

Title of Lesson: *Slavery, Wealth, and the Emancipation Proclamation in Alabama*

(Suggested Grade Level 10)

Author Information:

Dallas Hanbury
Montgomery County Archives Archivist
Montgomery County Archives, Montgomery County Alabama
101 South Lawrence Street.
Montgomery, AL 36104

Background Information:

- The teacher should read and gain familiarity with the attached inventory of Montgomery County, Alabama plantation owner Alexander Carter.

Overview of lesson: Students will use primary source documents to learn that prior to the Civil War, slavery acted as the dominant economic system in Alabama and for some represented a way to generate significant personal wealth. Students will also learn that the abolishment of slavery as an outcome of the Emancipation Proclamation resulted in the economic demise of many southerners whose wealth depended on owning enslaved people to work their plantations and other businesses.

Content Standards: From the *2010 Alabama Course of Study: Social Studies*

Tenth Grade, Standard 9: Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay’s American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.

Examples: Waltham-Lowell system, “old” immigration, changing technologies

Literacy Standard R.H.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Primary Learning Objective (s):

- Learn that slavery acted as the dominant economic system in Alabama until the Civil War.
- Comprehend that slavery generated great personal wealth for some Alabamians.
- Understand that when the Emancipation Proclamation abolished slavery, those who owned slaves often lost a great deal, or all, of their wealth.

Time Allotted:

- (This activity may take two days.) 60- 120 minutes

Materials and Equipment:

- Inventory of the enslaved and non-enslaved property of the estate of Alexander Carter
- Copy of the Emancipation Proclamation

Technological Resources:

- Digital/overhead projector and computer

Background/Preparation:

- The students should have a general understanding of slavery in the South, particularly Alabama.
- The students should know commercial agriculture that used enslaved people represented the dominant economic model in Alabama until the Civil War.
- The students should have a general understanding of the Emancipation Proclamation.
- The students need to know how to calculate percentage.

Procedures/Activities:

Before
1. Ask students to brainstorm the difference between enslaved people and non-enslaved property. Have them share out their answers. 2. Explain to the students that today they will learn how the system of slavery acted as the dominant economic system in Alabama until the Civil War. Further explain how they will use evidence from the Montgomery County Archives to support and analyze primary source documents belonging to an Alabama slave owner named Alexander Carter and a copy of the Emancipation Proclamation. Students will attend to such features as the date and origin of the information to better understand. 3. Place students in small collaborative groups of 3-4. Distribute copies of the inventory of the estate of Alexander Carter to the students. Then divide the groups into two sides. One side will get the list of enslaved people owned by Alexander Carter. The other side will get the list of non-enslaved property owned by Alexander Carter. 4. Distribute a T-Chart (or some type of graphic organizer) so students can write out their thoughts about the documents they will analyze.
During
Think-Pair-Write/Share: In their groups have the students review the documents. Have each of the two sides take note on their T-Charts (or some other graphic organizer) concerning the various values assigned to the property on their respective lists, as well as the total value of property on their lists. 5. In their collaborative groups, students should be sharing (communicating with the others in the group) their findings. As they share their findings, they should also write on their graphic organizer some things they saw and some their fellow group members saw. • Begin a whole class discussion by having a representative from each group and side state the value of the property on their part of the Alexander Carter inventory. 6. Have each group/side answer the following questions on their graphic organizer. • Why do you think enslaved people constituted most of Alexander Carter's total wealth? • What percentage of Carter's wealth came in the form of enslaved people? • Ask the students what they think might constitute the reason why the inventory did not provide the last names of the enslaved people. NOTE: The above questions should lead students to realize that individuals who owned enslaved people had a great deal of money invested in the ownership of human beings. This should convey the point that owning enslaved people had tremendous importance to succeeding in Alabama's pre-Civil War commercial agriculture economy and that owning enslaved people could lead to great personal wealth. The answer to the question about why enslaved people did not have last names in the inventory is open-ended. The reasons for the absence of last names could occur for many reasons. Often, the owners of enslaved people

assigned their last name to the enslaved people they owned. Discuss why Alexander Carter's slaves did not have last names in the inventory.

7. **Think-Pair-Write/Share:** Next, have students analyze the words in the Emancipation Proclamation. The teacher may wish to have students define the words "emancipation" and a "proclamation." Some other questions to guide the instruction and to discuss in their groups maybe the following:
- In this document, what ultimatum was given the states that had seceded from the Union?
 - When was the Proclamation issued?
 - Did the Emancipation Proclamation free all slaves within the United States?
 - Do you believe that Lincoln possessed the power to free the slaves in the seceded states? Why or why not?
 - Which areas of the country are listed as excluded from the action of the Emancipation?
 - What other government official's name appears on the document?
 - What was the impact of the Emancipation Proclamation?

The teacher can **formatively assess** what students know or have learned from this strategy by listening closely to the discussions and intervening at times to ask pertinent questions. The teacher serves as a facilitator to the learning.

8. **Fishbowl Strategy:** Use the fishbowl strategy to deliberate the answers to the questions about the Emancipation Proclamation and/or all of the information they have learned from this lesson thus far.
- The teacher can **formatively assess** what students know or have learned from this strategy by listening closely to the discussions and intervening at times to ask pertinent questions.

After and Assessment/Exit Slips

9. **3, 2, 1 Strategy:** The teacher can assess students learning for the day (or both days) by using the 3, 2, 1 strategy. The teacher can use the following graphic organizer or create their own to use.

http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf

- Students will write three (3) things they discovered as they studies this lesson; two (2) things that sparked their interest; and one (1) question they still had.

10. **Conduct a Gallery Walk.**

- a. Create six questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create five to six (5-6) stations. **Images, documents, issues, or quotes** may also be hung under the prompts.
- b. Students should already be in their collaborative groups. Have started reviewing the prompts or questions at different stations.
- c. Students should record their own responses to the questions/prompts on paper.
- d. After 3-5 minutes have the groups rotate to the next station.

e. As the teacher, it is important to monitor and facilitate the stations while the students participate. You may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station. f. Reflection: Have students go back to their first station to read and analyze all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.
Strategies • The “fishbowl” is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, when you want to help students reflect on what a “good discussion” looks like, and when you need a structure for discussing controversial or difficult topics. Fishbowls make excellent pre-writing activities, often unearthing questions or ideas that students can explore more deeply in an independent assignment. • The “Classroom Gallery Walk” is a strategy used to help students work together in small collaborative groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. Use a Gallery Walk in the lesson to engage students in conversation to examine historical documents or images.

Additional Assessment Strategies:

- An essay question or group discussion asking what likely happened to Alexander Carter’s personal wealth when President Abraham Lincoln issued the Emancipation Proclamation on September 22, 1862, and made it active on January 1, 1863, roughly a month before Alexander Carter died on February 4 or 5, 1863.

*Note: Based on the information contained within the estate file of Alexander Carter housed at the Montgomery County Archives, Alexander Carter was insolvent at the time his estate was probated in 1875. The Court determined he had \$50.00 in assets, in the form of a mule (not counting the land the Carter family still owned), and was \$15,000 in

debt. The court ordered the Carter family land be sold at auction to help pay off the debts incurred by Alexander Carter.

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 Berkley, 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.

Alexander Carter Personal Inventory
Inventory of Household Goods, Cotton, and Master Inventory of Entire Estate

[transcription] Personally appeared in open [?] court [undecipherable word] Clems A.G. Smith and Jas L Waugh appraisers of the personal Estate of Col Alexander Carter and [undecipherable word] on oath says that the [undecipherable word] is [undecipherable word] [undecipherable word].

? A B Clemms

A. G. Smith

Jas. L. Waugh

Sworn [undecipherable word] [undecipherable word]

Before Feby 28, 1863

David Campbell

Judge of Probate

Household Goods

Kitchen Furniture
All valued at \$100

Looms	Appraisal Amount
2 Looms \$15	\$30
3 Wheels at \$3	\$9
2 Reels [?] at \$2	\$4
2 [?] Cotton cards at \$3	\$6
	Total: \$49

Household Furniture	Appraisal Amount
Plates, Knives, and forks	\$50

3 dozen chairs	\$36
2 Tables	\$10
1 Wardrobe	\$40
4 Beds + bed [?] at \$100	\$400
4 Bureaus at \$25	\$100
1 Sewing Machine	\$75
Library of books	\$50
	Total: \$761

Cotton	Appraisal Amount
25 Bales at \$75 per bale	\$1,875

Recapitulation [Master Inventory]	Appraisal Amount
Negroes	\$66,800
Stock of Mules	\$3,900
Jack (Donkey)	\$1,000
Horses	\$2,300
Cattle	\$2,550
Sheep	\$360
Hogs	\$2,300
Bacon + Lard	\$5,200
Goats	\$15
Poultry	\$64
Corn	\$3,200

Potatoes	\$150
Carriages	\$330
Wagons	\$450
Cider Press	\$75
Plows + [?]	\$480
Hoes + Axes	\$80
Kitchen Furniture	\$100
Looms	\$49
Household Furniture	\$761
Cotton	\$1,875
Sum Total:	\$92,039

Alexander Carter-Personal Estate Inventory
Inventory of Livestock, Produce, and Farm Equipment

Appraisal of Stock

Mules	Name of Mule	Appraisal Amount
No.1	Fox	\$300
No. 2	Eliza [?]	\$300
No. 3	Clarissa	\$350
No. 4	Queen	\$350
No. 5	Sallie Black	\$300
No. 6	Seelie [?]	\$300
No. 7	Beck	\$350
No. 8	Doll	\$300
No. 9	Bell	\$300
No. 10	Julia	\$350
No. 11	Jerrie	\$200
No. 12	Antoinetto	\$200
No. 13	Toury	\$200
No 14	Jeff Davis	\$100
No. 15	Beauregard	\$100
		Total: \$3,900

Donkeys	Name of Animal	Appraisal Amount
One Jack (male donkey):	Jerrie	\$1,000

Horses	Name of Animal	Appraisal Amount
No. 1	Nancy	\$300
No. 2	Rosalin	\$100
No. 3	Frannie	\$100
No. 4	Kitty Mind	\$250
No. 5	Bettie	\$200
No. 6	Messenger	\$250
No. 7	Jack Gamble	\$200
No. 8	Billy	\$300
No. 9	Charlie	\$300
No. 10	Eliza Hill	\$150
No. 11	Maria	\$150
		Total \$2,300

Cattle [and Oxen]	Price Per Animal	Appraisal Amount
42 head of Cattle	\$50 per head	\$2,100
13 yoke of oxen	\$150 per yoke	\$450
		Total: \$2,550

Sheep	Price Per Animal	Appraisal Amount
60 head	\$6.00 per head	Total: \$360

Hogs	Price Per Animal	Appraisal Amount
220 head	\$10 per head	Total: \$2,300

Smokehouse	Price Per Pound of Product	Appraisal Amount
10,000 lbs of bacon	50 cents per lb	\$5,000
500 lbs of Lard	40 cents per lb	\$200
		Total: \$5,200

Goats	Price Per Animal	Appraisal Amount
3 Goats	\$5 per head	Total: \$15

Poultry	Price Per Animal	Appraisal Amount
60 Chickens	50 cents	\$15
10 Turkeys	\$1 per head	\$10
40 Guineas [type of bird]	60 cents	\$24
		Total: \$64

Corn	Price Per Pound or Bushel of Product	Appraisal Amount
1,500 bushels	\$2 per bushel	\$300
10,000 lbs of fodder [feed for animals]	\$3 per lb	\$200
		Total: \$3,300

Potatoes	Price Per Bushel of Product	Appraisal amount
150 Bushels	\$1 per bushel	Total: \$150

Carriages	Appraisal Amount
1 Carriage	\$300
1 Carriage	\$30
	Total: \$330

Wagons	Appraisal Amount
1 Wagon	\$200
1 Do. [?]	\$150
1 Do. [?]	\$100
	Total: \$450

Cider [and unreadable word]	1 Cider Press : \$7,500
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Plows and [unreadable word]	80 plows at \$6 : \$480
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Hoes and Axes	Price Per Implement	Appraisal Amount
40 Hoes	\$1	\$40
20 Axes	\$2	\$40
		Total: \$80

Alexander Carter-Personal Estate Inventory
Inventory of Enslaved People

[transcription] A true appraisement of the personal and perishable property of the Est. of Co;. Alex Carter of Montgomery Co Ala made Feby 26th 1863 by Jad. L. Waugh, J. A. B. Clemons and A. G. Smith.

Appraisal of Enslaved People

	Name of Enslaved Person	Appraisal Amount
No. 1	Ned	Appraised at \$300
No. 2	Lisa	\$300
No.3	Martin	\$1,500
No. 4	Rosina	\$1,400
No. 5	Philipp	\$500
No. 6	Fannie	\$300
No. 7	Elvina	\$100
No. 8	Edward	\$1,600
No. 9	Rina	\$1,200
No. 10	Florence	\$1,000
No. 11	Diana	\$800
No. 12	Richmond	\$700
No. 13	Adolphus	\$500
No. 14	Lina	\$300
No. 15	Julius	\$200
No. 16	Henry	\$1,500
No. 17	Frances	\$1,500
No. 18	Zach	\$600

No. 19	Ned	\$400
No. 20	Daisy[?]	\$300
No. 21	Henry	\$100
No. 22	Louis	\$1,500
No. 23	Betsy	\$1,000
No. 24	Rebecca	\$1,500
No. 25	Emma	\$1,000
No. 26	Anna	\$800
No. 27	Anderson	\$600
No. 28	Mitchell	\$400
No. 29	Louis	\$150
No. 30	Maria	\$900
No. 31	Jim	\$1,400
No. 32	Elfare	\$1,300
No. 33	Woodford	\$1,600
No. 34	Sallie	\$1,400
No. 35	John	\$600
No. 36	Amanda	\$500
No. 37	Emeline [?]	\$200
No. 38	Nathan	\$1,200
No. 39	Willis	\$1,600
No. 40	Mary	\$1,400
Amt carried ford. \$34,150		

No. 41	Robert	\$1,600
No. 42	Jack	\$1,800
No. 43	Harriet	\$600
No. 44	Augustus	\$1,600
No. 45	James	\$1,600
No. 46	Laura	\$1,200
No. 47	Malta	\$1,400
No. 48	Margaret	\$1,000
No. 49	Tom	\$500
No. 50	Pauldo	\$1,700
No. 51	Louisa	\$1,400
No. 52	Salina	\$800
No. 53	Nesley	\$150
No. 54	Mark	\$1,500
No. 55	Marion	\$1,600
No. 56	Mihali	\$1,000
No. 57	Lorensi [?]	\$1,200
No. 58	Wallace	\$700
No. 59	Frank	\$400
No. 60	Lucinda	\$1,300
No. 61	Bob	\$1,600
No. 62	Bella	\$900
No. 63	Peyton	\$900

No. 64	Mac	\$1,000
No. 65	Richard	\$700
No. 66	Helen	\$600
No. 67	Toury [?]	\$100
No. 68	Eben	\$500
No. 69	Peter	\$1,500
No. 70	Kit	\$1,800
		Total: \$66,800