

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

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READING, WRITING, AND CRITICAL ANALYSIS ACTIVITIES

8th Grade

ARTICLE: CHAINED MIGRATION: HOW SLAVERY MADE ITS WAY WEST

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Standard:

- Social Studies 8.3a: Continued westward expansion contributed to increased conflicts with Native Americans.

PRE-READING ACTIVITY

VOCABULARY

Define the following terms.

- agriculture
- enslaver
- expulsion
- indigenous
- interstate
- territory

PRE-READING ACTIVITY

QUOTE

Explain what this quote means in your own words.

“Slavery leapt out of the East and into the interior lands of the Old Southwest in the 1820s and 1830s” (p. 22)

DURING-READING ACTIVITY

Respond to the following prompts.

Gist Statement – 2-3 sentences that summarizes the text:

3 key words from the article:

2 things I learned from the article:

(Information that is new to me or challenges something I have previously learned about American History)

1 personal connection I can make with the article:

POST-READING ACTIVITY #1

Erasure poems can be a way of reclaiming and reshaping historical documents; they can expose the real purpose of the document or transform it into something wholly new. How will you highlight inequity—or envision liberation—through your erasure poem?

1. Read the document, “The Indian Removal Act of 1830.”
2. As you read the document, highlight or circle any words that stand out to you and/or key terms in the document.
3. Use a dark marker or a pen to cross out (“erase”) all of the remaining words.

Source: Pulitzer Center

The Indian Removal Act of 1830 (Source: <http://www.digitalhistory.uh.edu/>)

CHAP. CXLVIII.--An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

SEC. 2. And be it further enacted, That it shall and may be lawful for the President to exchange any or all of such districts, so to be laid off and described, with any tribe or nation within the limits of any of the states or territories, and with which the United States have existing treaties, for the whole or any part or portion of the territory claimed and occupied by such tribe or nation, within the bounds of any one or more of the states or territories, where the land claimed and occupied by the Indians, is owned by the United States, or the United States are bound to the state within which it lies to extinguish the Indian claim thereto.

SEC. 3. And be it further enacted, That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors, the country so exchanged with them; and if they prefer it, that the United States will cause a patent or grant to be made and executed to them for the same:

Provided always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same.

SEC. 4. And be it further enacted, That if, upon any of the lands now occupied by the Indians, and to be exchanged for, there should be such improvements as add value to the land claimed by any individual or individuals of such tribes or nations, it shall and may be lawful for the President to cause such value to be ascertained by appraisement or otherwise, and to cause such ascertained value to be paid to the person or persons rightfully claiming such improvements. And upon the payment of such valuation, the improvements so valued and paid for, shall pass to the United States, and possession shall not afterwards be permitted to any of the same tribe.

SEC. 5. And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

SEC. 6. And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

SEC. 7. And be it further enacted, That it shall and may be lawful for the President to have the same superintendence and care over any tribe or nation in the country to which they may remove, as contemplated by this act, that he is now authorized to have over them at their present places of residence.

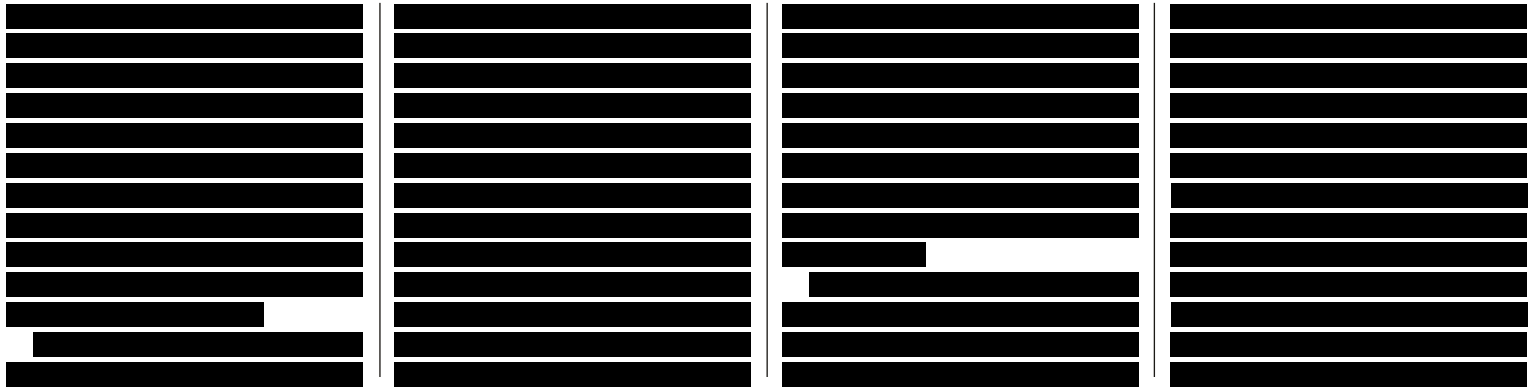
What is your perspective on this document after you completed your erasure poem?
How does it connect to the article, “Chained Migration: How Slavery Made Its Way West?”

POST-READING ACTIVITY #2

CREATIVE RESPONSE

Choose one of the following to complete:

- Write a **poem** that connects your personal experiences and emotions to the information in this article.
- Draw an **editorial cartoon** or **illustration** that captures key themes from this article.
- Create a **collage** of images and words that represents the overarching ideas and emotions of the article.
- Consider a social justice issue that is connected to this article. Write a **letter** to a person in power (for example: mayor, superintendent, company CEO) advocating for actions that need to be taken to address this issue.



Chained Migration: How Slavery Made Its Way West

By Tiya Miles

Slavery leapt out of the East and into the interior lands of the Old Southwest in the 1820s and 1830s. Cotton began to soar as the most lucrative product in the global marketplace just as the slaveholding societies of the Southeast and Mid-Atlantic were reaching limits in soil fertility. To land speculators, planters, ambitious settlers and Northern investors, the fertile lands to the west now looked irresistible.

The Native American nations that possessed the bulk of those lands stood in the way of this imagined progress. President Andrew Jackson, an enslaver from Tennessee famous for brutal “Indian” fighting in Georgia and Florida, swooped in on the side of fellow enslavers, championing the Indian Removal Act of 1830. When Congress passed the bill by a breathtakingly slim margin, Cherokees, Creeks, Choctaws, Chickasaws and Seminoles in the South as well as Potawatomis, Wyandots, Odawas, Delawares, Shawnees and Senecas in the Midwest were relocated to an

uncharted space designated as Indian Territory (including present-day Oklahoma and Kansas). “Removal,” as the historian Claudio Saunt argues in a forthcoming book on the topic, was far too quiet a word to capture the violation of this mass “expulsion” of 80,000 people.

As new lands in the Old Southwest were pried open, white enslavers back east realized that their most profitable export was no longer tobacco or rice. A complex interstate slave trade became an industry of its own. This extractive system, together with enslavers moving west with human property, resulted in the relocation of approximately one million enslaved black people to a new region. The entrenched practice of buying, selling, owning, renting and mortgaging humans stretched into the American West along with the white settler-colonial population that now occupied former indigenous lands.

Slaveholding settlers who had pushed into Texas from

the American South wanted to extend cotton agriculture and increase the numbers of white arrivals. “It was slavery that seemed to represent the soft underbelly of the Texas unrest,” the historian Steven Hahn asserts in “A Nation Without Borders.” Armed conflict between American-identified enslavers and a Mexican state that outlawed slavery in 1829 was among the causes of the Mexican-American War, which won for the United States much of the Southwest and California.

Texas became the West’s cotton slavery stronghold, with enslaved black people making up 30 percent of the state’s population in 1860. “Indian Territory” also held a large population of enslaved black people. Mormons, too, kept scores of enslaved laborers in Utah. The small number of black people who arrived in California, New Mexico and Oregon before mid-century usually came as property. Even as most Western states banned slavery in their new

constitutions, individual enslavers held onto their property-in-people until the Civil War.

Enslaved men who had served in the Union Army were among the first wave of African-Americans to move west of their own free will. They served as soldiers, and together with wives and children they formed pocket communities in Montana, Colorado, New Mexico and Texas. It is a painful paradox that the work of black soldiers centered on what the historian Quintard Taylor has called “settler protection” in his classic 1998 study of African-Americans in the West, “In Search of the Racial Frontier.” Even while bearing slavery’s scars, black men found themselves carrying out orders to secure white residents of Western towns, track down “outlaws” (many of whom were people of color), police the federally imposed boundaries of Indian reservations and quell labor strikes. “This small group of black men,” Taylor observes, “paid a dear price in their bid to earn the respect of the nation.”