

Title: RAFT – Effects of the Abolition of the Slave Trade

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Key Words: Domestic Slave Trade

Grade Level: 11th grade

Time Allotted: 90 minutes

Lesson Overview	Students will review information from previous lesson regarding motivations of those for and against abolition of the slave trade. Then, students will compose a RAFT paper to illustrate how different groups were affected by abolition of the slave trade.
Guiding Question(s)	How did the abolition of the Transatlantic Slave Trade affect Africans, African Americans, Chesapeake Planters, Planters in the Deep South, and Abolitionists?

Learning Objectives (SWBAT – Students Will Be Able to)

- Student will compose RAFT papers to illustrate how different groups were affected by the abolition of the slave trade.
- Students will be able to describe how the abolition of the transatlantic slave trade led to a burgeoning domestic slave trade.

Standards of Learning & Essential Historical Skills Taught:

- US 11. 6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- b) identifying the economic, political, and geographic factors that led to territorial expansion
 - e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.
- US 11. 7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;

Assessment Tool(s)

- RAFT paper
- Exit slip

Materials/Resources

- Epitaph Handout
- PPT—The Domestic Slave Trade
- RAFT assignment handout
- RAFT Rubric handout
- RAFT planning sheet
- Abolition Raft website: <https://sites.google.com/site/abolitionraft/home>
- Exit slip

Modifications (to meet needs of diverse learners)

I have provided additional RAFTS as extension on the web page.

Instructional Procedures/Process (How will you guide your students through this activity)

1. Opening Activity—Mini-RAFT 15 minutes
 - a. Explain to students that they will be working on RAFT papers today. RAFT stands for Role, Audience, Format, and Topic. For more on RAFTs go to: <http://readingquest.org/strat/raft.html>.
 - b. To practice writing a RAFT, have all students complete the following RAFT:
 - i. Role- William Wilberforce
 - ii. Audience- posterity
 - iii. Format- Epitaph
 - iv. Topic- his role in ending the slave trade.
 - c. In order to help students complete the task, you can give them William Wilberforce biographical sketch handout and show them the trailer to the movie *Amazing Grace* (<http://www.youtube.com/watch?v=7KLyEwv0dG8>). Students can use the William Wilberforce Epitaph Handout.
 - d. After about 10 minutes, cut the students off and have them share their RAFTs with their neighbors. Explain to the students that they will be completing a RAFT today in order to understand the perspectives of those who were affected by the abolition of the slave trade. The goal for the class is for the students to articulate the consequences of the abolition of the slave trade.
2. PPT- Quick overview of how the end of the Transatlantic Slave Trade led to a burgeoning domestic slave trade. (15 minutes)

Slide 1: Title Slide

Slide 2: Volume of the Atlantic Slave Trade

Guiding Questions:

1. *What happens to the domestic slave trade directly after the abolition acts?*
2. *What was the long term affect of the abolition acts on the volume of the Atlantic Slave Trade?*
3. *What are some possible explanations for these trends?*

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Background information

Slave trading returns to its pre-abolition rate not too long after the two abolition acts of 1807 and 1808.

Slide 3: The Slave Trade After Abolition

Guiding Questions:

1. *Describe the differences in the geography of the trade from 1811-1860? What does that tell you about the possible effects of the Abolition Acts?*

Background information

The Northern (North of the Equator) Atlantic Slave Trade drops off precipitously, however slave trading returns to its pre-abolition rate not too long after the two abolition acts of 1807 and 1808. This reflects the British effectively suppressing the slave trade in much of the Caribbean and American enforcement of the abolition.

Slide 4: The Domestic Slave Trade 1790-1799

Guiding Questions

1. *Describe the domestic slave trade before 1800?*
2. *Describe the domestic slave trade from 1820-1829?*
3. *What accounts for this uptick in migration?*
4. *Which states are exporting? Which states are importing? Why?*

Background information

The Chesapeake states had a surplus of slaves. Virginia had always and continued to have a large slave population that was self-sustaining. Even though they continued to export many slaves, they still had the highest slave population prior to the Civil War.

Slide 5: The Domestic Slave Trade 1820-1829

Guiding questions

1. *Describe where slave populations were growing and why?*

Background information

The Deep Southern states need the slaves for cotton production.

Slide 6: Progression of the Slave Trade in Selected Southern States

Guiding questions

1. *Describe the direction of the domestic slave trade and explain why?*
2. *Overall describe the growth of the slave population in the Deep South.*

Background information

The direction of the domestic slave trade was south and west because of the demand for slaves in cotton production. The growth in population of slaves in the Deep South was exponential.

Slide 7: Slave Trader Sold to Tennessee

1. What was the human cost to the domestic slave trade?
2. What might be an unintended consequence of the abolition of the Atlantic Slave trade?

Background information:

The domestic slave trade split up families and communities and took members away from their homes in America. Many of these families were multi-generational making them more American than many whites.

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Despite the good intentions of the abolitionists, the slave trade continued in South America and a thriving domestic slave trade was established that was just as cruel as what it replaced.

3. RAFT activity. (1 hour)

- a. Distribute RAFT assignment. Go over the details of the assignment. Students will have four options for RAFTS. Explain that the purpose of the RAFT assignment is to describe the end of the Transatlantic Slave
- b. Direct them how to navigate the web site:
<https://sites.google.com/site/abolitionraft/home>
- c. Explain to students that this will be where they can access resources that will help them complete the RAFT as well as RAFT rubric. The web site has a main page as well as additional pages for each RAFT option.
- d. Distribute RAFT draft handout. Students can use this to outline their ideas.
- e. Give students the next 45 minutes to complete at least a draft. Whatever they do not complete in class, they should complete for homework.
- f. You may choose how the students will share their RAFTs during the next class period. You may choose to do a gallery walk or share in small groups.

Closure (Activity/Procedure that brings the lesson back to the guiding question)

- a. Ask students to consider the same quotation from the previous class. *"We make our history ourselves ... [but] what each individual wills is obstructed by everyone else, and what emerges is something that no one willed."*
- a. On the exit slip, have students evaluate whether the abolition of the slave trade follows the law of unintended consequences. Students should cite evidence to support their argument.
 - a. A student might argue that the English were motivated to end the slave trade for moral reasons, but they did not intend for the development of a thriving domestic slave trade.
 - b. Another student might argue that the Chesapeake colonists got exactly what they intended. They were motivated to end the Atlantic Slave Trade so they could get rich off a domestic slave trade
 - c. Another student might argue that the Chesapeake planters intended to get wealthy off the domestic slave trade, they did not intend for their political power to be diminished and to be dragged into a Civil War.