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Cause and Effect

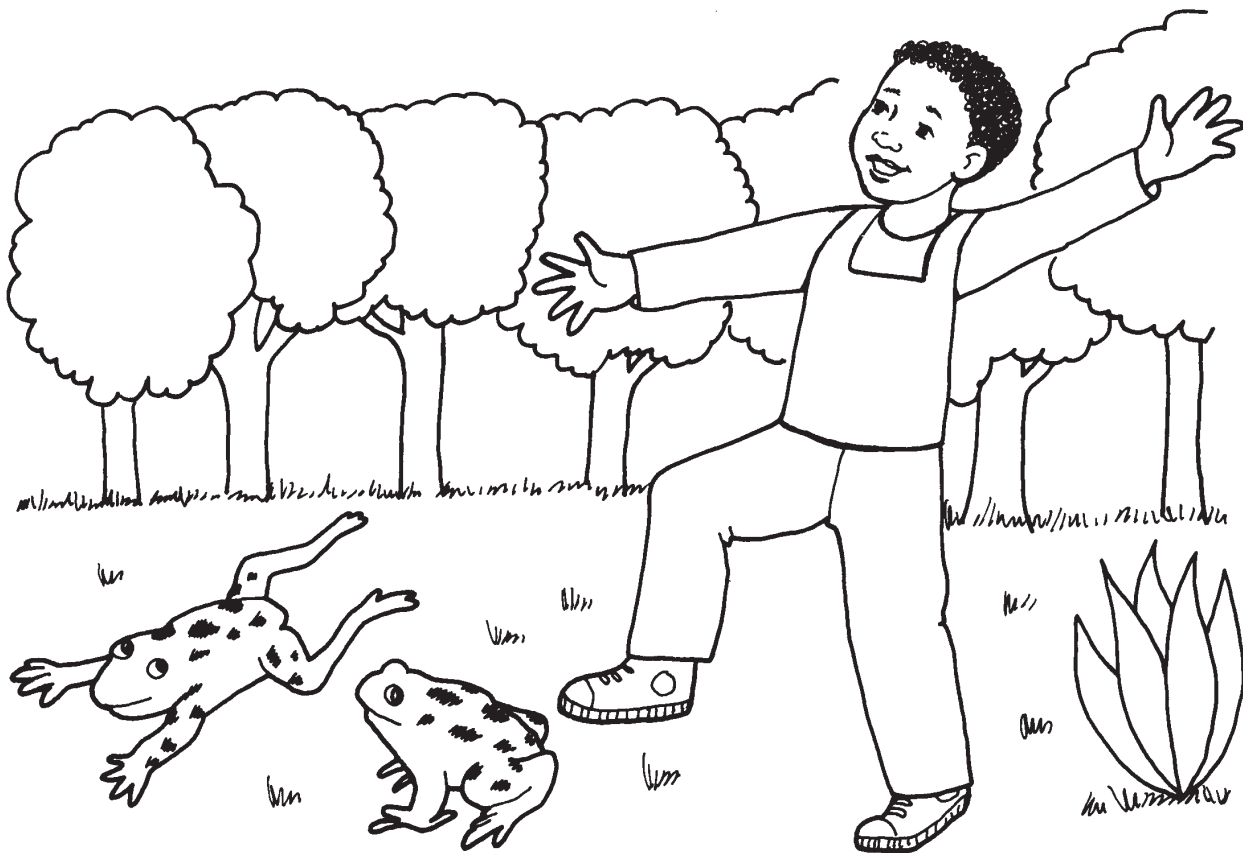
Little Eight John's mama tried to teach her son the truth by warning him of behaviors that would bring trouble and bad luck to the family. Although he promised to obey, Little Eight John tested every one of his mama's warnings and laughed when his actions brought trouble to his family.

The warnings given by Little Eight John's mother belong to a part of folklore that is sometimes called *old wives' tales*, or *superstitions*. They attempt to link a previous action or ritual to tragedy or misfortune. Other common superstitions include spilling salt, breaking mirrors, and walking under ladders.

Superstitious beliefs are common when people face times of uncertainty or when events seem to be beyond human control. People avoid actions that are believed to cause bad luck and sometimes use charms, like rabbits' feet or horseshoes, to bring good luck.

Activity:

- Make a list of the warnings given to Little Eight John and the results of his actions. Add other common superstitions to the list.
- Select one of the superstitions. Divide a piece of drawing paper in half. In the first half, draw a picture showing the action or cause. In the second half, draw a picture showing the result or effect.
- On the back of the paper, write a story that tells how this belief came to be.
- Combine all of the pictures in a class book of superstitions.



Slave vs. Free

The American Civil War was one of the most painful, and most costly, periods in the history of the United States. Because of economic, political, and social differences between the North and South, South Carolina seceded from the United States in 1861. Ten other states followed to form the Confederate States of America. These Southern states felt threatened by the militant Abolitionist movement in the North. Their economy consisted almost entirely of large plantations growing cotton, rice, and tobacco. Many hands were needed to plant and harvest these huge agricultural lands, especially after the invention of the cotton gin, a device which allowed faster processing of the harvested cotton.

Abolitionists in the North protested slavery and helped many slaves to flee from their white owners. Slaves were often caught and returned to their owners in the South, where they were severely punished. Many slaves succeeded in their flight, and “running-aways,” as they were called, kept heading North, following the handle of the “drinking gourd,” another name for the Big Dipper which pointed toward the North Star.

Many of the Southern states claimed they were losing millions of dollars in “property.” Slaves living in the border states, those adjoining the non-slave states, fled in an exodus many compared to that of the Israelites when they left Egypt with Moses. An estimated 500,000 slaves ran in search of freedom.

Initially, the northern cause in the Civil War was to preserve the Union, but many saw it as an opportunity to end slavery. During the war, in 1862, slave owners in the District of Columbia received compensation from the government for freeing their slaves. As the war continued, Abraham Lincoln issued the Emancipation Proclamation granting freedom to slaves in non-Union-held states and territories in 1863. He hoped that it would force an end to the rebellion.

The Emancipation Proclamation, which abolished slavery in the states that had seceded from the Union, took effect January 1, 1863. Many of the freed slaves served in the Union military, participating in the twenty-nine major battles, including those at Richmond and Appomattox. Sixteen of them received the Congressional Medal of Honor. As they marched, many of them sang:

*No more auction block for me,
No more, no more!
No more auction block for me;
Many thousands gone.*

*No more driver's lash for me,
No more, no more!
No more driver's lash for me;
Many thousands gone . . .*

*No more whip lash for me
No more, no more
No more pint of salt for me
Many thousands gone*

*No more auction block for me
No more, no more
No more auction block for me
Many thousands gone*

Activity:

Research the names of the states which remained free states before the Civil War, the ones which were slave states, and the territories. On the map on page 31 make a key and color the free states blue, the slave states tan, and the territories yellow. Fill in the names of each.