

Historical Literacy Project Model Unit Gallery Template

Unit Title: The More Things Change, the More They Stay the Same

Designed by: Ashlyn Duncan, Colleen Brown, Katie Bauer

District: Appoquinimink and Caesar Rodney School Districts

Content Area: Social Studies

Grade Level(s): 6-8th



Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.) In this unit students will compare the condition of Slavery in the Antebellum Era in America to the conditions of slavery in St. Domingue. Students will then demonstrate their knowledge of change over time by comparing the causes and conditions of slavery and the conditions that provided a stable environment for slavery. What conditions cause the success of the institution of slavery? Was change inevitable for slavery to eventually be abolished not only in St. Domingue but also America? Is anything at risk to eventually CHANGE?

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Enduring Understandings:

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- **Students will gain a better understanding of the concept of chronology and cause and effect.**
- **Students will look at the institution of slavery and analyze the situation and conditions that not only caused slavery but also caused the abolishment of slavery in America and St. Domingue.**
- **Then, students will consider what other things are inevitably going to change? For a Southerner living in America in the Antebellum Era the fear of slavery ending was of little concern. For an American living in 2011 the fear of Democracy ending may be of little concern. How realistic is this? While we sit in our classrooms and witness the revolutions going on around the world, should we be concerned about the stability of different governmental institutions around the world?**

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Begin your enduring understanding with the following stem statement: *Students will understand that...* change is inevitable and that for each event in history there is a cause.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- Is change inevitable? Why won't things ever stay the same?
- Is slavery the same in all locations throughout time? Was the outcome always predictable from an outsider or from hindsight?
- What makes an institution such as slavery or Democracy/Monarchy/Communism a possibility to exist?
- How often does the past predict the future, no matter what the context?
- What evidence do you have to justify your response?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know...that change is inevitable and for every event there in history there are circumstances and conditions that make that event possible.

Students will be able to...analyze information about slavery in America and St. Domingue then transfer that knowledge to other institutions, such as government. Students will then need to look at the causes and conditions that make that enslavement possible then come up with original suggestions on how to end that particular type of slavery in the world. Students will also be able to cite examples of slavery, how they are similar and how the era in which they existed produced different types of enslavement.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed: What conditions make slavery possible (causes)? What circumstances must be present to end the enslavement of people? Can any institution last through time or is change always inevitable in any situation. Students will analyze the causes of slavery as well as the causes of the abolishment of slavery. Then, students will be asked: will all things eventually change? For example, will Democracy one day be a thing of the past? Consider China for example, a country that has the potential to be the world’s economic super power and is a COMMUNIST country. Will democracy eventually end similarly to how the institution ended? OR students will have the choice to investigate why there have been revolutions in countries such as Egypt and Libya. What conditions made these authoritarian leaders have success in the past and what lead their downfall.

Prior Knowledge: Students will need to have a clear understanding of the causes of slavery. What conditions made slavery possible. Students will also need to have an understanding of what conditions lead to the end of slavery.

Scenario: Students will be asked to consider the question is change inevitable? Students will apply their knowledge of the chronology of slavery in America and St. Domingue and compare it to other institutions, such as democracy. Students will be asked to present a case for or against the institution of DEMOCRACY. Will democracy eventually be a government organizational system of the past? Students will consider the world power of China today. What conditions have caused their economic strength to form? What conditions have caused the American economic system to struggle? They will also want to research the origins of Democracy. What conditions to caused democracy to fail in the past (Ancient Greece)? Is the past a predictor of the future?

Requirements: Students will create a multimedia project of their choice to argue for or against the institution of Democracy. Like traditional American slavery, will Democracy eventually be an institution of the past? What conditions would promote Democracy? What conditions or circumstance would cause

Democracy to fail? Is change inevitable? Using your knowledge of past events make a case, is this an institution that can withstand the tests of time or will Communism eventually overpower the economic strength of the United States?

Final Product: Students will have a choice of for their final project.

- **Option 1** would be best suited for most students: Students will assume the role of a lawyer presenting the case of the recent revolutions in the Middle East. Students will investigate what has caused the end of governmental institutions such as the command governments in Libya and Egypt. Students will consider:
 - What caused the success of these systems?
 - What caused the failure of these governments?
 - Students will explain in their multimedia presentation what are the effects of this government's failure?
 - What do they predict will the future have in store for these countries?
 - What type of governmental systems do students feel would be more appropriate for these countries in turmoil?

- **Option 2** is best suited for those students that are capable of being challenged: Students will assume the role of a lawyer presenting a case for or against the sustainability and durability of Democracy in the world by creating a multimedia presentation.
 - Students should consider their knowledge and understanding of the institution of slavery; its causes and the conditions that lead to the demise in America.
 - Students will need to consider the chronology of events in the past.
 - They should take into account situations where Democracy has failed (perhaps investigate Ancient Rome).
 - What conditions caused this?
 - They should also take into conditions reason for why Democracy has been a lasting governmental system in the United States.
 - What conditions have caused its success?
 - Is change inevitable? Do all things eventually come to an end?
 - Will Democracy be the government system that lasts or will socialism and communism overpower the rights of the people?

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard
The causes of this government's success. Clearly explains what conditions cause this type of governments success.	The causes of this government's success. Mostly explains what conditions cause this type of governments success. Missing a few important details and information.	The causes of this government's success. Somewhat explains what conditions cause this type of governments success. Details are vague and disorganized.	The causes of this government's success. Poorly explains what conditions cause this type of governments success. Few details are included. Very little consideration taken into account.
The causes of this type of government's failure are clearly explained. Detailed scenarios and examples are included.	The cause of this type of government's failure is mostly explained. Missing some details, scenarios and examples.	The cause of this type of government's failure are somewhat explained. Missing important detailed scenarios and examples. Disorganized and unclear.	The cause of this type of government's failure is poorly explained. Detailed scenarios and examples are not included.
Affects of the failure or success of this governmental system are clearly thought through. Affects are detailed and realistic.	Affects of the failure or success of this governmental system are mostly thought through. Affects are somewhat detailed and realistic.	Affects of the failure or success of this governmental system are somewhat thought through. Affects are missing details and is unrealistic.	Affects of the failure or success of this governmental system are poorly thought through. Affects are missing several details and is not realistic.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Student Self-Assessment and Reflection will take place as they complete Activity Sheets and are discussed with peers, small groups and as a large group with the class.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 1

Introduction:

“The More Things Change, the More They Stay the Same.”

- Alphonse Karr

Ashlyn Duncan, Colleen Brown, Katie Bauer

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

Time Required: Approximately 1 forty-five minute class period.

Essential Question Addressed: Is change inevitable?

Enduring Understanding: Students should begin to form an opinion of “The more things change the more they stay the same.” Students will be presented with arguments from both viewpoints and based on their own cultural values and understanding of historic events should begin to form an opinion.

Materials: Activity Sheet -A, 1-B

Procedures:

- As students enter the room the quote, “The more things change, the more they stay the same” will be written on the board.
- Think-Pair-Share: Students will be asked to consider the truthfulness of this statement. What is the meaning of this quote? How factual is this quote? Can they think of a personal example to justify their reasoning? Discuss these questions as a class after students have had an opportunity to answer this question independently then in partners.
- Students will create a timeline of important events in their lives to show their understanding of change over time. See Activity Sheet 1-A.
- Students will then look a timeline of events leading up to the Civil War. See Activity Sheet 1-B.

Debrief:

- Essential Question: What causes change? Give an *example* to justify your answer.

Formative Assessment (“Check for Understanding”): Students will be able to answer the essential question. In addition, they will have created a timeline to be assessed and debriefing questions, which can also be used as a formative assessment.

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit?**
 - <http://www.historyplace.com/civilwar/>
 - <http://mgagnon.myweb.uga.edu/Tante.htm>

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)



Lesson # 2 “Cotton is King”

Ashlyn Duncan, Colleen Brown, Katie Bauer

Lesson Description: In this lesson students will learn what conditions made the success of slavery possible in America.

Time Required: This lesson should take approximately 1-2 forty-five minute class periods.

Essential Question Addressed: What conditions caused the demand for slavery in America to increase?

Enduring Understanding:

Materials: Book: *Eli Whitney* by Judith Alter or similar book about Eli Whitney’s Cotton Gin, Activity Sheet 2-A, 2-B, 2-C.

Background Information

- Have students read Activity Sheet 2-A, background information and fill in graphic organizer. Discuss reading and responses to graphic organizers.
- Allow students to take ownership in reading by summarizing on their own to ensure understanding.
- Begin by explaining the background of southern farmers in the United States.¹
 - Cotton was grown by both small farmers and planters (people who owned large farms called plantations). Small farmers often worked on their own farms, and some owned a few slaves. Planters managed their plantations but depended nearly entirely on slave labor. In this lesson, both planters and farmers will be

¹ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

called cotton growers and both slave and non-slave labor will be referred to as workers.²

- Cotton was a labor-intensive crop. That is, it required much work for which there were no machines available; from planting, to weeding, to hoeing, to picking and removing the seeds, many hours of labor were required. This is why large plantations needed many workers. Long staple cotton that grew in the West Indies did not grow well in the colonies. Short staple cotton, which did grow well, had the problem of many seeds in the cotton boll. One worker could remove the seeds from only one pound of cotton per day. Growers could not make money growing a crop with so much labor and selling it for less than 10 cents per pound. However, with the invention of the cotton gin, one worker could remove the seeds from 50 pounds per day.³
- Today it is hard to imagine that the institution of slavery could have existed in the United States. However, when the colonies were founded, slavery was practiced in many countries around the world, and in many English colonies. Some say that in the late 1700's slavery was dying out in the South because it was unprofitable, but with the invention of the cotton gin, it was continued and expanded to other states where the climate was good for growing cotton. Using the cotton gin made cotton a much more profitable crop. Thus, from the southern border of Virginia south to Georgia and west to Texas, more farmers and planters began growing cotton, and having workers became even more important to them.⁴

Procedures:

- Begin by having students complete the background information activity (Activity Sheet 2-A).
- Explain to students that cotton was a very labor-intensive crop and some theories suggest that had the cotton gin not been invented, cotton production in America would have died out.
- Have students complete the Southern Planter Activity Sheet 2-B⁵
- Follow-up Discussion Questions:
 - How did the cotton gin increase productivity of workers? (It helped them to get the seeds out of the cotton 50 times as fast.)⁶
 - How did this increase in productivity affect the profits earned by the growers? (Profits were increased because the same number of workers could clean more cotton.)⁷

² Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

³ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

⁴ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

⁵ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

⁶ Gallagher and Hopkins, 2000.

⁷ Gallagher and Hopkins, 2000.

- Increases in productivity raise profits and the grower may give higher pay to the more productive workers. Did that happen in this case? Why or why not? (Free workers may have been paid more, but, slaves, being unpaid, received no additional income.)⁸
 - If slaves received no pay, what was the labor costs? (The original purchase price plus food, shelter, clothing, and all the costs associated with confining an unwilling workforce and forcing them to work. Since the labor cost did not rise with the increase productivity, additional profits went to the plantation owner. If the value of the output went up and the cost of labor did not, the owner would receive more profit.)⁹
- Next, students will complete Handout 2-C.
 - a. With the invention of the cotton gin the production of cotton increased from 3,000 bales in 1790 to 178,000 bales in 1810 (Kolchin, Peter. American Slavery, 2003. Pg. 95). How do you think this is going to affect the price of slaves in the United States?
 - b. *Demand for slavery increases = cost of slaves increases*
 - 2. List 2 positive consequences of the invention of the cotton gin.
 - a. *Answer: Increase in cotton production*
 - b. *Answer: Increase in profitability of land expansion of cotton production*
 - 3. List 2 negative consequences of the cotton gin.
 - a. *Answer: Demand for slavery increases= higher slave population.*
 - b. *Answer: Slavery becomes a staple in Southern economy (which will later create economic instability.)*

Debrief: Essential Question: What caused the demand for slavery to increase?

Conclusion:

1. Planters and farmers grew cotton because it grew well in the southern climate. There was demand for cotton from England and the new mills in New England.
2. The increased productivity resulting from the cotton gin made cotton a very profitable crop. It was more profitable than alternative crops such as indigo and rice.
3. Because cotton growing was profitable, many new plantations established across the south all the way to Texas.
4. As more plantations established the demand for SLAVES increased.

Formative Assessment (“Check for Understanding”):

Check for understanding: How did the invention of the cotton gin increase slavery in the United States? Justify your answer with historical evidence.

1 Point- Vague answer that addresses the first portion of the question.

2 Points- Response is clear and includes historical evidence to support their answer.

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
- www.econ-fun.com

⁸ Gallagher and Hopkins, 2000.

⁹ Gallagher and Hopkins, 2000.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson # 3 Emancipation Proclamation and the End of an Era

Ashlyn Duncan, Colleen Brown, Katie Bauer

Lesson Description: Students will investigate reasons that lead to the end of slavery in the United States.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

Essential Question Addressed: What caused the end of slavery in the United States?

Enduring Understanding: Summarize the events that lead to the change over time and end of slavery in the United States.

Materials: Activity Handout 3-A, Emancipation Proclamation

Procedures:

- Discuss with the class the beginning of the war. The reasons for the Southern secession from the union and the declaration of war.
- Have students read the background information on Activity Handout 3-A. Have students answer the Check for Understanding Questions and discuss.
- Student may arrive at different conclusions for the Emancipation Proclamation.
- Explain to students that the Emancipation Proclamation did not immediately end slavery in the United States. Discuss reasons for this.
- Have students read the Emancipation Proclamation.
 - What were the main goals of this historical document?
 - Under what power does Abraham Lincoln feel he has the power to enforce this proclamation?
 - How does Lincoln want these slaves to be freed?
 - If the slaves wish to stay and labor what new demand are the plantations owners to give in to? (what must the owners now pay the slaves?)
 - What new role does Lincoln offer free slaves?
 - Based on what you have read, what forces Lincoln to write this proclamation when this was not his original intent for the war?
 - If you were President during the Civil War would you have done the same thing? Do you agree with Lincoln's decision to turn the focus of war to slavery? Explain.
 - How might the United States have been different had Lincoln not won the election of 1860?

Debrief:

Essential Question: How did the Emancipation Proclamation change the goal and focus of the war for both the North and South?

Formative Assessment (“Check for Understanding”): Have students answer the Check for Understanding questions on Handout 3-A and the Essential Question.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
Kolchin, Peter. *American Slavery, 1619-1877*. New York: Hill and Wang, 2003.
Pages 201-209. Print.

http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Lesson # 4 The Rise and Fall of Slavery in St. Domingue

Ashlyn Duncan, Colleen Brown, Katie Bauer

Lesson Description: Students will compare the conditions that made slavery successful in St. Domingue compared to the United States. Students will also compare how slavery ended in this two countries.

Time Required: Approximately 1-2 class periods.

Essential Question Addressed: How did the existence and resolution of slavery differ in St. Domingue and the United States?

Enduring Understanding: Slavery was different in all over the world. Slavery was not always a racial enslavement like here in the United States. Slavery also was successful in other countries. Students should also understand that countries ended slavery differently. Not every country's slaves were emancipated like American slaves.

Materials: Activity Handout 4-A.

Procedures:

- Students will read the background information about St. Domingue/Haitian Revolution.
- Then, based on this information student should create a timeline showing the chain of events that lead to the rise and fall of slavery on this island.
- Students will analyze the change over time of slavery and respond to the questions on Handout 4-A (#2).

Debrief: Following the lesson: Students should be able to answer the questions below:

- How did slavery in St. Domingue and the United States differ?
- What conditions made slavery possible in St. Domingue and what lead to its downfall?
- How did the Haitian Revolution influence and effect slavery in the United States?

Formative Assessment (“Check for Understanding”):

Student understanding will be assessed by grading their timelines and responses to the questions asked on Handout 4-A.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

http://thelouvertureproject.org/index.php?title=Timeline_of_Events_in_Haitian_Revolutionary_History

Furstenberg, François. *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation.* 2006.

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Lesson 1:
“The more things change, the more they stay the same.”

- Alphonse Karr

Directions: Create a timeline of at least 5 important events in your life; for example, your birthday, important happenings in your life, etc.

1. Explain one way your life has changed throughout time.
2. Give one example how one event or occurrence has impacted another event.
3. Do you believe that change is inevitable?
4. How will choices you make now, impact your life in the future?

Lesson 1: Change Over Time

Directions: Put the following events in order on a timeline:

- 1790 3,000 Bales of Cotton Produced
- Election of 1860
- 1789 Constitution Ratified
- 1803 Louisiana Purchase
- 1794 Cotton Gin Patented
- 1812 War of 1812
- 1863 Emancipation Proclamation
- 1849 Gold discovered in California
- 1820 Missouri Compromise
- 1837 Trail of Tears
- 1845 1858 War with Mexico
- 1861 Civil War Begins
- 1810 178,000 Bales of Cotton Produced
- 1865 End of the Civil War

Debrief: After completing the timeline answer the following questions:

1. *Take a guess:* How do you think the invention of the cotton gin changed life for southern plantation owners and farmers?
2. This timeline illustrates the Antebellum (pre-war) time period in the United States. Choose two events that influenced one another and explain their relationship.

Lesson 2: "Cotton is King"

Background Information:

Cotton was grown by both small farmers and planters (people who owned large farms called plantations). Small farmers often worked on their own farms, and some owned a few slaves. Planters managed their plantations but depended nearly entirely on slave labor.¹⁰

Cotton was a labor-intensive crop. That is, it required much work for which there were no machines available; from planting, to weeding, to hoeing, to picking and removing the seeds, many hours of labor were required. This is why large plantations needed many workers. Long staple cotton that grew in the West Indies did not grow well in the colonies. Short staple cotton, which did grow well, had the problem of many seeds in the cotton boll. One worker could remove the seeds from only one pound of cotton per day. Growers could not make money growing a crop with so much labor and selling it for less than 10 cents per pound. However, with the invention of the cotton gin, one worker could remove the seeds from 50 pounds per day.¹¹

Today it is hard to imagine that the institution of slavery could have existed in the United States. However, when the colonies were founded, slavery was practiced in many countries around the world, and in many English colonies. Some historians believe that in the late 1700's slavery was dying out in the South because it was unprofitable and the slave trade had been limited, but with the invention of the cotton gin, it was continued and expanded to other states where the climate was good for growing cotton. Using the cotton gin made cotton a much more profitable crop. Thus, from the southern border of Virginia south to Georgia and west to Texas, more farmers and planters began growing cotton, and having workers became even more important to them.¹²

<p>After reading the background information what questions do we have about the topic? What do we want to know more about?</p>	<p>What information did we learn about American slavery in this summary?</p>
<p>Come up with a new title AND introduction sentence for this passage.</p>	<p>Create a 10 word summary of this background information.</p>

Activity Handout 2-B

¹⁰ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

¹¹ Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

¹² Gallagher, Suzanne and Hopkins, Martha. *Adventures in Economics and U.S. History, Volume 2*, 2000. EconFun for Teachers. <www.econ-fun.com>.

**Lesson 2:
"Cotton is King"**

	Before Cotton Gin				After Cotton Gin					
Cotton Price	Number of Workers	Output per Worker per Day	Value of Output	Labor Costs	Number of Workers	Output per Worker per Day	Value of Output	Labor Cost	Payment for use of cotton gin	How did the gin affect profit?

- Suppose that the grower had 20 workers. In one day's work each worker could complete only one pound of cotton before the cotton gin was invented. Figure the value of the output below for one day's work if the cotton were selling for 7 cents per pound.

The value of the cotton cleaned by one worker in one day before the gin was invented:

____ (price per pound for cotton) X ____ (pounds cleaned) = _____

The value of daily output by all workers together in one day before the gin was invented:

____ (value of cotton cleaned per worker) X ____ (number of workers) = _____

- With the introduction of the cotton gin, one worker could clean 50 pounds of cotton in one day. The costs of using the cotton gin was often a percentage of the cotton cleaned. (This would be payment by barter rather than money.)

The value of the cotton cleaned by one worker in one day before the gin was invented:

____ (price per pound for cotton) X ____ (pounds cleaned) = _____

The value of daily output by all workers together in one day before the gin was invented:

____ (value of cotton cleaned per worker) X ____ (number of workers) = _____

- What was the cost of labor? When the worker was a slave, the cost might include: the purchase of the slave (sometimes \$1,500) plus the cost of food, shelter and clothing as well as the costs of forcing a person to work against his or her will. But it was a fixed cost, which means that it did not increase or decrease if production went up or down. So, if the grower could increase the value of the output without having to pay more for labor, would profits go up or down?

- Cotton plantations became very profitable. How do you think this may have influenced people who were thinking of starting plantations in other southern states?
- As more and more cotton was being planted across the south, all the way to Texas, how did this affect the need for labor and thus the demand for slaves?

Lesson 2: "Cotton is King"

Cause and Affect:

- c. Define cause.

 - d. Define affect.

 - e. Give an example of cause and affect.
-
4. With the invention of the cotton gin the production of cotton increased from 3,000 bales in 1790 to 178,000 bales in 1810 (Kolchin, Peter. *American Slavery*, 2003. Pg. 95). How do you think this is going to affect the price of slaves in the United States?
 - a. *Demand for slavery increases = cost of slaves increases*
 5. List 2 positive consequences of the invention of the cotton gin.
 - a. *Answer: Increase in cotton production*
 - b. *Answer: Increase in profitability of land expansion of cotton production*
 6. List 2 negative consequences of the cotton gin.
 - a. *Answer: Demand for slavery increases= higher slave population.*
 - b. *Answer: Slavery becomes a staple in Southern economy (which will later create economic instability.)*

Debrief:

1. What caused the demand for slavery to increase?

2. Why did planters grow cotton?

3. Where was there a demand for cotton both in domestically and in what foreign regions?

4. Why did southern farmers choose to grow cotton instead of rice or indigo?

5. As more and more plantations were established what human resource drastically increased?

Lesson 3:

Emancipation Proclamation and the End of an Era

Background information:

“The CIVIL WAR began as a war for-and-against Southern independence. Although slavery was the issue that both underlay and precipitated the conflict between North and South, the initial war goals of both sides were simple, and only indirectly linked to the peculiar institution: Confederates fought for the right to secede from their own country; federal forces fought to prevent them from doing so. During the secession crisis preceding the start of hostilities, Abraham Lincoln had promised that the new Republican Administration, although opposed to the expansion of slavery, would pose no threat to slavery in the states where it already existed, and in the early months of the war he took pains to reemphasize his government’s limited war goal: preservation of the Union. As late as August 1862, Lincoln insisted that abolition was not on the horizon: “My paramount object in this struggle is to save the Union,” he lectured anti-slavery editor Horace Greeley, “and is not either to save or destroy slavery.”

Lincoln’s caution stemmed not from moral equivocation- he consistently reiterated his belief that slavery was wrong and ought to be abolished-but from potent practical considerations. For slave states-Maryland, Delaware, Missouri, and Kentucky- remained in the Union, and a fifth, West Virginia, was in the process of breaking away from its Confederate parent; defining the war as a struggle over slavery threatened to push these states into the Confederate column. The loyalty of Maryland, which harbored considerable pro-Confederate sentiment, was especially critical, for the state’s succession would leave Washington D.C., surrounded by enemy territory. Equally troubling were the political risks associated with too hasty a commitment to abolition. Most Northern Democrats strongly supported the war effort so long as the war remained one to preserve the status quo; a war to overturn slavery, however, was an altogether different matter, and leading Democrats made it clear that the President could not count on their support in such a contest. Concerned to maximize Northern support for the war effort and to minimize the ability of Democrats to exploit the racist fears of voters, Lincoln bided his time.

As the war dragged on, however, the President also faced mounting pressures to seize the moment and embrace a new war aim: freedom for the slaves. Such a move appeared increasingly desirable to American diplomats striving to prevent foreign powers-most important, Great Britain- from extending recognition (and assistance) to the Confederacy; so long as the Confederates could portray their rebellion as an exercise in national self-determination, their cause aroused considerable sympathy abroad, but much of this sympathy would be likely to dissipate if the war could be redefined as a struggle over slavery... Recruiting Union soldiers became steadily more difficult during 1862 as patriotic enthusiasm for what many at first believed would be a quick, glorious victory evaporated in the face of the grim reality of protracted war. Embracing emancipation as a war goal- or, better yet, as the central war goal- would help rekindle the enthusiasm for the war effort and, by hitting at the underpinning of the Southern economy, undermined the ability of the Confederates to wage war. It would also make it possible for the army to make use of tens of thousands of potential black recruits eager to strike a blow for freedom. One did not have to be a fervent advocate of black equality to favor the recruitment of black soldiers. Many Northerners’ shared the hope of Iowa Senator James W. Grimes that employment of black troops would reduce death among whites; as Grimes told an audience in Dubuque, he would prefer to “see a negro shot down in battle rather than the son of a Dubuquer.”...

Faced with a protracted military stalemate, a restive slave population in the South, and a radicalized public opinion in the North, President Lincoln determined by the fall of 1862 to move against slavery. By that time, the political risks of inactivity equaled or exceeded those of appearing rash and desperate and freed the President to act on his anti-slavery principles. On

September 22, 1862, he warned the Confederates that unless they ended their rebellion he would move against slavery on January 1, 1863., and with the onset of the new year he made good his promise, declaring that “all persons held as slaves’ in rebel areas “are, and henceforward shall be, free”; he added that “such persons of suitable condition will be received into the armed service of the United States.” Drawing its legal justification from the President’s power as commander in chief of the armed forces to take whatever action he deemed necessary to win the war, the Emancipation Proclamation did not immediately end slavery: the proclamation applied only to rebel territory-where the federal government lacked the ability to enforce the law-and left untouched slaves held in loyal states. Nevertheless, the decree had enormous symbolic significance, transforming a conservative war to restore the Union into a revolutionary war to reconstruct it. Northerners and Southerners, white and black, now knew that a Union victory meant the end of slavery. The Thirteenth Amendment of the Constitution, passed by Congress in January 1865 and ratified by the states in December, fulfilled this promise, barring slavery anywhere in the United States.”¹³

Check Understanding:

1. Based on the reading what would you infer Abraham Lincoln’s main goal to be?
2. Why was the freedom of slavery not an initial goal of the Union?
3. Explain 2 ways that the Union would benefit if they changed the focus of the war to freeing the slaves.
4. Examine Lincoln’s decision to free the slaves. Do you agree with this decision? Why or why not? Would you have done the same?
5. Even though the Emancipation Proclamation did not instantly free all slaves, why was this considered an “enormous symbolic significance”?
6. Defend or refute this statement: Lincoln’s goal of saving the Union of the United States was worthy.
7. Based on your prior knowledge, how do you think the Emancipation Proclamation influenced the Confederacy? What do you infer their reaction to have been?
8. Slave uprisings in the United States had generally been unsuccessful. Slaves for the most part were fairly obedient considering their situation. How do you think a slave uprising would have impacted the war? Would a slave rising increase support for freedom of slaves or increased opposition for freeing slaves?
9. Was Lincoln forced to emancipate slaves? What leading factors brought him to this decision?
10. Slavery in the south was the staple to their economic livelihood. Without slavery, what problems are too arise?

¹³ Kolchin, Peter. *American Slavery, 1619-1877*. New York: Hill and Wang, 2003. Pages 201-209. Print.

The Emancipation Proclamation

January 1, 1863

A Transcription

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, 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; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Source: http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

Lesson 4: The Rise and Fall of Slavery in St. Domingue

1. Create a timeline of the events that took place on the island of St. Domingue (today known as Haiti).

Background information:

At one time one Haiti, formally known as St. Domingue, was one of the wealthiest countries in the Western Hemisphere as they were a major producer of sugar. The island of St. Domingue was colonized (owned and controlled) by the French. This Caribbean island was the heart of the slave trade as sugar was highly demanded in both the United States and Europe. The demand for rum and sugar only intensified the demand for Triangular Trade.

Life for a slave in St. Domingue was of the worst condition. Slavery was particularly cruel on this island. Slaves were commonly burned alive, beaten, had salt/lemon poured into their wounds. Conditions were so poor in fact, that the average lifespan of a slave on this island was 7 years. These slaves were literally worked to death. This was very different from the United States as slaves were seen more as an investment; which *sometimes* resulted in better treatment.

The Revolution explodes in August, 1791 when fire was set on the northern plains, where most sugar was grown. From there the French hold on the island diminishes and Napoleon realizes that he cannot regain control on this colony. Napoleon loses hundreds of soldiers on the island and therefore is left with fewer defenses to uphold French control of the Louisiana Purchase. In addition to this war being waged in the Caribbean Napoleon also is about to go to war with England causing even more incentive to sell the land to the United States. Jefferson accepts the offer in 1803, purchasing the land for 15 million dollars. Even though this executive power questioned the Constitution, Jefferson makes the purchase forever changing the United States.

In 1804 Haiti had officially declared independence. Stories of the Haitian Revolution spread like wildfire in the United States and were direct reflections of the Nat Turner John Brown Rebellions. The Haitian Revolution is ironic in the sense that this revolution of a slave uprising gaining independence only lead to the increase of slavery in the United States. After the Haitian Revolution, slavery is firmly in place in America as there is less sugar being produced in the Caribbean and the demand for slavery increases.

Haiti today is *the* poorest nation in the Western Hemisphere and was the recent victim of a significant earthquake in 2010, where several areas of the country were destroyed.

2. Compare this time line to the timeline you created of the progression of slavery/civil war in the United States.

- What conditions made slavery possible in the United States? What conditions made slavery possible in St. Domingue.
- Compare the revolution of slavery in America to St. Domingue. What was very different about the ending of slavery in these two countries?
- Beyond the victory of the Northerners in the Civil war, what other conditions might have eventually lead to the end of slavery?
- Why might a rebellion of slaves not been successful in the United States? What made rebellion in St. Domingue successful?
- The cotton gin increase slavery in the United States significantly. Describe how this piece of technology had a negative impact on the United States.
- What other advancements in technology have created negative consequences? Can you think of a modern and historical example?
- What is ironic about the Haitian Revolution?