

LESSON TOPIC

Expansion of Slavery to the West

OBJECTIVES

- I will be able to identify why slavery was expanded to the West and the impact it had upon African Americans and Native Americans.

STANDARDS

- Social Studies 7.8b: As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.
 - Students will examine attempts at resolving conflicts over whether new territories would permit slavery.
 - Students will examine growing sectional tensions.

READING

Chained Migration: How Slavery Made Its Way West by Tiya Miles, p. 22

PRE-READING ACTIVITY

Vocabulary

Define the following terms.

- Agriculture –
- Enslaver –
- Expulsion –
- Indian territory –
- Indigenous –
- Interstate –

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.”

DURING-READING ACTIVITY

Confirm-Challenge-Question

As you read through the passage, complete the graphic organizer below.

Confirm What information in this passage confirms the story of American History that you have already learned?	Challenge What information in this article is new to you or challenges the story of American History that you have already learned?	Question What questions do you have about what you have read?

POST-READING ACTIVITY

Reflection

Respond to the following prompts.

3 key words from the reading passage:

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2 things I learned from the reading passage:

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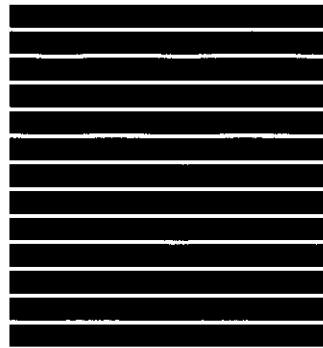
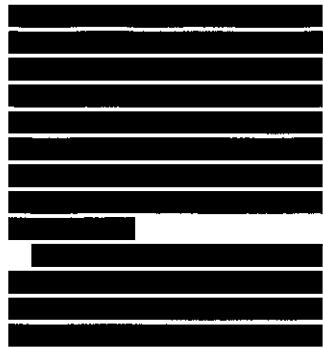
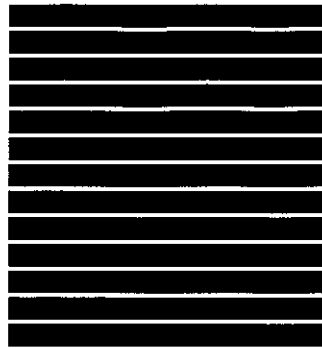
1 personal connection I can make with the reading passage:

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EXTENDED LEARNING

Optional activities for extending your learning.

1. *Write a poem that connects your personal experiences and emotions to the information in this reading passage.*
2. *Create a visual by making a poster or drawing an editorial cartoon to illustrate the key themes in this reading passage.*
3. *Consider connections to social justice advocacy. Determine a person in power you could write a letter to and draft a letter to that person. This could be a mayor, superintendent, owner of a company, etc.*
4. *Research 3 online resources that connect to the key themes in this reading passage. For example: video clip, news article, virtual field trip site.*



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."