

America on the World Stage
Transatlantic Teacher Scholars Program

Wrap-up: Choose one image or source from each region for today's lesson, for a total of 3. Write a caption that explains why that image or source best tells the story of the impact of slavery on that region during the mid-19th century. Write an introductory paragraph of 3-4 sentences that explains whether or not you think the abolition of the Transatlantic Slave Trade accomplished its intended goal

Liverpool:

1. Photo or source chosen _____
2. Caption explaining why it best tells the story of the impact of slavery on
Liverpool, should be 3-4 sentences. _____

New England:

1. Photo or source chosen _____
2. Caption explaining why it best tells the story of the impact of slavery on
Liverpool, should be 3-4 sentences. _____

The South:

1. Photo or source chosen _____
2. Caption explaining why it best tells the story of the impact of slavery on
Liverpool, should be 3-4 sentences. _____

America on the World Stage
Transatlantic Teacher Scholars Program

Answer Key

Liverpool

1. With the loss of the Transatlantic Slave Trade, how does it appear Liverpool began to replace that revenue? Industry, textile manufacturing

2. Why do you think Liverpool became involved in this particular industry?____

3. In what year did US cotton imports account for the highest percentage of the British total? 1838 and 1843
4. What role do you think the invention of the cotton gin played in this increase of imported cotton by Britain? More cotton could be processed by slaves, so more cotton could be grown. The supply of cotton increased, so the number of mills increased
5. If the United States were to implement a tariff on exported cotton, do you think Britain will continue to buy Southern cotton? Why or why not? _____

6. Why does the percentage of British imports fall so sharply in 1862? The start of the Civil War
7. How did Liverpool continue to increase its wealth due to slavery, even after the abolition of the slave trade? The city of Liverpool relied on slave-grown cotton to fuel their booming textile trade
8. What people or groups of people are making money based on slavery in Liverpool? Factory owners, shipbuilders, ship owners, insurance agents, factory workers, merchants

America on the World Stage
Transatlantic Teacher Scholars Program

New England

1. With the loss of the Transatlantic Slave Trade, how does it appear New England began to replace that revenue? Industry, textile manufacturing
2. Why do you think New England became involved in this particular industry?
3. Look at the insurance document. Why do you think this insurance company might still be insuring trips to Africa if the slave trade was abolished in 1808?
A possible answer is that ships were still illegally transporting slaves from Africa
4. Compare the 3 Lowell documents. How many mills are there in 1835? How many in 1846? In 1857? 1835 - 22, 1846 - 33, 1857 - 52
5. What role do you think the invention of the cotton gin played in the increase of mills in New England? More cotton could be processed by slaves, so more cotton could be grown. The supply of cotton increased, so the number of mills increased
6. If the United States were to implement a tariff on exported cotton, do you think New England would benefit? Why or why not? Yes. Britain might buy less cotton, making more available for the New England mills. It will also increase the price of imported cloth from Britain
7. How did New England continue to increase its wealth due to slavery, even though slavery was illegal in these states? New England depended on slave-grown cotton to fuel its textile industry
8. What people or groups of people are making money based on slavery in New England? Factory owners, shipbuilders, ship owners, insurance agents, factory workers, merchants

America on the World Stage
Transatlantic Teacher Scholars Program

The South

1. How did the abolition of the slave trade impact the South? They could no longer legally buy slaves from Africa. They now had to depend on slaves already in the United States or those born to slaves.
2. Where are slaves moving during the early 19th century? They are moving from the Upper South (like Virginia) to the Deep South, such as South Carolina, Georgia or the Gulf Coast
3. Where are the highest concentrations of slaves located? (be specific) Deep South and near the Mississippi River.
4. Describe the differences between the Deep South and the Chesapeake states during this time period. Cotton is being grown in larger and larger numbers in the Deep South. The Chesapeake States are not growing cotton to that extent. As a result, they have a surplus of slaves. Chesapeake states are making money from the sale of slaves further south.
5. To where do you think these Southern planters are selling their cotton? Why? They are selling it to Britain and to New England. The South does not have an industrial economy. They are not processing the cotton they grow.
6. What people or groups of people are making money based on slavery? Plantation owners, ship builders, ship owners, merchants in port cities, insurance agents, slave traders