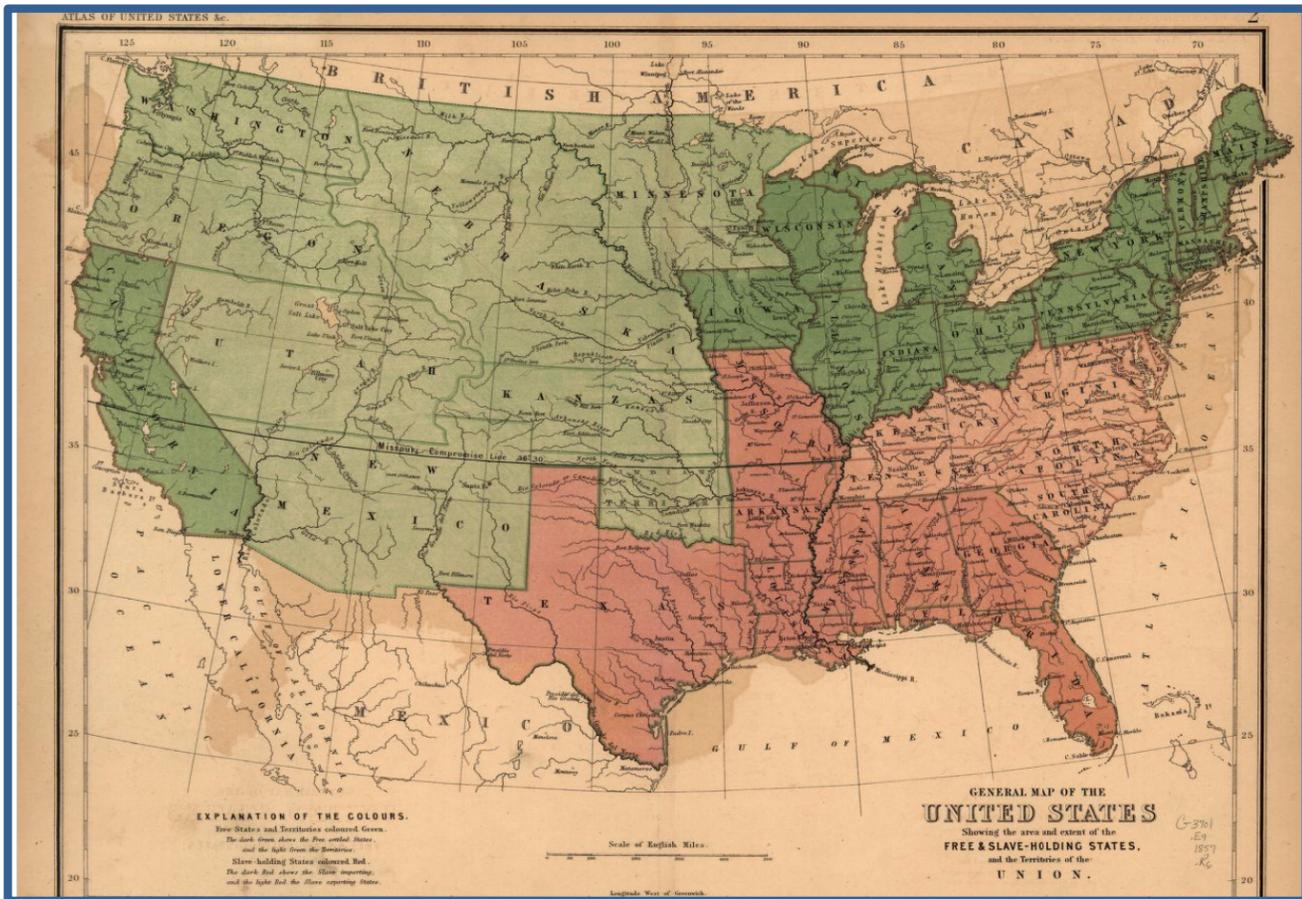


How did Slavery Shape My State?



General map of the United States, showing the area and extent of the free and slaveholding states, and the territories of the Union, by Henry D. Rogers (1857). Available through the [Library of Congress](#).

Supporting Questions

1. Where did enslaved populations grow in the century before the Civil War?
2. How did the institution of slavery differ from place to place?
3. How did slavery affect the lives of enslaved people?
4. How did slavery affect my country?

4th Grade Elementary Inquiry on Slavery

How did Slavery Shape My State?	
Framework for Teaching American Slavery	<p>Summary Objective 4: Students will be able to demonstrate the impact of slavery on the economies of French, British and Spanish North America.</p> <p>Summary Objective 10: Students will understand the contours of the domestic slave trade as part of the nation’s economic and geographic expansion.</p>
Staging the Question	Examine images depicting slavery to discuss its origins and possible consequences on individuals.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where did enslaved populations grow in the century before the Civil War?	How did the institution of slavery differ from place to place?	How did slavery affect the lives of enslaved people?	How did slavery affect my country?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a graphic organizer comparing the growth of slavery in a region to its geographic features.	Compare and contrast the lived experience of slavery in different places using a graphic organizer.	Write a paragraph describing ways in which slavery affected the lives of enslaved people.	Make a claim supported by evidence explaining why slavery is an important part of the identity of the United States.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: “The Spread of U.S. Slavery, 1790–1860,” interactive map by Lincoln Mullen.</p> <p>Source B: “Map showing the distribution of the slave population of the southern states of the United States,” by E. Hergesheimer (1861).</p> <p>Source C: “Population data, 1750–1860” charts adapted from Jenny Bourne (2008).</p>	<p>Source A: <i>A Different Mirror for Young People</i>, by Ronald Takaki, Excerpt (2008).</p> <p>Source B: “Slavery in Colonial British North America,” by Rosemarie Zagarri.</p> <p>Source C: “The Slave Experience: Living Conditions,” by Nicholas Boston, Excerpt (2004).</p>	<p>Source A: WPA Slave Narrative Collection, Excerpts (1936–38).</p> <p>Source B: Interview with Fountain Hughes by H. Norwood, Excerpt (1949).</p> <p>Source C: <i>What to the Slave is the Fourth of July?</i> by Frederick Douglass, Excerpt (1852).</p> <p>Source D: “Am I Not a Man and a Brother?” woodcut (1837).</p> <p>Source E: “The Lash,” lithograph by Henry Louis Stephens (1863).</p> <p>Source F: “Medical examination photo of Gordon, a slave” by F.W. Mercer (1863).</p>	<p>Source A: <i>A History of US: Making Thirteen Colonies</i> by Joy Hakim, Excerpt (2006).</p> <p>Source B: “Eric Foner on the Role of Westward Expansion” (1998).</p> <p>Source C: <i>A Discourse on Slavery in the United States</i> by Samuel Joseph May, Excerpt (1832).</p>

Summative Performance Task	<p>ARGUMENT How did slavery shape my state? Construct an argument (e.g., detailed outline, poster or essay) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</p> <p>EXTENSION Create a timeline of your state’s history, incorporating slavery’s influence.</p>
Taking Informed Action	<p>UNDERSTAND Research how the legacy of slavery is visible in your state or local community.</p> <p>ASSESS As a class, deliberate how the history of slavery is and should be memorialized in your community.</p> <p>ACT Write a class proposal to send to the mayor, governor or local historical society suggesting how to best memorialize this history.</p>

Overview

Inquiry Description

This inquiry leads students through an investigation of the influence of slavery on the history of individual states. The blueprint for this inquiry was written to provide a framework to allow states or regions to adapt it to their local communities. By completing this inquiry, students will begin to understand how slavery had a significant impact on the development of the country and their particular region while also considering and evaluating the extent to which historical memory reflects this impact.

It is important to note that this inquiry requires prerequisite knowledge concerning the origins of slavery in the Americas. If needed, you can provide additional sections from any or all of the following: Howard Zinn's *A Young People's History of the United States*, Ronald Takaki's *A Different Mirror for Young People* or Joy Hakim's *A History of US: Making Thirteen Colonies*.

Structure of the Inquiry

In addressing the compelling question, "How did slavery shape my state?" students work through a series of supporting questions, formative performance tasks and featured sources in order to construct an argument supported by evidence and counterevidence from a variety of sources.

Length of the Inquiry

This inquiry is designed to take five to six 30-minute class periods. Inquiries are not scripts, so you are encouraged to modify and adapt them to meet the needs and interests of your students. The inquiry time frame could expand if you think your students need additional instructional experiences (i.e., supporting questions, formative performance tasks and featured sources). Resources should be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Staging the Compelling Question: How did slavery shape my state?

Compelling Question	How did slavery shape my state?
Featured Sources	Source A: Slavery Collection on the website of the National Museum of African American History and Culture. Source B: “A Slave Auction at the South,” wood engraving by Theodore Davis (1861). Accessed through the Library of Congress.

THIS INQUIRY OPENS WITH THE QUESTION, “How did slavery shape my state?” By investigating the compelling question, students examine the development and expansion of slavery, the ways in which the institution of slavery differed from place to place, the violence endured by enslaved people and the impact of slavery on the entire country, including states where slavery was not legal.

A NOTE ON THE FEATURED SOURCES: Texts describing or detailing the lives of enslaved people often include graphic imagery that may be traumatic for students. Please plan ahead to consider how you will prepare students and how you will support them as they engage with these sources.

FEATURED SOURCE A, the Slavery Collection on the website of the National Museum of African American History and Culture, offers a range of images from which you might choose. Pick a few texts to share with your students. If possible, find images that will encourage students to consider the practice or effect of slavery in your state or region. Lead a class discussion about slavery’s origins and some consequences for individuals involved. This will provide an opportunity to review the causes contributing to the development of slavery and allow students to consider how the system affected both enslaved people and enslavers.

FEATURED SOURCE B, from the Prints & Photographs Online Catalog (PPOC) at the Library of Congress, illustrates an auction of enslaved people. This image prompts students to consider the effect of slavery on families, but you should feel free to choose alternate or additional images to stimulate discussion in your classroom.

Staging the Compelling Question: How did slavery shape my state?

Featured Source

Source A: [Slavery Collection](#) on the website of the National Museum of African American History and Culture.

Staging the Compelling Question: How did slavery shape my state?

Featured Source

Source B: ["A Slave Auction at the South,"](#) wood engraving by Theodore Davis (1861). Available through the Library of Congress.



Supporting Question 1: Where did enslaved populations grow in the century before the Civil War?

Supporting Question	Where did enslaved populations grow in the century before the Civil War?
Formative Performance Task	Complete a graphic organizer comparing the growth of slavery in a region to its geographic features.
Featured Sources	<p>Source A: “The Spread of U.S. Slavery, 1790–1860,” interactive map by Lincoln Mullen.</p> <p>Source B: “Map showing the distribution of the slave population of the southern states of the United States,” by E. Hergesheimer (1861).</p> <p>Source C: “Population data, 1750–1860” charts adapted from Jenny Bourne (2008).</p>

THE FIRST SUPPORTING QUESTION—“Where did enslaved populations grow in the century before the Civil War?”—helps students unwrap the geographic factors leading to the expansion of slavery into some areas of the United States rather than others.

FEATURED SOURCE A is an online, interactive map developed by historian Lincoln Mullen showing the spread of U.S. slavery from 1790 to 1860.

FEATURED SOURCE B is a map based on the census of 1860 that shows where enslaved people lived in the United States.

FEATURED SOURCE C consists of two tables adapted from an article by Jenny Bourne discussing the spread of slavery. The first table displays the population breakdown (white, free nonwhite, enslaved) for the original thirteen colonies from 1790–1860. The second table provides data about the number of enslavers and how many people they enslaved, organized by state.

THE FIRST FORMATIVE PERFORMANCE TASK has students use the featured sources to complete a graphic organizer tracking the growth of U.S. slavery and identifying the geographic features of regions where slavery expanded.

APPENDIX A includes questions to guide students through the interactive map and a graphic organizer designed to help students identify and organize data from the interactive map that will help them answer Supporting Question One.

Supporting Question 1: Where did enslaved populations grow in the century before the Civil War?

Featured Source

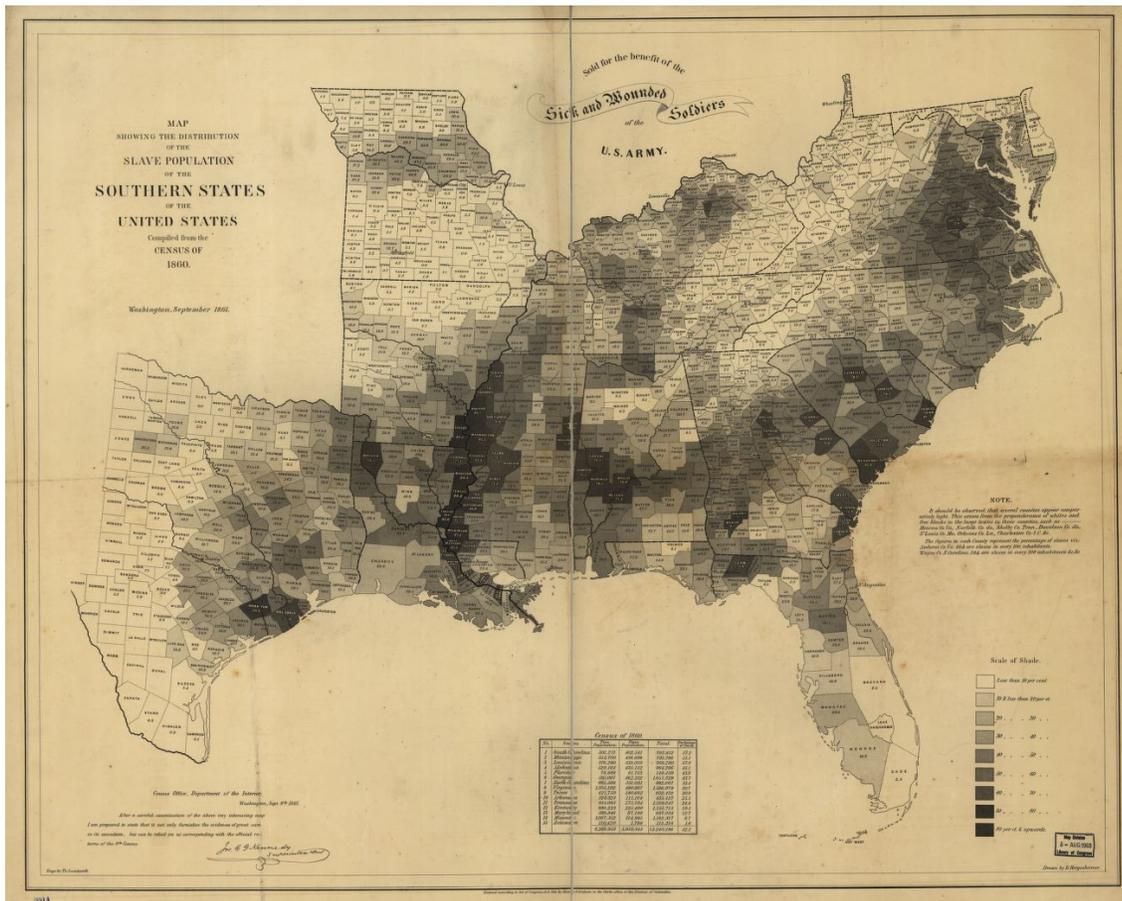
Source A: "The Spread of U.S. Slavery, 1790–1860," interactive map by Lincoln Mullen. Online at <http://lincolnmullen.com/projects/slavery/>

Introduction: As its title suggests, Mullen's interactive map traces the spread of slavery in the United States between 1790 and 1860. Drawing on U.S. Census data, the map illustrates both the westward expansion of slavery and the increase in enslaved populations in the southern United States. Multiple visualizations are available to students, who can choose to track the populations of enslaved people, free African Americans, free people or all people. They can further view each population group in terms of total numbers, persons per square mile or persons as a percentage of the total population.

Supporting Question 1: Where did enslaved populations grow in the century before the Civil War?

Featured Source

Source B: "Map showing the distribution of the slave population of the southern states of the United States," by E. Hergesheimer (1861). Available through the Library of Congress.



Supporting Question 1: Where did enslaved populations grow in the century before the Civil War?

Featured Source

Source C: "Population data, 1750–1860," adapted from "Slavery in the United States" by Jenny Bourne, Excerpt (2008). Accessed through The Economic History Association.

TABLE 1: POPULATION OF THE ORIGINAL THIRTEEN COLONIES

State	White People	Black People	White People	Free People of Color	Enslaved People	White People	Free People of Color	Enslaved People	White People	Free People of Color	Enslaved People
	1750		1790			1810			1860		
CT	108,270	3,010	232,236	2,771	2,648	255,179	6,453	310	451,504	8,64	-
DE	27,208	1,496	46,310	3,899	8,887	55,361	13,136	4,177	90,589	19,829	1,798
GA	4,200	1,000	52,886	398	29,264	145,414	1,801	105,218	591,550	3,538	462,198
MD	97,623	43,450	208,649	8,043	103,036	235,117	33,927	111,502	515,918	83,942	87,189
MA	183,925	4,075	373,187	5,369	-	465,303	6,737	-	1,221,432	9,634	-
NH	26,955	550	141,112	630	157	182,690	970	-	325,579	494	-
NJ	66,039	5,354	169,954	2,762	11,423	226,868	7,843	10,851	646,699	25,318	-
NY	65,682	11,014	314,366	4,682	21,193	918,699	25,333	15,017	3,831,590	49,145	-
NC	53,184	19,800	289,181	5,041	100,783	376,410	10,266	168,824	629,942	31,621	331,059
PA	116,794	2,872	317,479	6,531	3,707	786,804	22,492	795	2,849,259	56,956	-
RI	29,879	3,347	64,670	3,484	958	73,214	3,609	108	170,649	3,971	-
SC	25,000	39,000	140,178	1,801	107,094	214,196	4,554	196,365	291,300	10,002	402,406
VA	129,581	101,452	442,117	12,866	292,627	551,534	30,570	392,518	1,047,299	58,154	490,865
U.S.A.	934,340	236,420	2,792,325	58,277	681,777	4,486,789	167,691	1,005,685	12,663,310	361,247	1,775,515

TABLE 2: ENSLAVERS AND ENSLAVED PEOPLE BY STATE, 1860

State	Enslaved 1 person	Enslaved 2 people	Enslaved 3 people	Enslaved 4 people	Enslaved 5 people	Enslaved 1 to 5 people	Enslaved 100 to 499 people	Enslaved more than 500 people	Total enslavers
AL	5,607	3,663	2,805	2,329	1,986	16,390	344	-	33,730
AR	2,339	1,503	1,070	894	730	6,536	65	1	11,481
DE	237	114	74	51	34	510	-	-	587
FL	863	568	437	365	285	2,518	47	-	5,152
GA	6,713	4,335	3,482	2,984	2,543	20,057	211	8	41,084
KY	9,306	5,430	4,009	3,281	2,694	24,720	7	-	38,645
LA	4,092	2,573	2,034	1,536	1,310	11,545	543	4	22,033
MD	4,119	1,952	1,279	1,023	815	9,188	16	-	13,783
MS	4,856	3,201	2,503	2,129	1,809	14,498	315	1	30,943
MO	6,893	3,754	2,773	2,243	1,686	17,349	4	-	24,320
NC	6,440	4,017	3,068	2,546	2,245	18,316	133	-	34,658
SC	3,763	2,533	1,990	1,731	1,541	11,558	441	8	26,701
TN	7,820	4,738	3,609	3,012	2,536	21,715	47	-	36,844
TX	4,593	2,874	2,093	1,782	1,439	12,781	54	-	21,878
VA	11,085	5,989	4,474	3,807	3,233	28,588	114	-	52,128
U.S.A.	78,726	47,244	35,700	29,713	24,886	216,269	2,341	22	393,967

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Supporting Question 2: How did the institution of slavery differ from place to place?

Supporting Question	How did the institution of slavery differ from place to place?
Formative Performance Task	Use a graphic organizer to compare and contrast different lived experiences of slavery.
Featured Sources	<p>Source A: <i>A Different Mirror for Young People</i> by Ronald Takaki, Excerpt (2008).</p> <p>Source B: “Slavery in Colonial British North America,” by Rosemarie Zagarri.</p> <p>Source C: “The Slave Experience: Living Conditions,” by Nicholas Boston, Excerpt (2004).</p>

THE SECOND SUPPORTING QUESTION—How did the institution of slavery differ from place to place?”—asks students to build on their knowledge of the expansion of slavery by considering the ways in which the lives of enslaved people differed across North America.

A NOTE ON THE FEATURED SOURCES: You are encouraged to supplement featured sources with additional information about slavery within your own state. Collectively, the sources for this supporting question complicate understandings of the history of slavery, dispelling homogenous depictions of slavery both within your students’ home state and on the national scale. The featured sources for this supporting question are not reprinted here. The first, Ronald Takaki’s *A Different Mirror for Young People*, is available in most school and public libraries. The second and third are available online

FEATURED SOURCE A is Ronald Takaki’s text *A Different Mirror for Young People*, pages 88-92. Please take time to contextualize the statement that enslavers “sometimes used kindness,” to ensure that your students understand that slavery was not a benevolent institution.

FEATURED SOURCE B is an excerpt from an article by historian Rosemarie Zagarri.

FEATURED SOURCE C is drawn from the supporting materials of the PBS series *Slavery and the Making of America*. You might guide students to information concerning the variance in the institution of slavery, considering urban and rural contexts as well as the differences between primarily agricultural and primarily domestic slavery.

AN OPTIONAL WORD BANK is provided for the first two featured sources, and you are encouraged to adjust it according to the needs of your students.

THE SECOND FORMATIVE PERFORMANCE TASK asks students to add information to a graphic organizer, emphasizing similarities and differences in the lives of enslaved people.

APPENDIX B includes a series of questions to guide students through sources as well as a graphic organizer that they can use to complete the formative performance task.

Word Bank *(in order of appearance)*

Source A:

- Urban—having to do with a city or town
- Rural—having to do with the countryside
- Inferior—lesser than, not as good as
- Bondage—restriction or enslavement
- Illiterate—not able to read

Source B:

- “Peculiar institution”—a phrase often used to refer to slavery
- Comprised—made up, added up to
- Exponentially—to a great degree, rapidly or very quickly
- Profitable—resulting in financial gain
- Ironically—not what you would expect
- Scrutiny—close attention
- Agriculture—farming
- Artisan—a person skilled at a trade
- Arduous—difficult, tiring

Supporting Question 2: How did the institution of slavery differ from place to place?

Featured Source

Source A: *A Different Mirror for Young People*, by Ronald Takaki, Excerpt. Available in *A Different Mirror for Young People*. Adapted by Rebecca Stefoff. New York: Seven Stories Press, 2008. See p. 88-92.

Introduction: In Chapter 5, “Life in Slavery,” two particular subsections are of interest. “On Southern Plantations” and “African Americans in Southern Cities” (p. 88-92) succinctly describe the oppressive nature of the plantation system.

Supporting Question 2: How did the institution of slavery differ from place to place?

Featured Source

Source B: *“Slavery in Colonial British North America,”* by Rosemarie Zagarri, Excerpt. Available through the National History Education Clearinghouse, teachinghistory.org.

Introduction: Of particular interest are the sections in which Zagarri provides explanations of how slavery differed on large and small farms and provides additional material about the lives of enslaved people in urban areas.

Supporting Question 2: How did the institution of slavery differ from place to place?

Featured Source

Source C: “[The Slave Experience: Living Conditions](#),” by Nicholas Boston, Excerpt (2004). Available through *Slavery and the Making of America*, PBS.

Introduction: This essay contains a wealth of details that can give students a sense of the daily lives of enslaved people. It is important to stress for students, however, that the experiences of enslaved people varied and that, while the living conditions described here certainly align with the experiences of some enslaved people, they were by no means universal.

|

Supporting Question 3: How did slavery affect the lives of enslaved people?

Supporting Question	How did slavery affect the lives of enslaved people?
Formative Performance Task	Write a paragraph describing ways in which slavery affected the lives of enslaved people.
Featured Sources	<p>Source A: WPA Slave Narrative Collection, Excerpts (1936–38).</p> <p>Source B: “Interview with Fountain Hughes” by H. Norwood, Excerpt (1949).</p> <p>Source C: <i>What to the Slave is the Fourth of July?</i> by Frederick Douglass, Excerpt (1852).</p> <p>Source D: “Am I Not a Man and a Brother?” woodcut (1837).</p> <p>Source E: “The Lash,” lithograph by Henry Louis Stephens (1863).</p> <p>Source F: “Medical examination photo of Gordon, a slave” by F.W. Mercer (1863).</p>

THE THIRD SUPPORTING QUESTION—“How did slavery affect the lives of enslaved people?”—has students engage with images and firsthand accounts to understand the human impact of the institution of slavery.

A NOTE ON THE FEATURED SOURCES: Texts describing or detailing the lives of enslaved people often include graphic imagery that may be traumatic for students. Please plan ahead to consider how you will prepare students and how you will support them as they engage with these sources. One of these sources also includes the n-word; you should consider how you will present this source to students and whether it is appropriate for your classroom.

FEATURED SOURCE A consists of several excerpts from the Works Progress Administration’s collection of slave narratives. The chosen excerpts include descriptions of the everyday lives of enslaved people as well as descriptions of the ways that violence permeated those lives. One particular issue highlighted in these narratives is the way slavers tore families apart. These sources are drawn from the Kentucky collection, but other state narratives are available through the Library of Congress site: you may wish to substitute or supplement this featured source with excerpts that are specific to your state.

Although this source provides a wealth of firsthand accounts from people who were formerly enslaved, it also presents some limitations that should be clearly outlined for students. First, all of these narratives were recorded long after emancipation—the WPA’s interviews were conducted between 1936 and 1938. Secondly, these narratives are mediated through white interviewers, whose spelling and diction may or may not reflect the voices of the people telling the stories. Finally, students should consider the interview format itself, and the ways that the dynamic between the interviewer and the interviewee might shape not only *how* these stories are told but also *which* stories are chosen for telling. We encourage you to read a [brief overview](#) of the WPA Slave Narrative Collection from the Library of Congress for context.

FEATURED SOURCE B is an interview (audio and transcript) with Fountain Hughes, a man who grew up enslaved. In this interview from the Library of Congress collection *Voices from the Days of Slavery*, Hughes discusses several aspects of the everyday life of enslaved people. This source also includes Hughes describing an auction where enslaved people were bought and sold.

FEATURED SOURCE C is an excerpt from *What to the Slave is the Fourth of July?* In this speech, Frederick Douglass discusses the violence endured by enslaved people and condemns the entire country for the hypocrisy of celebrating Independence Day while slavery continued to exist.

The last three sources are well-known images that add visual representation to the previous sources' descriptions.

FEATURED SOURCE D is an image printed in 1837 by the American Anti-Slavery Society on the broadside of an abolitionist poem. The woodcut features an enslaved man down on one knee holding up his chains. The caption beneath asks, "Am I not a man and a brother?"

FEATURED SOURCE E is a color lithograph depicting an enslaver or overseer whipping an enslaved man. Created around 1863, the card is one of a set illustrating the life of the man and his journey from enslavement to a position in the Union Army.

FEATURED SOURCE F is a medical examination photo taken by a Union Army doctor of a man named Gordon who had recently escaped from slavery in Louisiana. The photograph shows extensive scars on his back from repeated whippings.

THE THIRD FORMATIVE PERFORMANCE TASK asks students to write a summary that describes how slavery affected enslaved people's lives. You might consider having students present these summaries in writing or as a visual such as an "open-minded portrait."

Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Source

Source A: [WPA Slave Narrative Collection](#), Excerpts (1936–38). Available through the Library of Congress.

Introduction: These narratives are drawn from interviews of formerly-enslaved people in Kentucky conducted by employees of the Federal Writers' Project between 1936 and 1938. The interviews are available in Slave Narratives: Volume III: Kentucky Narratives, collected by the Works Progress Administration.

PASSAGE 1

Interview of George Henderson, formerly enslaved man, by Eliza Ison—Woodford County, Kentucky

[...] clothes were made of jeans and lindsey in winter. In the summer we wore cotton clothes. They gave us shoes at Christmas time. We were measured with sticks. Once I was warming my shoes on a back, log on the big fire place, they [fell] over behind the logs and burnt up. I didn't marry while on the plantation.

My master and mistress lived in the big brick house of 15 rooms with two long porches. One below and one below. My [missus] was Miss Lucy Elmore before she married. Her children were named Miss Mat, Hiss Emma, and Miss Jennie.

I saw the slaves in chains after they were sold. The white, folks did not teach us to read and write, we had church on the plantation but we went from one plantation to another to hear preaching.

[...] I remember one slave named Adams who ran away and when he came back my old master picked up a log from the fire and hit him over: the head. We always washed up and cleaned up for Sunday. Some time the older ones would get drunk.

PASSAGE 2

Interview of Will Oats, formerly enslaved man, by Hazel Cinnamon—Mercer County, Kentucky

Will was owned by Lewis Oats and. his sister; they lived in a two-story house, built of log and weather boarded. They were very wealthy people. The farm consisted of over 230 acres; they owned six slaves; and they had to be up doing their morning work before the master would wake.

When working and the slaves would disobey their master, they were punished in some way; but there was no jail. They didn't know how to read or write, and they had no church to attend. All they had to do when not at work was to talk to the older folks. On Christmas morning they would usually have a little extra to eat and maybe a stick of candy. On New Year's Day their work went on just the same as on any other day.

PASSAGE 3

Interview of Uncle Edd Shirley, formerly enslaved man, by Lenneth Jones—Tompkinsville, Kentucky

I am 97 years old and am still working as janitor and support my family. My father was a white man and my mother was a colored lady. I was owned three different times, or rather was sold to three different families. I was first owned by the Waldens; then I was sold to a man by the name of Jackson, of Glasgow, Kentucky. Then my father, of this county, bought me.

I have had many slave experiences. Some slaves were treated good, and some were treated awful bad by the white people; but most of them were treated good if they would do what their master told them to do.

I onced saw a light colored gal tied to the rafters of a barn, and her master whipped her until blood ran down her back and made a large pool on the ground. And I have seen negro men tied to stakes drove in the ground and whipped because they would not mind their master.

PASSAGE 4

Interview of Mrs. Heyburn, granddaughter of enslaver, by Ruby Garten—Union County, Kentucky

I remember the slaves on my grandfather's farm. After they were freed they asked him to keep them because they didn't want to leave. He told them they could stay and one of the daughters of the slaves was married in the kitchen of my grandfather's house. After the wedding they set supper for them. Some of the slave owners were very good to their slaves; but some whipped them until they made gashes in their backs and would put salt in the gashes.

PASSAGE 5

Interview of Aunt Harriet Mason, formerly enslaved woman, by Sue Higgins—Garrard County, Kentucky

When I was seven years old my missis took me to Bourbon County, when we got to Lexington I tried to run off and go back to Bryantsville to see my mammy. Mas'r Gano told me if I didn't came the sheriff would git me. I never liked to go to Lexington since.

PASSAGE 6

Interview of Aunt Harriet Mason, formerly enslaved woman, by Eliza Ison—Garrard County, Kentucky

We had no overseer or driver. We had no "Po white neighbors." There was about 300 acres of land around Lick Skillet, but we did not have many slaves. The slaves were waked up by General Gano who rang a big farm bell about four times in the morning. There was no jail on the place and I never say a slave whipped or punished in any way. I never saw a slave auctioned off.

PASSAGE 7

Interview of Rev. John R. Cox, formerly enslaved man, by Carl F. Hall—Boyd County, Kentucky

John's master, in allowing his slaves to marry, was much more liberal than most other slave owners, who allowed their slaves no such liberty.

As a rule negro men were not allowed to marry at all, any attempt to mate with the negro women brought swift, sure horrible punishment and the species were propagated by selected male negroes, who were kept for that purpose, the owners of this privileged negro, charged a fee of one out of every four of his offspring for his services.

PASSAGE 8

Interview of Mrs. Amelia Jones, formerly enslaved woman, by Perry Larkey—Laurel County, Kentucky

Concerning slaves of this section of the country, I will quote experiences and observation of an old negro lady who was a slave, Mrs. Amelia Jones, living in North London, Kentucky. “Aunt Amelia” as she is known around here is eighty-eight years of age, being sixteen years of age at the close of the Civil War.

“[...] Master White was good to the slaves, he fed us well and had good places for us to sleep, and didn’t whip us only when it was necessary, but didn’t hesitate to sell any of his slaves, he said, ‘You all belong to me and if you don’t like it, I’ll put you in my pocket,’ meaning of course that he would sell that slave and put the money in his pocket.

The day he was to sell the children from their mother he would tell that mother to go to some other place to do some work and in her absence he would sell the children. It was the same when he would sell a man’s wife, he also sent him to another job and when he returned his wife would be gone. The master only said, ‘don’t worry, you can get another one’.”

Mrs. Jones has a sister ninety-two years of age living with her now, who was sold from the auction block in Manchester. Her sister was only 12twelve years of age when sold and her master received \$1,220.00 for her, then she was taken south to some plantation. Also her father was sold at that place at an auction of slaves at a high price, handcuffed and taken south. She never saw her father again. She says the day her father was sold there was a long line of slaves to be sold and after they were sold and a good price paid for each they were handcuffed and marched away to the South, her father was among the number.

The Auction block at Manchester was built in the open, from rough-made lumber, a few steps and a platform on top of that, the slave to be sold. He would look at the crowd as the auctioneer would give a general description of the ability and physical standing of the man. He heard the bids as they came in, wondering what his master would be like.

PASSAGE 9

Customs by Counties—Floyd County, Kentucky, by John I. Sturgill

Many folk went over to Mt. Sterling or Lexington to auctions for trading servants. (The same manner is used trading stock today.)

Slave traders came into the county to buy up slaves for the Southern plantations, and cotton or sugar fields—Slave families were very frequently separated, some members mean, thieving, or running away niggers were sold (first) down the river. Sometimes good servants were sold for the price, the master being in a financial strait or dire need of money. Traders handcuffed their servants purchased, and took them by boat or horse-back down the river or over in Virginia and Carolina tobacco fields.”

PASSAGE 10

Interview of Sophia Word by Pearl House—Clay County, Kentucky

The following story of slave days is the exact words of one who had the bitter experience of slavery. Sophia Word, who is now ninety-nine years of age, born February 2, 1837. She tells me she was in bondage for nineteen years and nine months. I shall repeat just as she told the story.

“[...] Our Master didn’t auction off his slaves as the other masters would for he was a better master than most of them. When he started to sale one of us he would go out and talk to the old slave trader like he wuz g’wine to sale a cow or sometin and then he would come back to git the slave he wanted. This wuz the way my mother’s brother and sister wuz sold. When the other masters at other places sold a slave they put the slave on the auction block and the slave trader had a long whop that he hit them with to see if they could jump around and wuz strong. The largest and brought the money.

I wuz a slave nineteen yeahs and nine months but somehow or nuther I didn’t belong to a real mean pet of people. The white folks said I was the meanest nigger that ever wuz. One day my Mistress Lyndia called fer me to come in the house. but no, I wouldn’t go. She walks out and says she is gowine make me go. So she takes and drags me in the house. Then I grabs that white woman, when she turned her back, and shook her until she begged for mercy. When the master comes in, I wuz given a terrible beating with a whip but I din’t care fer I give the mistress a good’un too.”

PASSAGE 11

Interview of Susan Dale Sanders by Byers York—Jefferson County, Kentucky

The following is a story of Mrs. Susan Dale Sanders, #1 Dupree Alley, between Breckinridge and Lampton Sts., Louisville, an old Negro Slave mammy, and of her life, as she related it.

“[...] Some of the other old Masters, who had lots of slaves on fa’ms close by, was so mean to the slaves they owned. They wo’ked the women and men both in the fields and the children too, and when the ole Master thought they was’n’t do’n’ ’nuf wo’k, he would take his men and strip off their shirts, and lash them with cow-hide whips until you could see the blood run down them poor niggers backs.

The Nigger traders would come through and buy up a lot of men, and women slaves, and get a big drove of them and take them further south to work in the fields, leavin their babies. I’s never can forget. I know’d some mean ole masters.

Our ole master Dale that raised my Mammy and her family never was hard or mean like that. He would let us go to church, have parties and dances. One of the ole salves would come to our cabin with his fiddle and we’d dance.”

PASSAGE 12

Interview of Joana Owens by Byers York—Jefferson County, Kentucky

The following is the life and traditions of Joana Owens, 520 E. Breckinridge St., Louisville, Kentucky, an old negro mammy who was born during slavery.

“[...] I will never forget how mean old Master Nolan Barr was to us. I was about fourteen years old and my sister was a little younger. We lived in an old log cabin. The cracks was filled with mud. My Mother done the housework for Master Barr’s house. My father and sister and me had to work in the fields. He had a big farm, and owned lots of slaves, and when the old master got mad at his slaves for not working hard enough he would tie them up by their thumbs and whip the male slaves till they begged for mercy. He sure was a mean old man. I will never forget him as long as I live. I don’t know exactly how old I is, but I am close to ninety now.”

PASSAGE 13

Customs by Counties—Christian County, Kentucky, by Mamie Hanbery

Tale of Mary Wooldridge: (Clarksville Pike--Age about 103.)

Mary and her twin sister were slaves born in Washington County, Kentucky, near Lexington, belonging to Bob Eaglin. When Mary was about fourteen years old she and her sister was brought to the Lexington slave market and sold and a Mr. Lewis Burns of the same County purchased her. Mary doesn’t know what became of her sister.

Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Sources

Source B: “Interview with Fountain Hughes” by H. Norwood, Excerpt (1949). Audio and transcript available in *Voices from the Days of Slavery: Former Slaves Tell Their Stories*, from the Library of Congress.

Interview with Fountain Hughes, Baltimore, Maryland, June 11, 1949

[This excerpt from the interview transcript aligns with audio 7:37–11:25.]

Hermond Norwood: Who did you work for, Uncle Fountain when ... ?

Fountain Hughes: Who’d I work for?

Hermond Norwood: Yeah.

Fountain Hughes: When I, you mean when I was slave?

Hermond Norwood: Yeah, when you were a slave. Who did you work for?

Fountain Hughes: Well, I belonged to, uh, B., when I was a slave. My mother belonged to B. But my, uh, but, uh, we, uh, was all slave children. And after, soon after when we found out that we was free, why then we was, uh, bound out to different people. [*names of people*] and an all such people as that. And we would run away, and wouldn’t stay with them. Why then we’d just go and stay anywheres we could. Lay out a night in underwear. We had no home, you know. We was just turned out like a lot of cattle. You know how they turn cattle out in a pasture? Well after freedom, you know, colored people didn’t have nothing. Colored people didn’t have no beds when they was slaves. We always slept on the floor, pallet here, and a pallet there. Just like, uh, lot of, uh, wild people, we didn’t, we

didn't know nothing. Didn't allow you to look at no book. And then there was some free-born colored people, why they had a little education, but there was very few of them, where we was. And they all had uh, what you call, I might call it now, uh, jail centers, was just the same as we was in jail. Now I couldn't go from here across the street, or I couldn't go through nobody's house without I have a note, or something from my master. And if I had that pass, that was what we call a pass, if I had that pass, I could go wherever he sent me. And I'd have to be back, you know, when uh. Whoever he sent me to, they, they'd give me another pass and I'd bring that back so as to show how long I'd been gone. We couldn't go out and stay a hour or two hours or something like. They send you. Now, say for instance I'd go out here to S's place. I'd have to walk. And I would have to be back maybe in a hour. Maybe they'd give me hour. I don't know just how long they'd give me. But they'd give me a note so there wouldn't nobody interfere with me, and tell who I belong to. And when I come back, why I carry it to my master and give that to him, that'd be all right. But I couldn't just walk away like the people does now, you know. It was what they call, we were slaves. We belonged to people. They'd sell us like they sell horses and cows and hogs and all like that. Have a auction bench, and they'd put you on, up on the bench and bid on you just same as you bidding on cattle you know.

Hermond Norwood: Was that in Charlotte that you were a slave?

Fountain Hughes: Hmmm?

Hermond Norwood: Was that in Charlotte or Charlottesville?

Fountain Hughes: That was in Charlottesville.

Hermond Norwood: Charlottesville, Virginia.

Fountain Hughes: Selling women, selling men. All that. Then if they had any bad ones, they'd sell them to the nigga traders, what they called the nigga traders. And they'd ship them down south, and sell them down south. But, uh, otherwise if you was a good, good person they wouldn't sell you. But if you was bad and mean and they didn't want to beat you and knock you around, they'd sell you what to the, what was call the nigga trader. They'd have a regular, have a sale every month, you know, at the courthouse. And then they'd sell you, and get two hundred dollar, hundred dollar, five hundred dollar.

Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Sources

Source C: *What to the Slave is the Fourth of July?* by Frederick Douglass, Excerpt (1852). Available in the *Teaching Hard History* text library.

What! Am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood and stained with pollution is wrong? No! I will not. I have better employment for my time and strength than such arguments would imply. ...

What, to the American slave, is your 4th of July? I answer, a day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim ... There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour.

Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Sources

Source D: “Am I Not a Man and a Brother?” Woodcut published by the American Anti-Slavery Society (1837). Available through the Library of Congress.

Featured Source D is an image published in 1837 by the American Anti-Slavery Society on the broadside of an abolitionist poem. The woodcut features an enslaved man down on one knee holding up his chained wrists. This image—or variations on it—was used by antislavery societies in both the United States and in England. The caption beneath asks, “Am I not a man and a brother?”

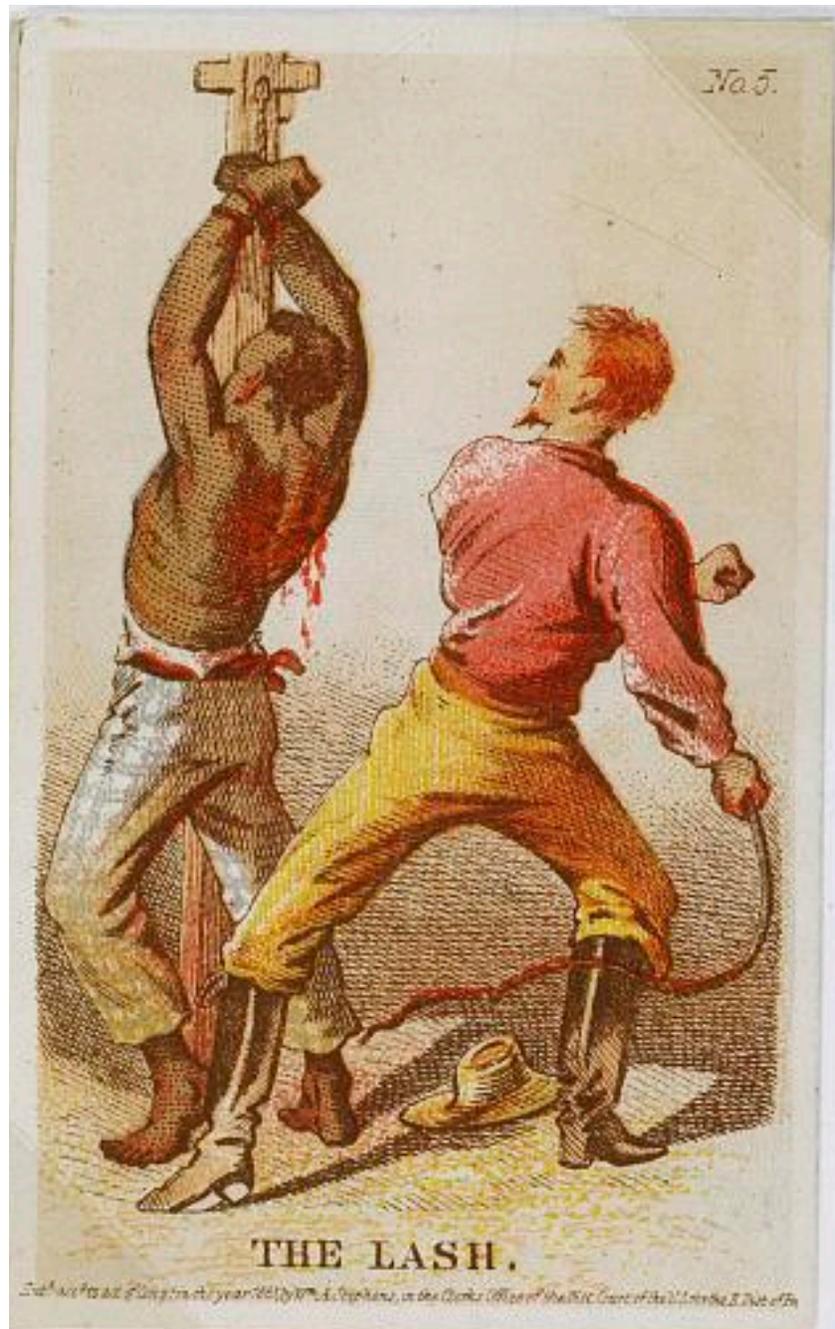


Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Sources

Source E: “The Lash,” lithograph by Henry Louis Stephens (1863). Available through the Library of Congress.

Featured Source E is a color lithograph depicting an enslaved man being whipped. Created around 1863 and printed in Philadelphia, the card is one of a set illustrating the life of one man and his journey from enslavement to a position in the Union Army.

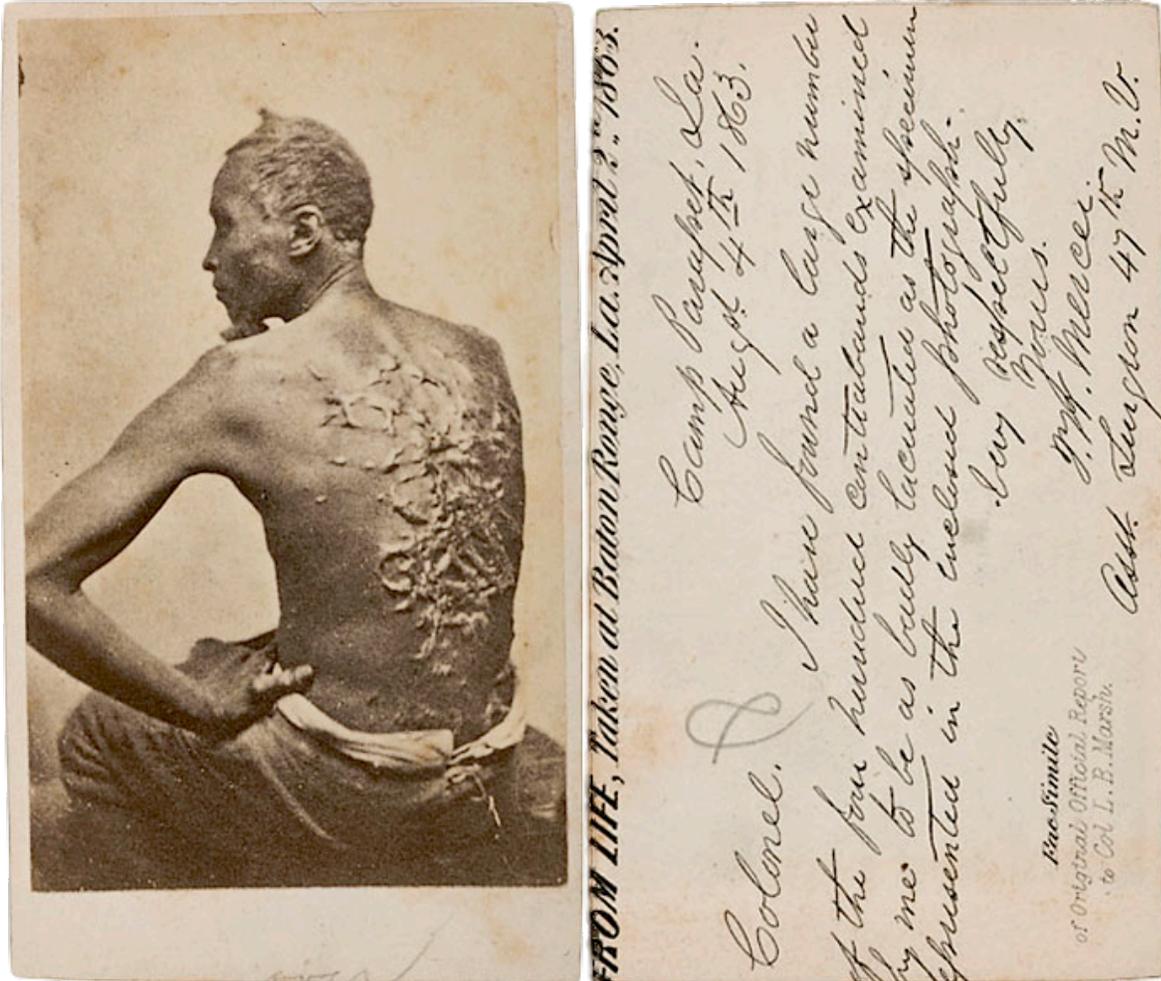


Supporting Question 3: How did slavery affect the lives of enslaved people?

Featured Sources

Source F: “Medical examination photo of Gordon, a slave,” by F.W. Mercer (1863). Accessed through Wikimedia Commons.

Featured Source F is a medical examination photo of a man named Gordon, who had recently escaped from slavery in Louisiana. The photograph shows scars from repeated whippings. In an attached letter, the Union doctor who examined Gordon refers to those who escaped from slavery as “contrabands,” and he says that many of the other escapees have the same type and degree of scarring.



Transcription:

From Life, Taken at Baton Rouge, La, April 2nd 1863.

Camp Parapet, LA, Aug. 4, 1863.

Colonel,

I have found a large number of the four hundred contrabands examined by me to be as badly lacerated [cut] as the specimen represented in the enclosed photograph.

Very respectfully yours,

F.W. Mercer,

Asst. Surgeon, 47th M.V.

Supporting Question 4: How did slavery affect my country?

Supporting Question	How did slavery affect my country?
Formative Performance Task	Make a claim supported by evidence explaining why slavery is an important part of the identity of the United States.
Featured Sources	<p>Source A: <i>A History of US: Making Thirteen Colonies</i> by Joy Hakim, Excerpt (2006).</p> <p>Source B: “Eric Foner on the Role of Westward Expansion” (1998).</p> <p>Source C: <i>A Discourse on Slavery in the United States</i> by Samuel Joseph May, Excerpt (1832).</p>

FOR THE FOURTH SUPPORTING QUESTION—“How did slavery affect my country?”—students will consider the ways in which slavery shaped the national character, affecting your region or state regardless of whether or not slavery was ever legal there.

A NOTE ON THE FEATURED SOURCES:

While we reprint Featured Sources A & C here, Featured Source B is not included in this IDM. The article is available online, and a link is provided.

In addition to the previous sources, particularly the Douglass speech, the featured sources for the final supporting question consider the ways in which slavery permeates all of U.S. history. As with Supporting Question Two, you are encouraged to include state-specific resources to help students consider slavery’s influence on both state and national histories.

FEATURED SOURCE A is an excerpt from Joy Hakim’s *A History of US: Making Thirteen Colonies*, wherein she discusses the ways that slavery affected the growth of the United States.

FEATURED SOURCE B, from historian Eric Foner, is an excerpt from the PBS series *Africans in America*. In this passage, Foner explores the relationship between slavery and westward expansion to explain slavery’s influence on the histories of western states.

FEATURED SOURCE C is an excerpt from a speech by abolitionist Samuel Joseph May. Speaking in Brooklyn in July 1831, he condemns the citizens of New England for remaining bystanders as slavery is perpetuated across the country.

AN OPTIONAL WORD BANK is provided, and you are encouraged to adjust it according to the needs of your students.

THE FINAL FORMATIVE PERFORMANCE TASK asks students to make a claim supported by evidence explaining why slavery is an important part of the United States’ identity.

APPENDIX C includes a sample evidence-based claim graphic organizer.

Word Bank *(in order of appearance)*

Source A:

- Humiliation—embarrassment
- Degrading—intended to make someone feel shame

Source B:

- Civilization—a society that is seen as advanced
- “Empire of liberty”—a phrase from Thomas Jefferson, meaning the United States should expand its power to spread freedom

Source C:

- Legislature—the branch of the government that passes laws
- Consent—agree to
- Perpetuate—allow something to continue
- Bondage—restriction or enslavement
-

Supporting Question 4: How did slavery affect my country?

Featured Sources

Source A: *A History of US: Making Thirteen Colonies* by Joy Hakim, Excerpt. New York: Oxford University Press, 2006.

From its beginnings, America was a land of freedom and opportunity for all. True or false?

The answer is FALSE.

For many of us, America was a land of humiliation and enslavement.

Africans came to the New World not because they wanted to but because they were taken from their homes by men with powerful weapons. When they protested, they were beaten and killed. [...]

When the New World was discovered, workers were needed to mine its resources and to work its fields. Europeans didn't want those jobs; slaves had no choice.

Slavery in America developed into a terrible and degrading system. To justify that terrible system, a myth arose that blacks were inferior, that they weren't capable people. [...]

In America an entire way of life depended on the labor of black people. Despite harsh treatment, blacks produced writers, scientists, political leaders, musicians and many others who enriched our nation. [...]

American slavery was a horror. We should never pretend it was anything else. But the American system of government lets us correct mistakes.

A History of Us: Making Thirteen Colonies by Joy Hakim (2006) p. 50. By permission of [Oxford University Press, USA](#).

Supporting Question 4: How did slavery affect my country?

Featured Sources

Source B: “[Eric Foner on the Role of Westward Expansion](#)” Available through the resource bank for *Africans in America*, part 4: 1831-1865 at pbs.org (1998).

Introduction: In this brief passage, historian Eric Foner answers the question, “What is the relationship between slavery and westward expansion?”

Supporting Question 4: How did slavery affect my country?

Featured Sources

Source C: *A Discourse on Slavery in the United States* by Samuel Joseph May, Excerpt. In *A Discourse on Slavery in the United States*. Boston: Garrison and Knapp, 1832.

“[There is the argument that] we of New England have nothing to do with Slavery—that is the concern of individual States. This is not so. The whole nation is deeply [responsible for it]. So long as *our* Representatives in the national Legislature are permitted to vote for, or silently *consent to*, the passage of acts tending in any way to perpetuate the bondage of colored men, so long are we partakers in the sin.”

Summative Performance Task	
Compelling Question	How did slavery shape my state?
Summative Performance Task	How did slavery shape my state? Construct an argument (e.g., detailed outline, poster or essay) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

ARGUMENT

At this point in the inquiry, students have examined how slavery was a part of the growth of the United States, how the system varied from place to place, how violence was endemic to slavery and how slavery has affected the identity of the entire country, including states where it wasn't legal.

Students should be expected to demonstrate the breadth of their understandings and their ability to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, "How did slavery shape my state?" Students' arguments could take a variety of forms, including a detailed outline, poster or essay.

Students' arguments will vary, but they could include any of the following:

- Enslaved people were a large portion of my state's population, and therefore their experiences are a significant part of my state's history.
- My state's economic growth was affected significantly by the use of enslaved labor.
- Though enslavement was not legal in my state, slavery's impact on the country affected my state's history.
- Even though slavery was abolished here before it was in other states, it is an important part of my state's history.

EXTENSION

To extend their arguments, you may have students create a timeline of your state's history, incorporating slavery's influence.

Taking Informed Action

Compelling Question	How did slavery shape my state?
Taking Informed Action	UNDERSTAND Research how the legacy of slavery is visible in your state or local community. ASSESS As a class, deliberate how the history of slavery is and should be memorialized in your community. ACT Write a class proposal to send to the mayor, governor or local historical society suggesting how to memorialize this history.

Students have the opportunity to take informed action by drawing on their understandings of slavery to consider how it should be remembered or memorialized in their community.

To understand the extent to which slavery is (or isn't) appropriately remembered by your community, you can provide resources that help students research one or several of the following: preservation attempts, memorials or markers to slavery, statues or memorials to enslavers. Students should research the legacy of slavery with an eye both to the ways it is remembered in your community and the ways it is ignored. To assess the issue of memorialization, students should decide what an appropriate memorial to your region's history with slavery would be and then decide whether or not such a memorial exists in your community. Students can act on their conclusion by writing a class proposal to send to the mayor, governor or local historical society suggesting how to memorialize this history.

Appendix A

Graphic Organizer

Where did enslaved populations grow in the century before the Civil War?
 The Spread of U.S. Slavery, 1790–1860, Enslaved Population (Total Numbers)

	What states have the highest population of enslaved people?	Where are most enslaved people living in those states?	What geographic features do we find nearby? (Mountains, rivers, the ocean, coast, etc.)	Where did the enslaved population increase from the previous census?	Where did enslaved population decrease from the previous census?
1790					
1810					
1830					
1850					
1860					

INSTRUCTIONS FOR APPENDIX A

Clicking (or hovering your mouse) over the counties of your state:

1. What counties have the highest number of enslaved people?
2. Where are the fewest people enslaved?

*On the bottom right of the screen, choose to show “Enslaved population (%)”.
This shows you what percent of the total population was enslaved.*

3. Where are enslaved people the majority of the population?
4. Historians often refer to the “Cotton Belt,” which was an area of the United States where cotton was grown. This area had a high number of enslaved people to work on these plantations. Based on these maps, where do you think this was?
5. Why do you think enslaved populations grew in the United States?
6. Why do you think that the percentage of enslaved people grew in some areas more than others?

Appendix B

Graphic Organizer

How did the institution of slavery differ from place to place?

	States / Geographic Areas	Differences	Similarities
Large Plantations			
Small Plantations			
Urban Slavery			

1. How was slavery a part of the settlement of your state?
2. How were enslaved people treated?
3. Where were most of the enslaved people living in your state?
4. What kind of work did they do?
5. How was slavery different in different places within your state?
6. How was slavery different in your state than in other states?

Appendix C

Graphic Organizer

How did the slavery affect my country?

