

Reading Guide for The 1857 Project Essays

**“The Land of Dred Scott: Scenes from our racist history” by William H. Freivogel,
pgs 9-21**

Excerpt	<p>“Thirteen of the 55 men who wrote the Constitution were slaveholders—including three of the first four presidents, Washington, Jefferson, and Madison—and all 55 were white and wealthy. Benjamin Franklin was president of a group called the Relief of Free Negroes Unlawfully Held in Bondage. But neither Franklin nor any other delegate called for abolition at the Constitutional Convention in Philadelphia in the summer of 1787. Yet there was pressure mounting for abolition. Thomas Jefferson fell one vote short of getting slavery abolished in the territories. In a compromise, the Congress of the Confederation passed the Northwest Ordinance that same year, 1787, banning slavery north of the Ohio River, including Illinois. Meanwhile, the framers of the Constitution were struggling with slavery, according to historical accounts including James Madison’s diaries.”</p>
Key Names, Dates, and Terms	<p>Dred and Harriett Scott, Thurgood Marshall, Alexander Hamilton, Luther Martin of Maryland, John Rutledge of South Carolina, Rep. James Tallmadge Jr. of New York, Sen. Jesse B. Thomas of Illinois, Elijah P. Lovejoy, editor of the St. Louis Observer, Chief Justice Roger Taney, Abraham Lincoln, Stephen A. Douglas, William L. Clay, CORE, the Congress on Racial Equality, American Civil Liberties Union, Veiled Prophet</p> <p>1787 Northwest Ordinance, The Constitutional Convention, Three-fifths Compromise, slave trade, fugitive slaves provision, The Missouri Compromise of 1820, Missouri Crisis of 1819, Mason-Dixon Line, black codes, Louisiana Purchase, “popular sovereignty,” 1873 Slaughterhouse Cases, Plessy v. Ferguson, Brown v. Board of Education, segregation ordinance, redlining, East St. Louis Race Riots, Red Summer of 1919, lynching, Ku Klux Klan, 1948 Supreme Court case of Shelley v. Kraemer, Pruitt-Igoe, 1968 Fair Housing law, The U.S. Civil Rights Commission of 1970, NAACP, School Desegregation Program</p>
Supplemental Texts	<p>Primary Sources: Fifth Amendment of the Bill of Rights 13th Amendment of the Constitution 14th Amendment of the Constitution 15th Amendment of the Constitution Missouri Compromise 1787 Northwest Ordinance</p>

Essays:

“Redlining’s Long Lasting Mark” by Rachel Finan (KHS Student), *Gateway Journalism Review*

“The Slave State of Illinois” by Amelia Blakely, *Gateway Journalism Review*

“A Family’s Fight for Freedom” by Amelia Blakely, *Gateway Journalism Review*

“Underground Railroad in Illinois” by Amelia Blakely, *Gateway Journalism Review*

“Lincoln-Douglas Debates Marred by Overt Racism of Both” by Kayla Chamness and William H. Freivogel, *Gateway Journalism Review*

“New Lights Shine on Riots Against Blacks in East St. Louis and Across America” by Harper Barnes, *Gateway Journalism Review*

“The Clayton Conundrum” by Richard H. Weiss, *Gateway Journalism Review*

“Anatomy of an Economic Murder” by William L. Clay

“Unmasking the Veiled Prophet — For Jobs Not Black Debutantes” by Percy Green II, *Gateway Journalism Review*

Film:

Spanish Lake Documentary

[The Pruitt Igoe Myth](#)

[The Lincoln-Douglass Debates | History](#)

[The 1917 East St. Louis Massacre](#)

Images:



The Shelley House
4600 Labadie Avenue in St. Louis,
MO

**Shelley
v.
Kraemer
(1948)**



**J.D. Shelley &
Wife**



The Ville, StL



Jeffrey S. Copland, *Olivia's Story: The Conspiracy of Heroes Behind*

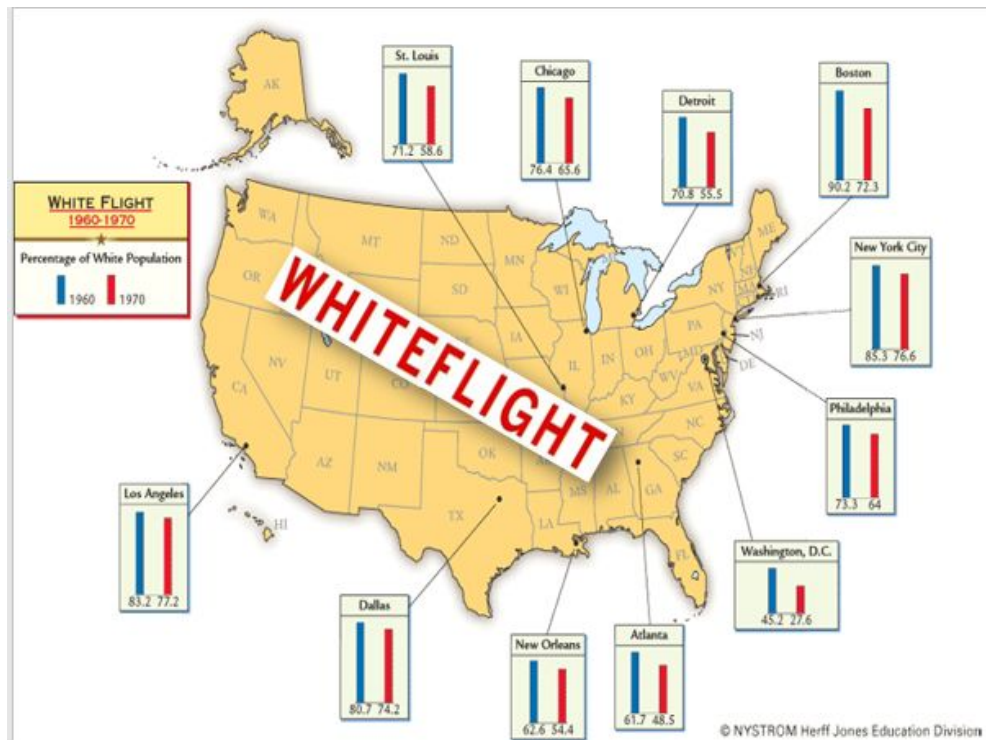
Shelley v. Kraemer, St. Paul, MN: Paragon House, 2010, p.345 (photo by Douglas Hartley).

Olivia Perkins and her husband Inman who played a major role in the plot to purchase 4600 Labadie and transfer it to the Shelleys. She was a teacher at Sumner and he was a serviceman in the Army. Also Copeland, p.341.

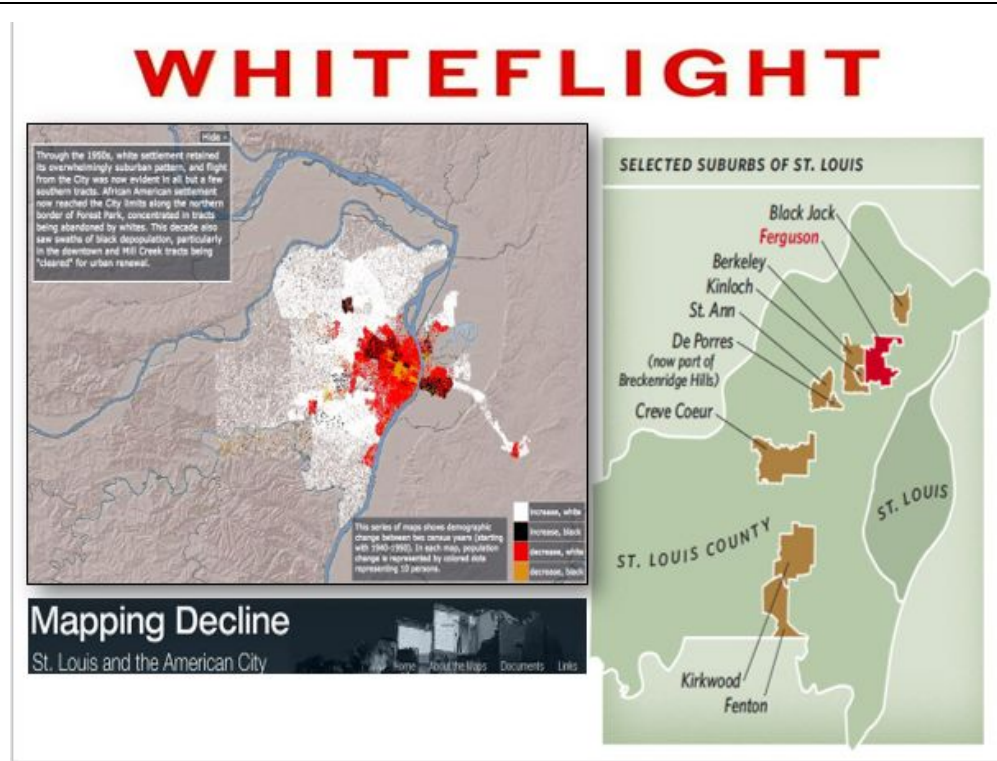
Copeland, p.346 (photo by Debra Davis). JD and Ethel on the right.

[The UNZ Review: An Alternative Media Selection](#)

[Built St. Louis](#)



[http://ushistoryatlas.com/era9/USHAcom M_era9_whiteFlight.cfm](http://ushistoryatlas.com/era9/USHAcom_M_era9_whiteFlight.cfm)



[Colin Gordon, Mapping Decline](#)

[The American Prospect, 2015](#)

Guiding Questions

- During the early 1800s, how and why were distinctions between property and persons made? What current issues can we connect to these early definitions?
- How did the Three-fifths Compromise both reinforce and contradict the system of slavery?
- Why were the slave compromises important to the formation of the union?
- How did the use of slaves differ in the north and the south? What were the consequences of these differences?
- What caused Missouri to be at the forefront of the fight for slavery? What evidence of this fight exists in today's society?
- What Constitutional Amendments did Missouri adopt that caused conflicts within Congress?
- How has violence against Black people been used to reinforce the system of slavery? What are some modern implications of this behavior?
- How was rhetoric weaponized throughout the fight for slavery?
- Considering that there were hundreds of freedom suits in the 1800s, why do you think we have mostly heard and learned about the suit from Dred Scott? Why was the Dred Scott decision important to the system of slavery?
- How was indentured servitude used to illegally maintain slavery in

	<p>non-slave states?</p> <ul style="list-style-type: none"> ● How have the fugitive slave laws impacted current policing practices? ● What is our regional connection to the early Civil Rights Cases of 1883? In what ways have we grown from past issues? In what ways are we still fighting the same issues? ● How were real estate and lending practices used to segregate?
Discussion Questions	<ul style="list-style-type: none"> ● The Dred Scott opinion said slaves were far better off than the “miserable” African. It stated: “We are almost persuaded that the introduction of slavery among us was, in the providence of God ... a means of placing that unhappy race within the pale of civilized nations.” Discuss the role religion played in maintaining the institution of slavery. ● How have legal precedences shaped our society? ● Weigh the pros and cons of segregation during the early 1900s. What current examples of segregation exist within the St. Louis region? What are the modern consequences of segregation? ● What post-slavery tactics to segregate society are evident within the St. Louis region? How have they worked to reinforce or dispel Missouri’s history of deep-seated racism? ● What vestiges of slavery and segregation are evident in current events within our region?