

TEACHER'S GUIDE

Pre-Game Document-Based Activities: Slavery By the Numbers

MISSION 2: "Flight to Freedom"

A Note to the Educator

This document contains background historical information for teachers, as well as two separate activities using data and primary source information to increase student understanding of slavery.

Students, and even some teachers, can initially be put off by charts, tables and graphs, but we would strongly encourage you to help your students get their feet wet. With just a little guidance and practice, middle school students become adept at seeing patterns. At that point, it becomes very satisfying for them to look at a line of numbers and narrate the story they tell. In addition to getting practice with statistics, there are opportunities here for teachers to capitalize on that inclination, and at the same time, encourage students to see when there is room for more than one interpretation of data.

You should decide if you will use one or both of the activities, based on what your students know or don't know coming into the "Flight to Freedom" unit, and also how easy or difficult it will be for them to work with the materials.

The two activities contained in this document include:

1) "What Other Work Did the Enslaved Do?" The goal of this activity is to have students gain information from a primary source document showing that not all the enslaved, even in the South, picked crops in the hot sun. Students will practice the skill of reading from a chart, and learn about other occupations enslaved Africans had. This is a straightforward activity, appropriate for 5th grade and up.

2) "Enslaved Population as Part of the Total Population in 1790, 1820 and 1860" In this activity, students will read a short essay that examines the factors that ultimately led to the Civil War. This reading is appropriate for 6th grade and up. Older students can then use a color-coded chart to show trends in the enslaved population between 1790 and 1860 in the North, the South, and in the Border States. They will see how the North gradually emancipated their enslaved and to what extent slavery made its way to new states. Warning! This chart looks more complex than it actually is, but the picture students will get will be worth the proverbial thousand words. The second part of this activity is appropriate for students in 7th grade and up.

Background Historical Information

I. Slavery in History

Other cultures had practiced slavery over the millennia. Since there are references to slavery both in the Old and New Testaments, one might infer, as many slaveholders did, that slavery was a status that was



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divinely sanctioned. So, was it so bad? So wrong? Slavery, across the cultures in which it existed at different times in history, meant many different things. Most often, it was not race-based, and so the enslaved looked like their captors. At its outset in ancient civilizations, the status meant slaves were as prisoners of war. In some cultures, it was a temporary status, and people who were enslaved could work their ways toward becoming free members of the enslaving culture, with full rights and privileges.

II. Slavery in America

Regardless of the severity or relative mildness of the slave experience in ancient civilizations, except in the instance of the enslavement of Africans from the 14th to the 19th centuries by Europeans, none of these occurred at a point in human history when people had begun to consider the idea of natural rights, of freedom as a given condition of being human. At the same time, the English, as a result of their exploration of Africa in the 16th century and the way encounters there were reported and interpreted, were even more predisposed to feel entitled to enslave Africans in America. For example, depictions of the devil in books at that time always had him with black skin, and the English made the connection that Africans were somehow evil; the curse of Ham (Chem), Noah's son, for his sin against his father, was interpreted by many to mean black skin. This curse was to be visited on all Ham's progeny and their descendants. Therefore, some English believed that Africans were these descendants, out of favor with God, and therefore morally suited to be enslaved. While other European countries practiced slavery in the Americas, it was the English adaptation that was most disdainful of people of African descent.

As a result of these factors, the character of race-based slavery in America was not only morally contradictory, but also particularly insidious, and perhaps its cruelest incarnation in history. It was pervasive, often perverse, enduring, and altogether tragic.

Because of the geography and climate of the South, and because of the availability of arable land to the English who settled it, the only factor that would limit the generation of wealth by large-scale agricultural production of cotton, sugar, tobacco, and rice, among other crops, was the availability of cheap labor. The practice of buying or kidnapping Africans and taking them off by ship predated the American colonies, that system was already in place when the English colonized the South, but was not the first solution to the lack of labor. Initially, large landowners in what would become the United States relied on the labor of indentured servants, people who would agree to give seven years of unpaid labor in exchange for passage to the New World and the opportunity to claim land for themselves afterward. As health conditions in the colonies improved, more indentured servants survived their seven years and tried to establish their own farms. These land claims resulted in increased competition and tensions between freed servants, wealthy landowners and Native Americans. By the late 1600s, slavery was adopted as the most expeditious and economical solution for the labor needs of the landed gentry of that place at that time.

The scale of these massive farms, or plantations, and the relatively large numbers of enslaved that worked them was such that our attention as students of history is usually drawn to them when we think of what

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the slavery experience was like in America. And it is certainly true that over the course of the slavery period, millions of enslaved worked as field hands on plantations in the South while others worked as housekeepers, cooks and the like, serving the families that owned and operated them.

III. Completing the Picture

There is a bigger story about what work enslaved people did and how and where they lived. Which states in the North practiced slavery by the turn of the 19th century? To what extent? What work did the enslaved do in addition to farm work? Were the large plantations in the South typical, or were they the exception to the rule? Once white people did begin to think about slavery as contradictory to their ideas about the human condition, how and where did that change patterns of slavery in the country between 1800 and the beginning of the Civil War?

There are two good ways to get at this bigger picture. One is by looking at the documentary record, but looking at documents, even very important ones, can be like looking at a few photographs in order to understand the life of a family. They often provide a close-up view, so depending on what else you know or don't know, the pictures can contribute to your understanding or mislead you. We will also need to look at the numbers, at statistics, and see how they can provide a larger context for students' understanding of the game, the documents and the slavery experience.

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Activity 1.

Reading a Chart: What Other Work Did the Enslaved Do?

Teacher Directions: Project the "Charleston List of Manual Operations, 1848" or make copies and distribute them. Allow some time for each student to read the list. Define for students, or ask them to research, the occupations that sound unfamiliar. Then, ask them to consider the discussion questions you feel are most important or most relevant. You will see that some are more literal, while others require more skill at making inferences. You might provide some choice or assign them as journal entries first, so students who work at different rates have time to think through their responses.

For all of the following, ask your students NOT to include "Domestics" and "Unskilled Workers" in their tallies, because these are the more usual occupations at which the enslaved worked. Also, especially if you will not take time to define terms, let students know that "Superannuated" means too old to work anymore, or retired.

Discussion Questions:

1. Which of the occupations on this list could a person of average intelligence learn to do in less than a month (unskilled)? Which would require more than half a year of learning (skilled)? What might be the relationship between how long it takes to learn a job and how important others feel it is?
 2. At how many different skilled jobs did the enslaved work in Charleston?
 3. List the ten jobs at which the most enslaved people worked. Why do you think these occupations were more popular or necessary than some of the others?
 4. Which occupations would require you to have mathematical skills? Which were more physical than mental? Which required both physical and mental strength or competence?
 5. At which jobs were there approximately the same number of enslaved and white workers? Why might this have been the case?
 6. In which occupations were there a significant difference in the number of white and enslaved workers? Why might this have been the case?
 7. What does the fact that there are "Apprentices" listed here tell you about how slaveholders thought about the ability of the enslaved to learn skilled occupations?
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8. Why might slaveholders have had some of their enslaved trained in skilled labor if there were already white people in those occupations available to do that work?
9. How might becoming a skilled worker have affected how an enslaved person thought about him/herself? How might it have affected other enslaved in the community?
10. Which of these occupations still exist today? Of those, which do you think are highly regarded and highly paid? Which are not? Can you think about why this is the case?

Data source:

http://cghs.dade.k12.fl.us/slavery/antebellum_slavery/non_plantation_slave_life/census.htm

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Charleston Census of Manual Occupations, 1848

	Slaves		Free Negroes		Whites	
	M	F	M	F	M	F
Domestic servants	1,888	3,384	9	28	13	100
Cooks	7	12	18	18	0	5
Nurses	0	2	0	10	0	5
Laundresses	0	33	0	45	0	0
Seamstresses	0	24	0	196	0	125
Milliners	0	0	0	7	0	44
Fruiterers	0	18	6	5	46	18
Gardeners	3	0	0	0	5	1
Coachmen	15	0	4	0	2	0
Draymen	67	0	11	0	13	0
Porters	35	0	5	0	8	0
Wharfingers	2	0	1	0	21	0
Sailors	50	0	1	0	176	0
Fishermen	11	0	14	0	10	0
Carpenters	120	0	27	0	119	0
Masons	68	0	10	0	60	0
Painters	16	0	4	0	18	0
Tinners	3	0	1	0	10	0
Ship Carpenters	51	0	6	0	52	0
Coopers	61	0	2	0	20	0
Coach makers	3	0	1	0	26	0
Cabinet makers	8	0	0	0	26	0
Upholsterers	1	0	1	0	10	0
Gun, copper, locksmiths	2	0	1	0	16	0
Blacksmiths	40	0	4	0	51	0
Millwrights	0	0	5	0	40	0
Shoemakers	6	0	17	0	30	0
Saddle makers	2	0	1	0	29	0
Tailors	36	0	42	6	68	6
Butchers	5	0	1	0	10	0
Millers	0	0	1	0	14	0
Bakers	39	0	1	0	35	1
Barbers	4	0	14	0	0	6
Cigarmakers	5	0	1	0	10	0
Bookbinders	3	0	0	0	10	0
Printers	5	0	0	0	65	0
Mechanics	45	0	2	0	182	0
Apprentices	43	8	14	7	55	5
Unskilled workers	838	378	19	2	192	0
Superannuated	38	54	1	5	0	0

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Activity 2.

Part A:

Student Reading: Why Was the Civil War Fought?

Introduction: Learning about Lucy and her journey will give you a close-up view of slavery; background articles like this give you the long view. You need both to understand what happened in our country.

"Flight to Freedom" takes place before the Civil War begins. In this activity, you will be examining some charts and graphs to understand how slavery grew and changed in the years leading up to the outbreak of war. To prepare you for reviewing the charts and graphs, this reading examines why the war was fought. In a way, that's like telling you the end of the slavery story while you are still in the middle of the book. But while it's a little out of order, it's important for you to understand something about the three groups of states you will see on the charts: the Northern, the Southern, and the Border States, and to understand that more easily, it's good to know about what happened in those three groups during that war.

One of the most argued questions about the Civil War, still, is why it was fought in the first place.

Abraham Lincoln was personally against slavery. He once said, "Whenever I hear any one arguing for slavery I feel a strong impulse to see it tried on him personally." But even before he became President, and also as he was taking office, he made it clear that he had no intention of ending it himself. In his First Inauguration Speech, Lincoln said, "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." (Excerpted from *The Collected Works of Abraham Lincoln*, edited by Roy P. Basler, Volume VIII, "Speech to One Hundred Fortieth Indiana Regiment," p. 361.)

The gathering tensions between the North and the South in Congress really had to do with *sectionalism*, the idea that since different parts of the country had different needs, they should have different laws. Specifically, the argument was over who should decide whether new states should be slave or free states, the federal government in Washington, or the people living in those new states?

The congressmen and senators from the South wanted the slave-free state question to be decided locally. To have a President who was opposed to that would be irritating, to say the



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least. So, it makes sense that the tensions came to a head when Lincoln was elected. It makes sense regardless of what Lincoln said about the states that *already* had slavery: if he could use his power and influence as President to limit slavery in the new states, even if he left it alone in the states where it existed, the South would gradually become weaker and weaker in Congress. Then, at some future time, slavery could be outlawed. Think of it like this: two baseball teams, the North and the South, each begin the World Series with nine players on the field. But as the game goes on, the North adds new players while the South is forced to stay at nine. The North, with all those extra players on the field, could more easily win the game.

If the North was going to add free states, the South wanted to add slave states, so the country could remain in balance. With Lincoln's election, the South lost faith that the balance would be maintained. What is really interesting, though, is that when the battle lines got drawn and eleven Southern, slaveholding states seceded from the Union (that is, resigned from the country to start their own separate country), five more slaveholding states *remained in the Union*, and they remained in it for the duration of the Civil War.

Two years after the war began, when Lincoln wrote the Emancipation Proclamation, he ordered the freedom of the enslaved in the eleven states that had seceded, *but not in the five that remained in the Union*. The proclamation read, "...all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free." As Lincoln had said in his speech, he had no intention of ending slavery in states in which it already existed. The proclamation was, in a way, a punishment for the states that had rebelled. So if the war wasn't about slavery, what *was* it about?

When men enlisted in the Union army at the beginning of the Civil War, they believed they were fighting to keep the country united, to preserve the Union, not for the freedom of the enslaved. Even though most of the states on the Union side no longer had slavery, many northerners had never seen an African American, and while they knew about slavery and even felt that it was an unfortunate situation, few of them would have gone to war, risking life and limb, to benefit people they did not know, never saw, and who were the victims of cruelties they could not easily imagine.

For Lincoln, for those people who believed that important laws for the young country should be made in Congress for everyone, and for the millions of men who enlisted on the side of the North, the purpose of the war was to tell the South that the United States of America wasn't a club from which you were allowed to resign. Once a state became a state, it was a lifetime membership.



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For the South, it was about what kind of country this was going to be: they didn't like the idea that people in Washington with one set of beliefs might be making important laws for people far away in places where people had other beliefs and needs. To prohibit slavery in places where there could be agriculture that worked the way it did in the South was like telling car manufacturers that they would have to make cars without engines! Madness! Their idea of the country was that it should be more like a group of countries, each with its own laws, tied together for mutual benefit, not to tell each other how to live.

Caught in the middle were the four million enslaved. And as time passed, as Americans who did not participate in slavery became more and more aware of what it was, more and more people opposed it. So while at the start of the war, it was pretty clear to everyone that the conflict was about sectionalism (with slavery as the issue) and saving the Union, it was changing into a war about slavery, or, more generally, about freedom.

By 1863, Lincoln had more clarity about the changed purpose of the war. In his famous Gettysburg Address in the fall of that year, he said that the unfinished work begun by those who had died in battle should be finished so that, "...this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth." Historians believe that, at this point, Lincoln was feeling that the emancipation of all the enslaved would come with a victory by the North.

The first birth of American freedom had occurred eighty-seven years earlier, "four score and seven years" earlier, with the Declaration of Independence on July 4, 1776. The Declaration asserted our independence from England. But oddly, "all men are created equal" did not mean to include the enslaved. Now Lincoln was *rededicating* the country, asking people to devote themselves to a "new birth of freedom," to a country in which *all* people would be free. The war that had begun about preserving the Union turned into one about ending slavery and extending liberty to a millions of Americans who had never enjoyed its blessings.

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Activity 2.

Part B:

Enslaved Population as Part of the Total Population in 1790, 1820 and 1860

Background: Over the span of the seventy years from 1790 to 1860, there were important trends and events related to the issue of slavery: 1) with new technology that enabled mechanized spinning and weaving of cloth and the removal of seeds from cotton fibers, cotton-growing became a huge cash crop in the United States that increased the number of slaves and expanded their geographic spread, 2) in the 1830s, the abolitionist movement gathered momentum, fueled in part by a widening awareness of what slavery meant and the clarification for many of the moral contradiction it represented. Frederick Douglass wrote and spoke against slavery, as did Sojourner Truth. William Lloyd Garrison published *The Liberator*, an anti-slavery newspaper. The enslaved captives that were being transported on *The Amistad* overwhelmed the captain and crew, and their court trial became an important news story that shed even more light on the plight of the enslaved. Dred Scott attempted to sue for his freedom in the Supreme Court. And John Brown, back from a murderous anti-slavery spree in "Bleeding Kansas" led an unsuccessful attempt to recruit an army of the enslaved and free sympathizers in order to embark on a violent campaign of liberation across the South, and 3) as the North gradually emancipated its enslaved population, the debate raged in Congress about maintaining slavery where it existed in the South and extending it into new states and territories.

At the same time, the country more than doubled in size as a result of territory acquired through purchase and as a result of war. And it was during this time that the United States underwent a tremendous period of technological and industrial growth, which expressed itself in road and canal building, railroad building, as well as developments in communication (such as the telegraph and photography), as well as developments in weaponry that would change the face of war in the coming conflict.

Teacher Directions: You will be asking your students to discover another part of the story by using population data gathered from the censuses in 1790, 1820 and 1860 to develop an understanding of the extent to which slave labor was used in the U.S., where it was used, and how the patterns of slavery changed and developed over time.

You might begin by going over the column and row headings on the accompanying table so that students become oriented as to how the data are organized. Ask some basic questions students can answer just by looking at the chart and reading one figure. Then, ask a few questions that require student to compare two or more figures. Finally, you might ask students a few questions that require them to use several figures and make inferences or to draw a



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conclusion based on them. You could also include map reading skills in this activity by combining the chart with a map that shows slave and free states in 1860 and/or which cash crops were grown where in the United States.

Ten statements follow the chart that may be proven TRUE or FALSE by using the data. You can use this activity both as a way to help your students develop some familiarity and also some flexibility with the information. You may feel that completing this exercise is enough. You might also challenge your students to formulate other statements for others to prove true or false using the data on the chart. As a further challenge, you might ask your students to raise questions suggested, but not answered, by the data on the chart. Those might be posted and answered by doing other research over the course of the study.

ANSWER KEY FOR STUDENT ORGANIZER:

1. TRUE, more than Delaware, Kentucky and Tennessee
2. TRUE, there were still a small number of enslaved in Connecticut and Pennsylvania
3. FALSE, it increased fivefold from 1790 to 1820, and then more than doubled again by 1860
4. FALSE, Illinois and Indiana had slavery
5. FALSE, there were still enslaved people in New Jersey and all the border states at that time
6. TRUE: $331,059 \div 922,622 = .36$, or just a few short of 1 out of 3.
7. TRUE, all had fewer than 462,198 people
8. FALSE, there was extensive slavery in Florida and Texas and some slavery in Kansas and New Mexico
9. TRUE, Massachusetts, Maine, Ohio, Michigan, Wisconsin, Minnesota, Iowa, Nevada, California, and Oregon never enslaved any of their population
10. TRUE, 57% of the population was enslaved

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Enslaved Population as Part of the Total Population in 1790, 1820 and 1860

State	1790		1820		1860	
	TOTAL	SLAVE	TOTAL	SLAVE	TOTAL	SLAVE
Connecticut	238,141	2,759	275,102	97	460,147	-
Massachusetts	378,717	-	523,159	-	1,231,066	-
New Hampshire	141,899	158	244,022	-	326,073	-
New Jersey	184,139	11,423	277,426	7,557	672,035	18
New York	340,120	21,324	1,372,111	10,088	3,880,735	-
Pennsylvania	434,733	3,737	1,047,507	211	2,906,215	-
Vermont	85,416	17	235,749	-	315,098	-
Delaware	59,096	8,887	72,749	4,509	112,216	1,798
Kentucky	73,077	11,830	564,135	126,732	1,155,684	225,483
Maryland	319,728	103,036	407,350	107,397	687,049	87,189
Georgia	82,548	29,264	340,983	149,654	1,057,286	462,198
North Carolina	393,751	100,572	638,829	205,017	922,622	331,059
South Carolina	249,073	107,094	502,741	258,475	703,708	402,406
Tennessee	35,791	3,417	422,761	80,107	1,109,801	275,719
Virginia	748,308	293,427	1,065,129	425,153	1,596,318	490,865

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New States after 1790					
Illinois		55,161	917	1,711,951	-
Indiana		147,178	190	1,350,735	-
Maine		298,269	-	628,279	-
Michigan		8,765	-	749,113	-
Ohio		581,295	-	2,339,511	-
Missouri		66,557	10,222	1,182,012	114,931
Alabama		127,901	41,879	964,201	435,080
Arkansas		14,255	1,617	435,450	111,115
Louisiana		152,923	69,064	708,002	331,726
Mississippi		75,448	32,813	791,305	436,631
New States or Territories after 1820					
California				379,994	-
Iowa				674,913	-
Kansas				107,206	2
Minnesota				172,023	-
Nevada				6,857	-
Oregon				52,465	-
Wisconsin				775,881	-
(West Virginia-1863)				(376,688)	-
Florida				140,424	61,745
Texas				604,215	182,566

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Colorado		34,277	-
Nebraska		28,841	15
New Mexico		93,516	29
Utah		40,273	-
Washington		11,594	-

Data source: US Census Bureau, World Almanac 2007

Blue- states that fought on the side of the Union in the Civil War, and can be considered NORTHERN STATES.

Gray- states that are geographically in the South and that fought on the side of the Confederacy in the Civil War, the SOUTHERN STATES.

Light Blue- states that never declared secession from the Union, called BORDER STATES, that were, technically, on the side of the North although they were in the South. All practiced slavery, although, in 1863, a condition of statehood for West Virginia, included here to show its status, was a clause that freed its enslaved over a period of time.

White- territories that were not yet states



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Name:

Class:

Date:

Enslaved Population as Part of the Total Population in 1790, 1820 and 1860 Student Organizer

Directions: Look at each of the statements about slavery. Using the chart of census data, decide which of the statements are TRUE and which are FALSE. Be ready to defend your answers.

1. In 1790, there were more enslaved people in New York than in some Southern states. TRUE or FALSE? How do you know?

2. In the thirty years between 1790 and 1820 slavery all but disappeared in five Northern states. TRUE or FALSE? How do you know?

3. In Georgia, the enslaved population remained stable from 1790 to 1860. TRUE or FALSE? How do you know?

4. There were no enslaved people in any of the Northern states that joined the Union after 1790. TRUE or FALSE? How do you know?

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5. By the time the Civil War began, no states that fought on the side of the Union had enslaved people in them. TRUE or FALSE? How do you know?

6. In North Carolina in 1860, about one out of every three people was enslaved. TRUE or FALSE? How do you know?

7. In 1860, there were more enslaved people living in South Carolina than the **total** populations of any one of these states: New Hampshire, Vermont, Delaware, Florida, Minnesota, Kansas, Nevada, California or Oregon. TRUE or FALSE? Why?

8. Slavery did not extend to any states or territories that became part of the US after 1820. TRUE or FALSE? How do you know?

9. Some states never had an enslaved population. TRUE or FALSE? How do you know?

10. By 1860, more than half the population of South Carolina was enslaved. TRUE or FALSE? How do you know?
