

## Southern Agriculture and the Slave Trade, 1860

By: Jeff Swinehart

OVERVIEW: This lesson addresses the relationship between southern agriculture and the slave trade of the 1860 South. Two factors contributed to the growing slave trade in the south: (1) The abolition of the African slave trade in 1808; and (2) Westward expansion of plantation agriculture. As a consequence thousands of enslaved Americans were traded to new plantations on the southern frontier. It is also about location. Students will be introduced to terms used in communication, and ideas about location, and will summarize information from many maps.

CONNECTION WITH THE CURRICULUM: This lesson has connections to the following standards and benchmarks...

-Oregon Department of Education Content Standard for Geography: Identify and explain physical and human characteristics of places and regions, the processes that have shaped them and their geographic significance. (Grade 8 & 10/CIM Benchmark)

-Oregon Department of Education Content Standard for Geography : Explain how humans and the physical environment impact and influence each other. Grade 8 and 10/CIM Benchmark

-PASS Criteria: Analyze issues, events, phenomenon or problems in terms of the interaction and interdependence of physical and human systems.

National Geography Standards Addressed:

-Standard #1: How to use maps and other geographic representations, tools and technologies to acquire, process and report information from spatial perspective.

-Standard #4: The physical and human characteristics of places.

-Standard #15: How physical systems affect human systems.

LINKS TO OTHER CONTENT AREAS: This lesson has connections with Physical Science, Integrated Science, U.S. History and Language Arts.

GRADE LEVELS: This lesson could be utilized in grades 7 - 12. Some adjustments may be necessary depending on the students' ability level to process the information.

## OBJECTIVES:

The students will:

- a) be able to transfer information from maps to a table and summarize the data.
- b) be able to gather information from maps helping them to answer questions about the changing distribution of slaves.
- c) be able to use political boundaries from a location on one map and match it with the same location on another map.
- d) be able to demonstrate their ability to use latitude and longitude on a map to correctly place and label cities across the southern United States.

## VOCABULARY:

abolitionist, latitude, longitude, slavery, Yankee

## MATERIALS:

- map of the United States
- Data table
- Slavery maps of 1790 and 1860

## PROCEDURES:

1. Begin by asking the students some questions about what they know about slavery in the South. Brainstorm either as a class or in small groups.
2. Review latitude and longitude.
3. Hand out Map 1 to each student

4. Using the coordinates provided, have students work individually and label each city on a map.

Richmond	37N	77W	Memphis	35N	90W
Wilmington	34N	77W	Montgomery	32N	86W
Charleston	32N	79W	Mobile	30N	88W
Savannah	32N	81W	Jackson	32N	90W
Atlanta	34N	84W	Baton Rouge	30N	91W
Frankfurt	38N	84W	New Orleans	30N	90W
Louisville	38N	85W	Galveston	29N	94W

5. Hand out response sheet A.

6. Explain that some of the items are missing. The students' task is to use Maps A2 and A3 to complete the sheet.

7. Writing for understanding.

- a. Where do you find slavery in the U.S.A. in 1790 and 1860?
- b. Describe the movement of slavery.
- c. Where were the major slave trade centers of the south?
- d. If the African slave trade ended in 1808, using the maps as your guide, where do you suppose the slaves of the newly settled southwest came from?

#### ASSESSMENT:

1. Grade the location maps according to map key.
2. Score the students' response sheets.
3. Grade the Writing for Understanding: *See Student Writing Checklist.*

#### EXTENSIONS:

-Do you think slavery would have eventually ended in the South without a Civil War? Yes or no; defend your answer.

-You are an abolitionist fighting to end slavery. Write a letter to a Southerner condemning slavery.

-As a plantation owner in a letter to your Yankee cousin: Defend the institution of slavery.

-Debate: students portraying congressmen from the north and the south debate

## RESPONSE SHEET A -- KEY

	Location	State	% of Slaves Total pop 1790	% of slaves Total pop 1860
A.	37 N 77 W	Virginia	50% and over	30 to 50%
B.	33 N 90 W	Mississippi	NA	50% and over
C.	35 N 80 W	North Carolina	10 to 30%	50% and over
D.	34 N 84 W	Georgia	10 to 30%	50% and over
E.	30 N 90 W	Louisiana	NA	50% and over
F.	30 N 95 W	Texas	NA	50% and over
G.	36 N 87 W	Tennessee	10 to 30%	30 to 50%
H.	37 N 87 W	Kentucky	10 to 30%	30 to 50%
I.	40 N 77 W	Pennsylvania	under 10%	without slaves
J.	35 N 93 W	Arkansas	NA	30 to 50%

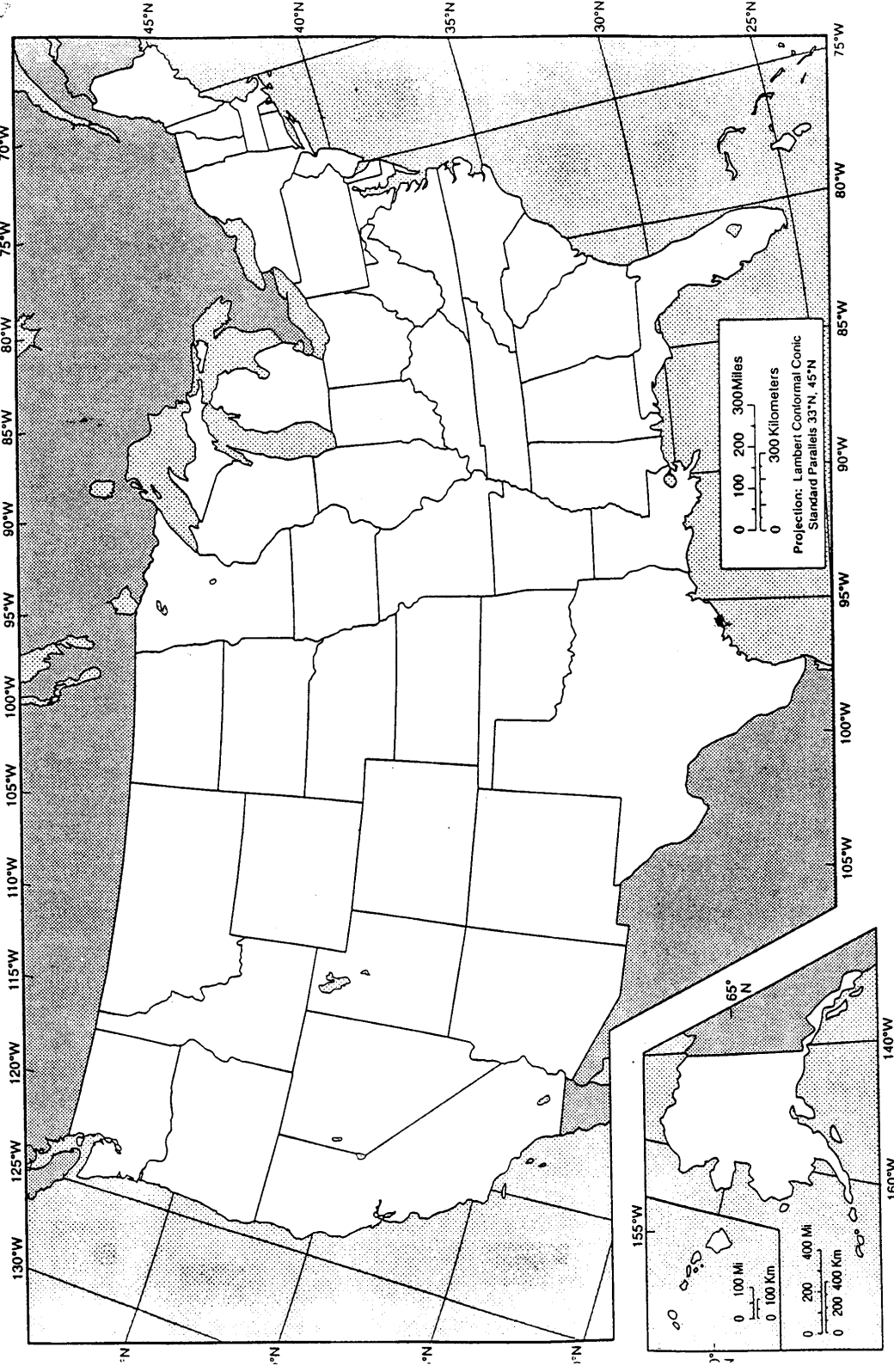
## RESPONSE SHEET A


	Location	State	% of Slaves Total pop 1790	% of slaves Total pop 1860
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B.	33 N 90 W		NA	
C.	35 N 80 W	North Carolina		50% and over
D.	34 N 84 W			50% and over
E.	30 N 90 W		NA	
F.	30 N 95 W		NA	50% and over
G.	36 N 87 W		10 to 30%	
H.	37 N 87 W	Kentucky		30 to 50%
I.	40 N 77 W		under 10%	
J.	35 N 93 W		NA	

## Student Writing Checklist

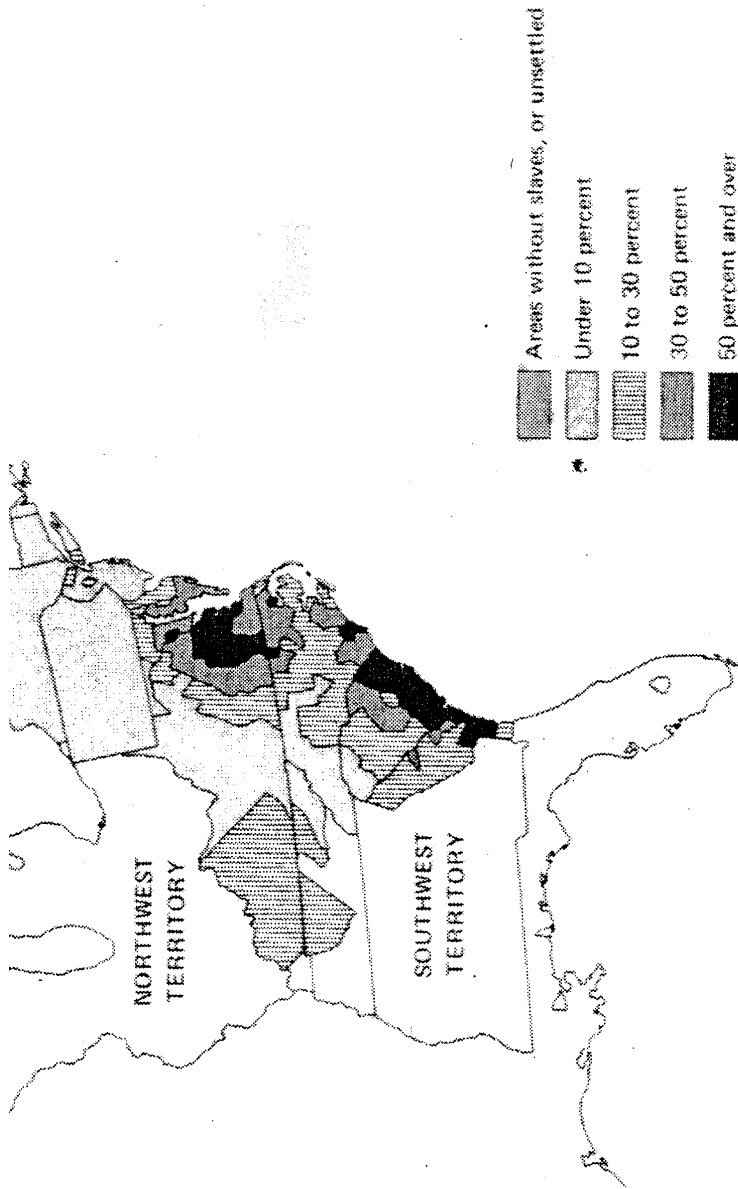
- Writing is clear, focused, and interesting.
- An attempt has been made to organize the writing. There is order and structure.
- The writing effectively conveys the intended message.
- Writing demonstrates use of writing conventions (i.e., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).

# The United States

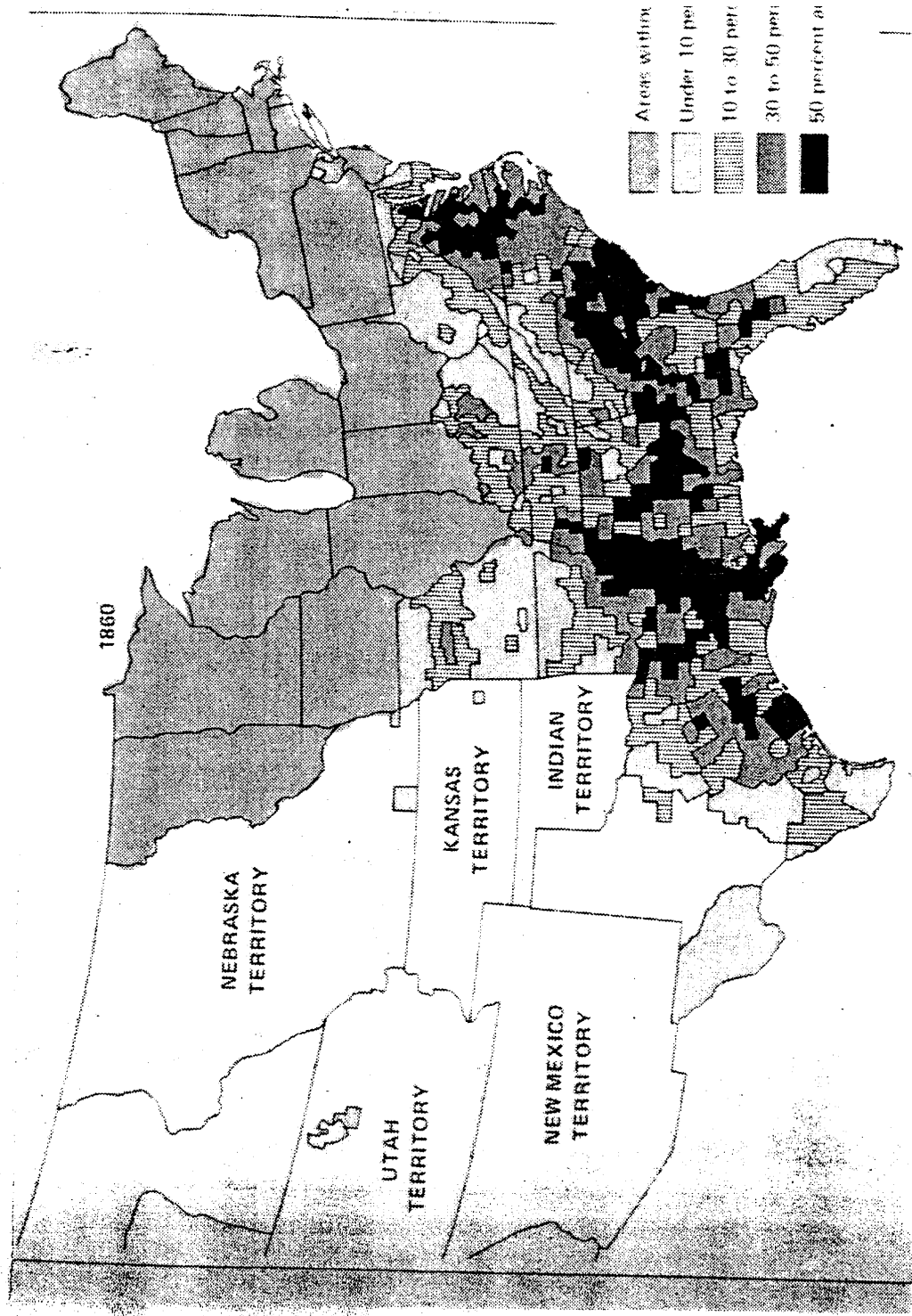


  
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PERCENTAGE OF SLAVES IN TOTAL POPULATION, 1790 AND 1860



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