

*America on the World Stage*  
*Transatlantic Teacher Scholars Program*

**Title:** After Abolition

**Lesson Author:** Christine Esposito

**Key Words:** slavery, abolition, slave trade, cotton, textiles

**Grade Level:** Middle/High School

**Time Allotted:** 50-60 minutes

|                            |                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson Overview</b>     | Students will challenge their misconceptions about slavery and its reach during the early-to-mid-19 <sup>th</sup> century. |
| <b>Guiding Question(s)</b> | Who benefited from slavery?<br>Did the abolition of the Transatlantic Slave Trade accomplish its intended goal?            |

**Learning Objectives**

Students will be able to use primary and secondary sources to:

- make predictions about the economy of different regions based on geography, climate, and visual evidence
- dispel common misperceptions about what regions of the United States and England benefited from slavery

Students will use historical data to

- compare the impact of slavery and slave-related raw materials on the economy of different regions, including New England, England and the South

**Standards of Learning & Essential Historical Skills Taught:**

- Selected State & National Standards -

➤ **Virginia Standards of Learning:**

- USI.8c The student will demonstrate knowledge of westward expansion and reform in American from 1801 to 1861 by describing the impact of inventions, including the cotton gin, on life in America
- USI.9a The student will demonstrate knowledge of the causes, major events and effects of the Civil War by describing the cultural, economic and constitutional issues that divided the nation

➤ **National History Standards:**

- Era 4: Expansion and Reform –Standard 2D: The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.
  - Explain how the cotton gin and the opening of new lands in the South and West led to increased demand for slaves
- Era 5: Civil War and Reconstruction – Standard 1: The student understands how the North and South differed and how politics and ideologies led to the Civil War.
  - Identify and explain the economic, social and cultural differences between the North and South.

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- OAH Historical Inquiry Skills –

- **Historical Comprehension:**

- Students will use primary sources to create an historical narrative which will explain
  - who benefited from slavery
  - how the story of slavery is often far more complicated than it is portrayed in classroom textbooks
  - how England, New England and the South were interdependent during the mid-19<sup>th</sup> century

- **Historical Analysis and Interpretation**

- Students will consider different historical perspectives (England, New England and the South)
- Analyze cause and effect
- Challenge historical arguments, including the Virginia Standards of Learning, specifically in relation to the antebellum period of US history.
- Students will compare and contrast different sets of ideas, and identify the author of the sources to decide if the source is believable

- **Historical Research**

- Students will use primary sources to
  - ask questions based on historical documents
  - obtain historical information from a variety of sources, including an online database, maps, data and paintings

**Assessment Tool(s):**

- Primary Source Station Worksheets
- Wrap-up (Writing a caption for source)

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**Materials/Resources**

**Resources:**

- PowerPoint: Dependence.ppt: This can be used to run this lesson as a whole-group lesson rather than a station or center-based activity.
- [British Things](#): A video from a television show on the BBC entitled *Horrible Histories*. This is a music video that explains how “British things” often come from elsewhere, including cotton.

**Materials:**

**(ALL OF THESE DOCUMENTS AND ANSWER KEYS ARE LOCATED AT THE END OF THIS DOCUMENT)**

- Hook
  - Internal Slave Trade, Staunton, VA, 1853; Image Reference NW0248; as seen on slaveryimages.org.  
<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas&theRecord=52&recordCount=73>  
Image shows slaves being moved from Staunton, VA to Tennessee. Pair with “Hook” worksheet to begin lesson.
  - Hook Worksheet (found at the end of the document)
- Liverpool Station:
  - Textile Data from *British Historical Statistics*. This data will give students an idea of how the manufacture of textiles increased in Britain during the 19<sup>th</sup> century.
    - Cotton Import Information
    - Number of people employed in cotton factories
    - Cotton Export Information
  - McConnel & Company Mills, about 1820.  
[http://en.wikipedia.org/wiki/File:McConnel\\_%26\\_Company\\_mills,\\_about\\_1820.jpg](http://en.wikipedia.org/wiki/File:McConnel_%26_Company_mills,_about_1820.jpg) Picture of a cotton mill in Manchester, to be used as an example of mills being built throughout Britain, specifically in Lancashire as a result of the Industrial Revolution. From an old water-colour drawing of the period.
  - Liverpool Worksheet (Found at the end of the document)
- New England Station:
  - Rates of Insurance, Port of Boston, 1826  
<http://memory.loc.gov/rbc/rbpe/rbpe05/rbpe054/05400400/001dr.jpg> This is an insurance document, which quotes rates on various trips, including voyages to Africa, from Boston in 1826.
  - Statistics of Lowell, MA Manufactures, 1835, 1846, and 1857  
These documents (from the Library of Congress) show the number of mills, number of people employed, bales of cotton used in Lowell, Massachusetts. Reading the bottom of the document reveals the number of pounds consumed per year, the number of bales, as well as the salary of men and women employed in these mills. Students will compare this information, from three separate years to get an idea of how much cotton was consumed by a single town in New England.

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- Statistics of Lowell, MA Manufactures, 1835  
<http://memory.loc.gov/rbc/rbpe/rbpe05/rbpe056/05601000/001dr.jpg>
- Statistics of Lowell, MA, Manufactures, 1846  
<http://memory.loc.gov/rbc/rbpe/rbpe05/rbpe059/0590010a/001dr.jpg>
- Statistics of Lowell, MA, Manufactures, 1857  
<http://memory.loc.gov/rbc/rbpe/rbpe06/rbpe062/0620280a/001dr.jpg>
- New England Worksheet (found at the end of the document)
- Southern Station:
  - Maps showing the percentage of slaves county by county from 1790 to 1860.  
[http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Slave\\_Citizen\\_GIS.html](http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Slave_Citizen_GIS.html) This resource will have to be printed on more than one page or projected on a large screen, but it shows how slavery grew in the Deep South and very specifically near the Mississippi River.
  - Slave Migration from Virginia  
<http://fisher.lib.virginia.edu/collections/stats/slavetrade/migrmaps.html> This web page shows the number of slaves who left Virginia between 1790 and 1863. In 1790, Virginia had the largest number of slaves in the United States. With the introduction of the cotton gin and the abolition of the international slave trade, more slaves were needed in the Deep South.
  - Slave Auction, Christiansburg, VA, 1850s; Image Reference CWF-4, as shown on slaveryimages.org.  
<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas&theRecord=16&recordCount=73>
  - Slave dealer, Alexandria, VA, 1863 or 1865; Image Reference Dugan-2, as shown on slaveryimages.org  
<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas&theRecord=17&recordCount=73>
  - Notice of slave auction, Richmond, VA 1823; Image Reference NW303, as shown on slaveryimages.org  
<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas&theRecord=61&recordCount=73>

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## Instructional Procedures/Process

**Hook (10-15 minutes):** (Note: This picture was specifically chosen for use by



Virginia teachers to bring the slave trade home. Teachers from other regions might want to choose a different visual image to hook students into the lesson.)

Look carefully at this picture. Notice the name of the city at the top of the painting. Where are these slaves going? From where are they coming? Why do you think they're being sold?

### Discussion:

1. This picture shows slaves being moved from Virginia to Tennessee. Students should be encouraged to think about why slaves are being

moved. (There are a surplus of slaves in the Upper South. Virginia is making money by selling slaves deeper South. The cotton gin and the abolition of the international slave trade have created demand in the Deep South.)

2. Lead the discussion back to the abolition of the slave trade. Ask them how the end of the slave trade might have influenced this event. (States like South Carolina and those on the Gulf Coast can no longer purchase slaves from Africa. They must rely on slaves already in the United States. States with a large number of slaves, especially states such as Virginia, can make money by selling slaves to the Deep South).
3. An unintended consequence of the abolition of the Transatlantic Slave trade was the increase in the domestic slave trade. Ask students who, in the South, might have benefited from this? (The Chesapeake Bay states, such as Virginia, will benefit as they will be able to sell their slaves to the Deep South).

**Lesson (40 minutes – see the end of the lesson for modifications to do this as a whole-group lesson):**

1. Students will do this activity in stations.
2. Set up the stations at 3 separate locations throughout the classroom. Students should be able to discuss the sources at their station without disturbing other classes.
3. Divide students into 3 groups. Groups should be heterogeneous.
4. There will be 3 stations, each one representing the regions from the last 2 days. Handouts should be printed on cardstock or laminated. The Lowell handouts will need to be printed on more than one page and put together OR be projected on a large screen so that students can see the details from the broadsheets.
5. Students should spend approximately 12 minutes per station, then rotate clockwise throughout the classroom. A good online timer can be found here: [http://www.teachit.co.uk/custom\\_content/timer/clock3.html](http://www.teachit.co.uk/custom_content/timer/clock3.html). Students should answer the worksheets located at each station.

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| Liverpool station                                                                                                                                                                                                                         | New England Station                                                                                                                                                  | Southern Station                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Picture of Manchester cotton mill</li> <li>• British cotton imports from 1815-1862 (total and US) in millions of pounds</li> <li>• Cotton exports in millions of yards from 1815-1862</li> </ul> | <ul style="list-style-type: none"> <li>• Picture of a mill</li> <li>• Lowell manufacturing information from Library of Congress for 1835, 1846, and 1857.</li> </ul> | <ul style="list-style-type: none"> <li>• Picture of slave auction</li> <li>• Migration numbers from UVA</li> <li>• <a href="#">Map of slavery by county (pdfs) from 1800-1860</a></li> <li>• Picture of slave selling store front from Arlington, VA</li> <li>• Slave ad</li> </ul> |

6. The teacher should be circulating to ensure students are recording accurate information. If there is time, students can share their answers and/or impressions of each region.

**Alternative Lesson Option: Whole Group (40 minutes)**

1. Use the Dependence PowerPoint to guide students through this lesson. Give students a packet which includes the worksheets for each region: New England, Liverpool and the South (in that order, so it matches the PowerPoint).

2.

**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-19<sup>th</sup> century.

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**Hook:** Look carefully at the picture on the board. Notice the name of the city at the top of the painting.

1. Where are these slaves going? \_\_\_\_\_

2. From where are they coming? \_\_\_\_\_

3. Why do you think they're being sold? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How might the end of the international slave trade have influenced this event?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Who might have benefited from the end of the international slave trade? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Liverpool**

1. With the loss of the Transatlantic Slave Trade, how does it appear Liverpool began to replace that revenue? \_\_\_\_\_  
\_\_\_\_\_
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? \_\_\_\_\_  
\_\_\_\_\_
4. What role do you think the invention of the cotton gin played in this increase of imported cotton by Britain? \_\_\_\_\_  
\_\_\_\_\_
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? \_\_\_\_\_  
\_\_\_\_\_
7. How did Liverpool continue to increase its wealth due to slavery, even after the abolition of the slave trade? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What people or groups of people are making money based on slavery in Liverpool? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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| <b>Year</b> | <b>Number of People Employed in British Cotton Factories (in thousands)</b> |
|-------------|-----------------------------------------------------------------------------|
| <b>1835</b> | <b>219</b>                                                                  |
| <b>1838</b> | <b>259</b>                                                                  |
| <b>1847</b> | <b>316</b>                                                                  |
| <b>1850</b> | <b>331</b>                                                                  |
| <b>1856</b> | <b>379</b>                                                                  |
| <b>1861</b> | <b>452</b>                                                                  |
| <b>1870</b> | <b>401</b>                                                                  |

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| Year | Total British Imports<br>(in millions of pounds) | Imports from US<br>(in millions of pounds) | % of Imports<br>British imports<br>coming from the<br>US |
|------|--------------------------------------------------|--------------------------------------------|----------------------------------------------------------|
| 1835 | 364                                              | 284                                        | 78%                                                      |
| 1836 | 407                                              | 290                                        | 71%                                                      |
| 1837 | 407                                              | 321                                        | 79%                                                      |
| 1838 | 508                                              | 431                                        | 85%                                                      |
| 1839 | 389                                              | 312                                        | 80%                                                      |
| 1840 | 592                                              | 488                                        | 82%                                                      |
| 1841 | 488                                              | 358                                        | 73%                                                      |
| 1842 | 532                                              | 414                                        | 78%                                                      |
| 1843 | 673                                              | 575                                        | 85%                                                      |
| 1844 | 646                                              | 517                                        | 80%                                                      |
| 1845 | 772                                              | 627                                        | 81%                                                      |
| 1846 | 468                                              | 402                                        | 86%                                                      |
| 1847 | 475                                              | 365                                        | 77%                                                      |
| 1848 | 713                                              | 600                                        | 84%                                                      |
| 1849 | 755                                              | 635                                        | 84%                                                      |
| 1850 | 664                                              | 493                                        | 74%                                                      |
| 1851 | 757                                              | 597                                        | 79%                                                      |
| 1852 | 930                                              | 766                                        | 82%                                                      |
| 1853 | 895                                              | 658                                        | 74%                                                      |
| 1854 | 887                                              | 722                                        | 81%                                                      |
| 1855 | 892                                              | 682                                        | 76%                                                      |
| 1856 | 1024                                             | 780                                        | 76%                                                      |
| 1857 | 969                                              | 655                                        | 68%                                                      |
| 1858 | 1034                                             | 833                                        | 81%                                                      |
| 1859 | 1226                                             | 962                                        | 78%                                                      |
| 1860 | 1391                                             | 1116                                       | 80%                                                      |
| 1861 | 1257                                             | 820                                        | 65%                                                      |
| 1862 | 524                                              | 14                                         | 3%                                                       |

Mitchell, B.R. (1988). *British Historical Statistics*. Cambridge, United Kingdom: Cambridge University Press.

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| Year | Exports of Cotton<br>(Piece goods in thousands of yards) |
|------|----------------------------------------------------------|
| 1835 | 558                                                      |
| 1836 | 638                                                      |
| 1837 | 531                                                      |
| 1838 | 690                                                      |
| 1839 | 731                                                      |
| 1840 | 791                                                      |
| 1841 | 751                                                      |
| 1842 | 734                                                      |
| 1843 | 919                                                      |
| 1844 | 1047                                                     |
| 1845 | 1092                                                     |
| 1846 | 1065                                                     |
| 1847 | 943                                                      |
| 1848 | 1097                                                     |
| 1849 | 1338                                                     |
| 1850 | 1358                                                     |
| 1851 | 1543                                                     |
| 1852 | 1524                                                     |
| 1853 | 1595                                                     |
| 1854 | 1693                                                     |
| 1855 | 1938                                                     |
| 1856 | 2035                                                     |
| 1857 | 1979                                                     |
| 1858 | 2324                                                     |
| 1859 | 2563                                                     |
| 1860 | 2776                                                     |
| 1861 | 2563                                                     |
| 1862 | 1681                                                     |

Mitchell, B.R. (1988). *British Historical Statistics*. Cambridge, United Kingdom: Cambridge University Press.