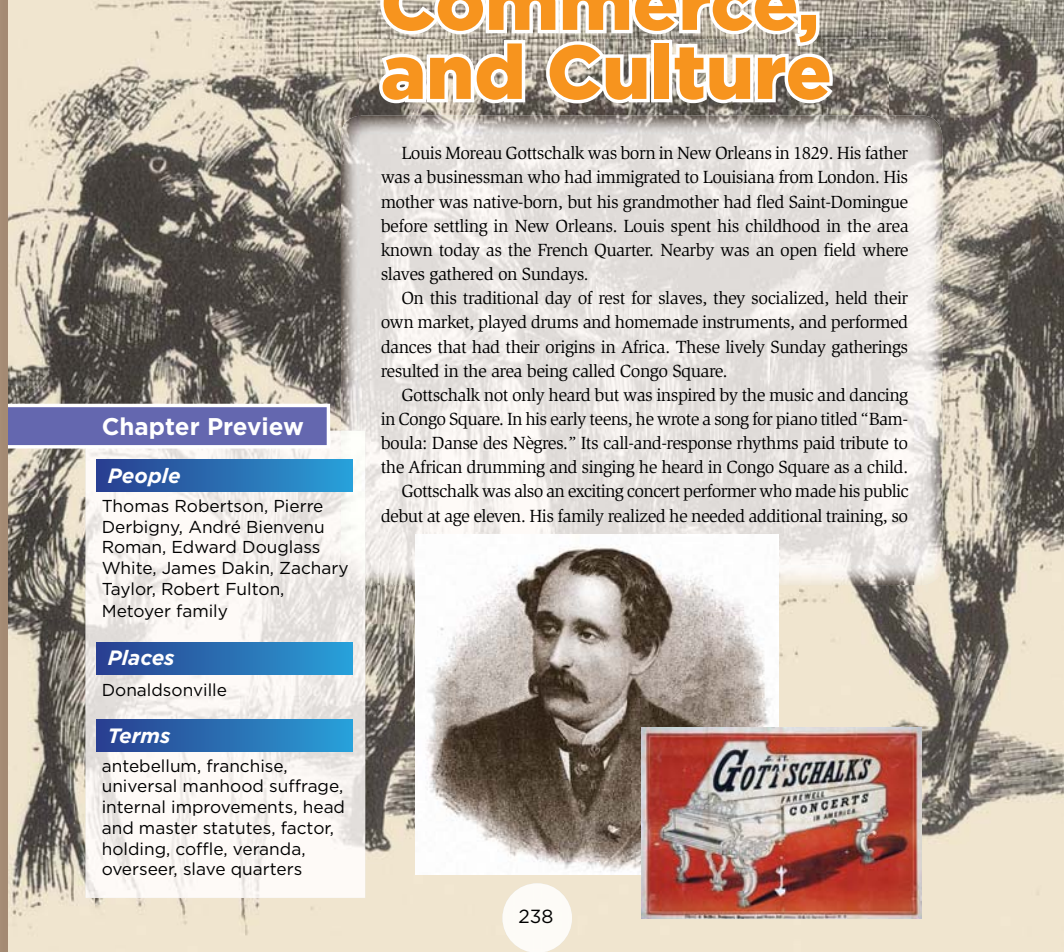
Did You Know?

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

CHAPTER

9

Louisiana's Antebellum Politics, Commerce, and Culture



Louis Moreau Gottschalk was born in New Orleans in 1829. His father was a businessman who had immigrated to Louisiana from London. His mother was native-born, but his grandmother had fled Saint-Domingue before settling in New Orleans. Louis spent his childhood in the area known today as the French Quarter. Nearby was an open field where slaves gathered on Sundays.

On this traditional day of rest for slaves, they socialized, held their own market, played drums and homemade instruments, and performed dances that had their origins in Africa. These lively Sunday gatherings resulted in the area being called Congo Square.

Gottschalk not only heard but was inspired by the music and dancing in Congo Square. In his early teens, he wrote a song for piano titled “Bamboula: Danse des Nègres.” Its call-and-response rhythms paid tribute to the African drumming and singing he heard in Congo Square as a child.

Gottschalk was also an exciting concert performer who made his public debut at age eleven. His family realized he needed additional training, so

Chapter Preview

People

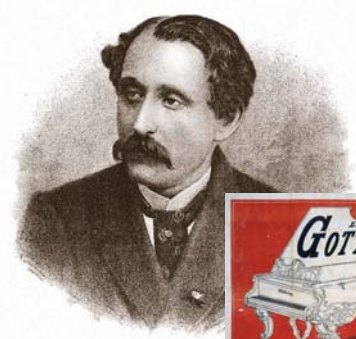
Thomas Robertson, Pierre Derbigny, André Bienvenu Roman, Edward Douglass White, James Dakin, Zachary Taylor, Robert Fulton, Metoyer family

Places

Donaldsonville

Terms

antebellum, franchise, universal manhood suffrage, internal improvements, head and master statutes, factor, holding, coffee, veranda, overseer, slave quarters



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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 Brasileira*, 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.

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.

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 Louisiana 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.



Left: Pierre Derbigny.
Above: André Bienvenu Roman.

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Lagniappe

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.

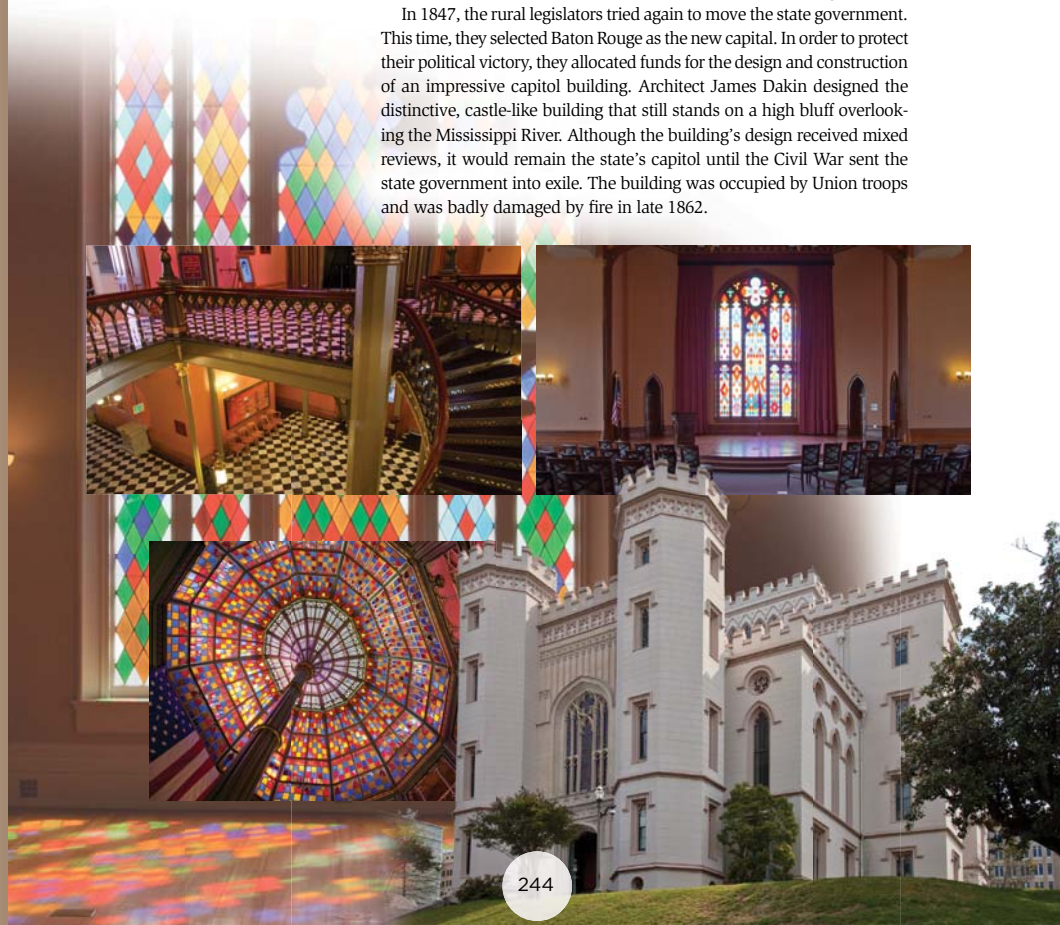
8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

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.



Notes

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.

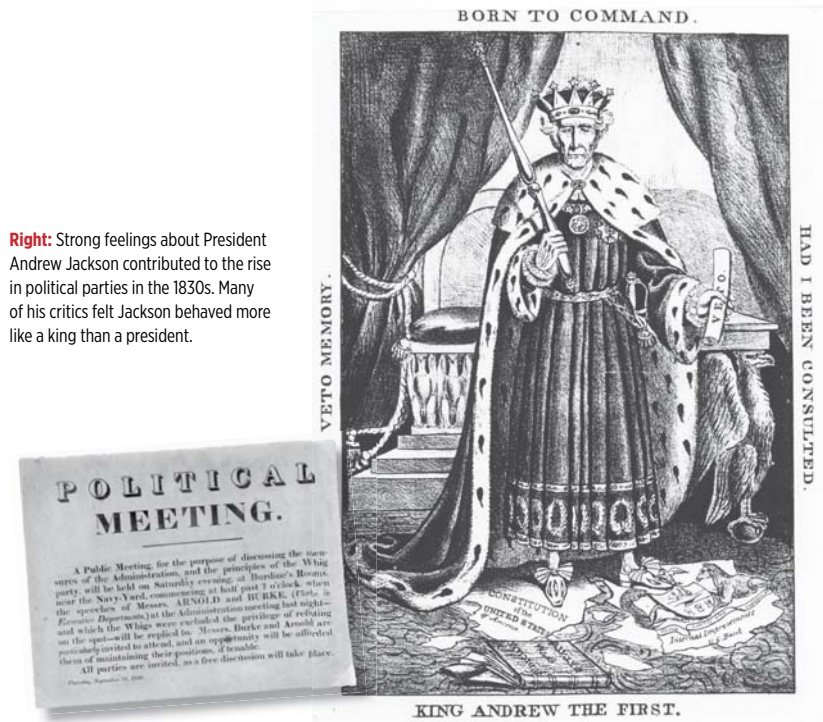
The cartoon was drawn after Jackson's controversial veto of Congress's bill to recharter the Bank of the United States in 1832 and his order to remove federal deposits from the bank. He is shown stomping on the U.S. Constitution and on the coat of arms of Pennsylvania (where the United States Bank was 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

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.

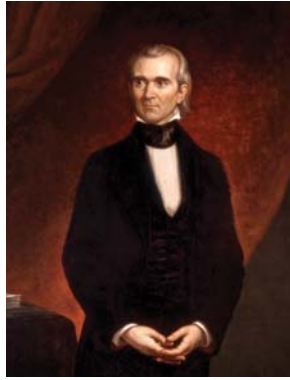


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Notes

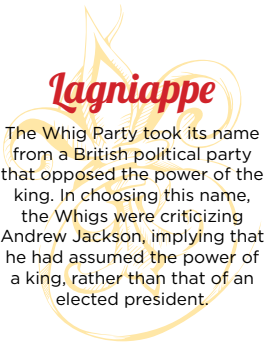
Democrats

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**.



Whigs

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.



Above: James K. Polk, who was 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.

Notes

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?

Felician 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.

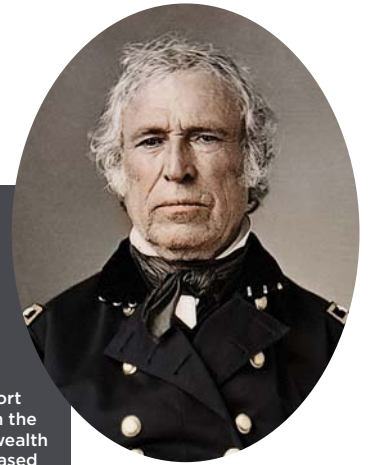
Special FEATURE

Zachary Taylor

To date, Zachary Taylor is the only Louisiana candidate to be elected president of the United States. Taylor, who was born in Virginia and raised in Kentucky, first came to Louisiana in 1809 in the service of the U.S. Army. He was posted to several different areas of the state before being assigned to Fort Robertson, near Baton Rouge, in 1822. While serving in the heart of Louisiana's plantation region, Taylor saw the wealth that was possible from a well-run plantation. He purchased several parcels of land in both Louisiana and Mississippi, including a 380-acre plantation in Feliciana Parish. At one point he owned more than three hundred slaves.

Taylor generally hired overseers to run his plantations while he continued his military service. He served in the War of 1812 and also fought in several conflicts against Native Americans in the 1830s. His most notable military successes came in the Mexican-American War. This conflict, which began in 1846, had its roots in the contest over Texas.

Mexico gained independence from Spain in 1821. To protect its own independence, Mexico offered land grants in Texas to Americans who were willing to become Mexican citizens and Catholics. Over time, many of these settlers decided they wanted to break away from Mexico. Tensions began in the early 1830s and resulted in the outbreak of open warfare between Mexico and the Anglo-American settlers in late 1835. That conflict was resolved in early 1836, but the question of whether Texas would be independent or become a part of the United States remained.



Above: This portrait of "Citizen Know Nothing" represents the ideal of a native-born American. **Above:** John Edward Bouligny served one term in the U.S. House of Representatives from Louisiana as a member of the American Party. **Below:** A parade of spring and summer fashions for 1841.



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.

Notes

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 your 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

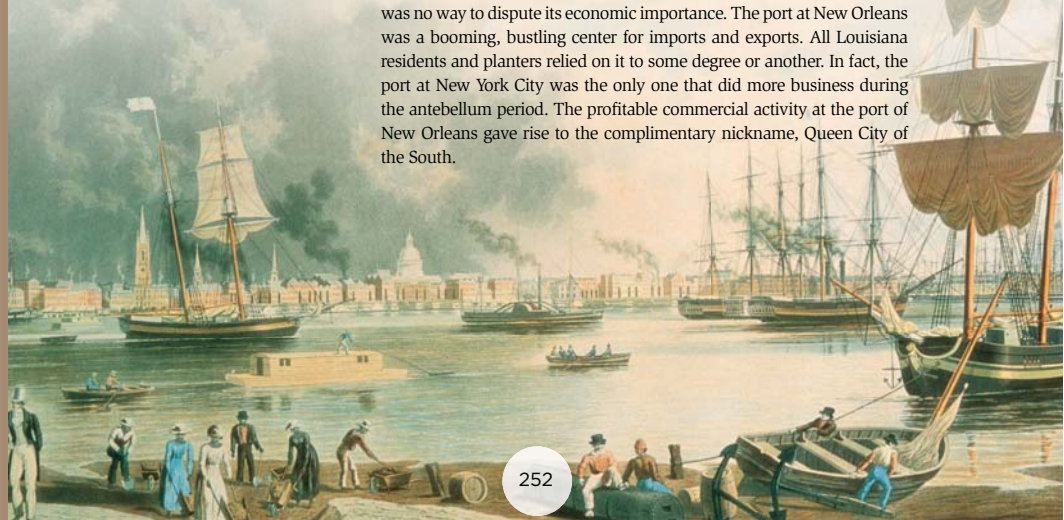
- ▶ how the development of the steamboat helped New Orleans become a leading U.S. port;
- ▶ the importance of factors and bankers in Louisiana's antebellum economy;
- ▶ different climate and labor conditions for growing sugar and cotton;
- ▶ the growth of slavery as both a labor force and an economic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

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.

Below: New Orleans, 1841.



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

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.



A bale of cotton weighs about 500 pounds.



Learning through Video

The website www.youtube.com/watch?v=3Gerfuu0QGk 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>.

Notes

Special FEATURE

Factors That Affected Slave Pricing

Here is a description of the four domestic slaves held by a wealthy New Orleans family. When the family's estate was inventoried, the slaves were listed alongside the family's other personal property. The ages, skills, and prospects for freedom helped to determine the relative value of each slave.

Manette, mulatress, aged around thirty nine to forty years, Creole of this State, good servant proper for everything, good cook, good laundress, good presser, dry plaiter, and good subject - \$2,500

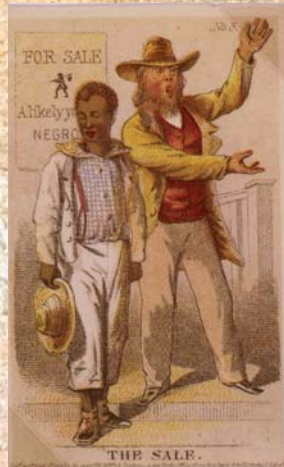
Delphine, daughter of the said Manette, quadroon, aged around nineteen years, good servant and seamstress, before becoming free when she shall have acquired or attained the age of thirty years, Creole of this state - estimated under the consideration of her future liberty - \$800

A negress named Maranthe, called Emerance Africaine, aged around forty seven years, cook and laundress, good servant, good subject - \$1,200

A negress named Louise, daughter of the said Emerance, Creole of this state, aged around thirteen years, servant and seamstress - \$1,200

The terms *mulatress* and *quadroon* are no longer used today. However, in nineteenth-century Louisiana, they were terms that described a person's racial heritage. A *mulatress* was a woman who had one white parent and one black parent. A *quadroon* had one mulatto parent and one white parent.

Household servants performed the kinds of skills we associate with housework today, and they also performed tasks like sewing. Dry plaiting described the ability to do fancy sewing work by braiding and attaching ribbons and decorative borders to women's hats and clothing. Why do you think a skilled person like Delphine was worth so much less than other women with similar skills?



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Top: Slave cabin, San Francisco Plantation. **Second from Top:** A slave father sold away from his family. **Above:** *The Sale*, color lithograph by Henry Louis Stephens. **Left:** Frogmore Plantation slave cabin interior.

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

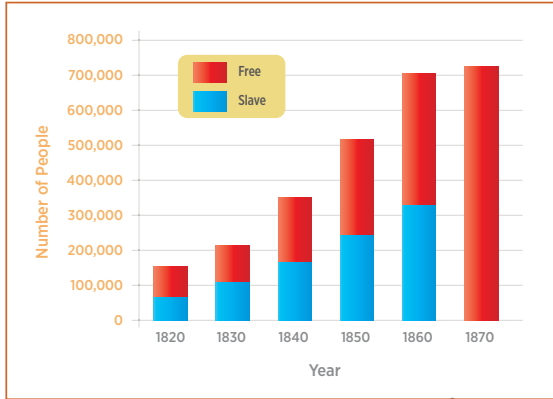
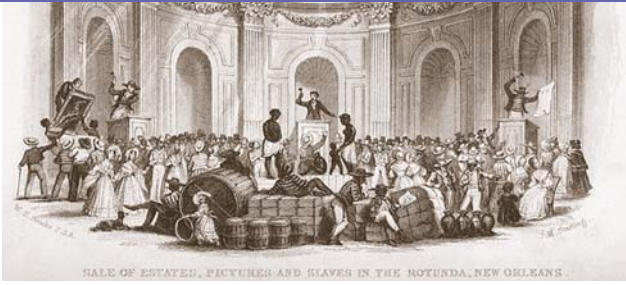


Figure 9.1
Population of Louisiana, 1820-1870

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.

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.



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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 **overseers** (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.

Frogmore Plantation in Concordia Parish, like most plantations, had numerous buildings in addition to the main house. **Far Left:** Cotton gin. **Below:** Dogtrot bedroom. **Middle Left:** Slave quarters. **Bottom Left:** Cane mill. **Bottom Right:** Cotton gin building.



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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?

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 Ire-

land 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.



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.

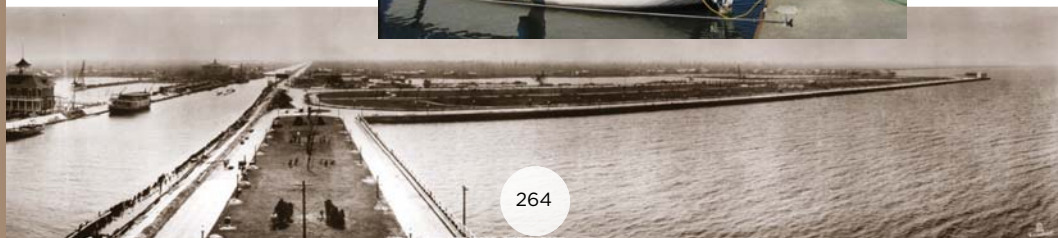
The Irish had an even less favorable reputation than the Germans. The Irish tended to arrive poor if not penniless since most were fleeing a devastating potato famine. Those who made it to the United States were often willing to take the worst jobs imaginable. Slave owners sometimes hired Irish laborers to clear land or do projects they considered too dangerous or risky for their own slaves. Although they were often criticized for being dirty, *unkempt* (untidy), 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, yellow 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.



Right: Pleasure boats dock in the only remaining section of the New Basin Canal. **Bottom:** New Basin Canal in 1915.



Notes

Activities for Learning

Understanding the Facts

1. 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

1. Why did wealthy planters need the assistance of representatives called factors to run their plantation business?
2. 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?

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 vary.

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.

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