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PURCHASED LIVES: TORN APART AND STITCHED BACK TOGETHER



Teacher's guide: grade levels 7–9

Number of lesson plans: 4

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Purchased Lives: Torn Apart and Stitched Back Together

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Common Core standards

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.WHST.6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-LITERACY.WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

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Cover: *Walker and Bronson's Negro Quarters, Belle Vue Plantation (detail)*, 1870s; albumen stereograph photoprints mounted on board; *The Historic New Orleans Collection*, 1992.55.4 i,ii

Overview

Over the course of four lessons, students will analyze both primary and secondary sources. Students will study various aspects of the slave trade in the United States, specifically as related to the buying and selling of human beings in and around New Orleans.

Students will closely analyze sources with the purpose of understanding literal meanings while also inferring more subtle messages. Students' understanding will be determined through the use of graphic organizers as well as class discussion and writing activities.

Lesson One

Objective

Students will read a secondary source text, written by a scholar, that analyzes the slave trade in New Orleans, along with a primary source on the same topic. Students will answer a series of critical thinking questions that require literal as well as inferential understanding of the text. These questions will also require the students to compare and contrast the primary and secondary source materials.

Materials

Essays from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog, by Erin M. Greenwald, PhD: “Historical Background,” “To Be Sold,” and “Resisting the Trade”

Excerpts from *The Slave Auction* (1859) by John Theophilus Kramer

Critical thinking questions: “Purchased Lives (Lesson 1)”

Procedures

Have the students work as partners or in small groups of no more than three or four members.

1. Distribute “Historical Background.”
2. The teacher then share reads with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
3. Distribute “To Be Sold” and share read with the students.
4. Distribute “Resisting the Trade” and share read with the students.
5. Distribute *The Slave Auction* and share read this primary source document with the students.
6. Distribute the critical thinking questions “Purchased Lives (Lesson 1).” Answer the first question as a whole-class activity to insure that students are comfortable backing up their answers with evidence taken directly from the texts.
7. Next, working with their partners or groups, students should answer the rest of the critical thinking questions. Make sure that students use and cite evidence from the texts.
8. As an entire class, discuss the different interpretations developed by the students within their working groups.

[Handout](#) [Share Read](#)

“Historical Background”

from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog

by Erin M. Greenwald, PhD
THNOC curator and historian

The first slave ship bearing African captives to British North America arrived in Jamestown, Virginia, in 1619. Nearly two centuries later, on March 2, 1807, the United States Congress signed into law An Act to Prohibit the Importation of Slaves. The law, which took effect January 1 of the following year, effectively ended the transatlantic slave trade, though American slavery—the racialized system of hereditary bondage under which millions of men, women, and children already lived and labored—remained intact.

The importation of African slaves to Virginia and neighboring Maryland and North Carolina had slowed in the years following the American Revolution, owing in large part to a steep decline in tobacco markets. This decline precipitated widespread changes to the local economy. As planters shifted production from the labor-intensive and soil-exhausting cultivation of tobacco to wheat, they found themselves with an excess of enslaved laborers. At the same time, Eli Whitney’s 1793 invention of the cotton gin—a machine that allowed processors to easily and efficiently separate the cotton from its seeds—encouraged the expansion of American agricultural lands beyond the boundaries of the Mississippi River. The Louisiana Purchase (1803) and the cession and seizure of American Indian lands in Florida, Mississippi, Alabama, Tennessee, and Georgia in later decades significantly increased the number of acres available for agricultural production.

In the half century following America’s 1808 abolition of the international slave trade, growing planter demands for laborers triggered the forced migration of an estimated one million people. . . . The domestic slave trade wreaked havoc on the lives of enslaved families and communities as owners and traders in the Upper South—Maryland, North Carolina, Virginia, and Washington, DC—oversaw the shipment and sale of surplus laborers to the expanding territory of the Lower South—Alabama, Florida, Louisiana, Mississippi, and Texas—often breaking up families in the process.

Handout **Share Read**

“To Be Sold”

from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog

by Erin M. Greenwald, PhD
THNOC curator and historian

A Young Negro Girl, 10 years old

Prime slaves just arrived from Charleston

A very intelligent Negro Man

A Guinea Negress named Rachel

A likely lot of Virginia Negroes

Sally, a yellow woman

24 head of slaves

A likely No. 1 fellow

A first rate blacksmith

Tacked on trees, posted on buildings, and printed in newspapers, advertisements announcing the sale of enslaved men, women, and children were omnipresent in antebellum New Orleans. Though the prevalence of auction-related imagery suggests otherwise, not all sales took place on the auction block. Individuals could be sold via estate, bankruptcy, and succession sales or from seller to purchaser directly from slave pens (private jails owned by traders) or private residences. Some humans were even raffled off in lotteries.

Those brought to New Orleans over long distances often found themselves corralled into slave pens on arrival, issued new clothing, and readied for sale. Preparations included providing the unfree with increased rations and doctors' visits to improve overall health; mandatory exercise regimens, such as forced dancing, to build and tone muscle; and lessons—backed up with corporal punishment for transgressors—in “looking smart and lively” before prospective purchasers.

[Handout](#) [Share Read](#)

“Resisting the Trade”

from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, an exhibition catalog

by Erin M. Greenwald, PhD

THNOC curator and historian

Runaway slave advertisements were a regular feature in New Orleans newspapers. Though the penalties for running away could be horrific—whipping, branding, maiming, and the forced donning of heavy iron collars—some individuals risked punishment and separation from their families in hopes of escaping bondage, if only for a short time. Strict laws limiting slaves’ movement—including prohibitions on learning to read, write, or even swim—made running away difficult, while the presence of roving slave patrols and the sheer physical distance between slavery and freedom doomed most escape attempts.

Runaway ads make clear that the most frequent impetus for an enslaved person to run involved the possibility or reality of being sold. Those who caught wind of an impending sale often tried to avoid that fate by absenting themselves. Similarly, individuals recently sold—whether five or five hundred miles away from their former home—often ran away in an effort to return to loved ones lost.

Handout Share Read

The Slave Auction (excerpts)

by John Theophilus Kramer

Boston: Robert Folger Wallcut, 1859

A SLAVE AUCTION! Great God in heaven! a SLAVE AUCTION! And that man upon the platform is the auctioneer!

What a noise is going on outside of the doors! There will, surely, enter a troop of men, women and children. How will they find places amongst the spectators of the tragedy which will soon commence?—for every chair is occupied. . . .

A gentleman is entering. The auctioneer hastens to receive him with distinction, and conducts him to the chair behind the desk. The stranger is an American gentleman, and owner of the slaves who are now to be sold at auction. He owns a beautiful plantation, about forty miles from the city, near the railroad. He intends to run as a political candidate; he needs, therefore, money. He says he is “truly sorry” to be obliged to sell his slaves at auction. . . .

While we were regarding the man behind the desk, we never perceived that the doors were re-opened, and that a large number of people had entered the hall. There are men, women and children, and some babies upon their mothers’ arms. Their color differs from that of the ladies and gentlemen sitting upon the chairs. Some are black as ebony, some brown, some yellow. There is also a beautiful young girl, nearly white, and you would readily infer that she is of Spanish or French blood. Not one among all of these poor creatures will raise his or her head and eyes, to take a glance at the sitting assemblage. Some poor girls are weeping audibly, and all are looking sad—sad—sad! . . .

But, you will say, are they not tolerably well dressed? And who would say that their bodies have been worn out by hard labor, or by the effect of hunger? No; it seems rather that their master had treated them kindly, that they have seen but little trouble, but few hard times. Why then are they looking grave and distressed, as if some heavy misfortune had befallen them? Their knees tremble, as if they had the foreboding of some awful calamity!

Yes, indeed, they have cause to tremble—they will not do wrong if they cover their eyes (which are not their own)—they may bend down their heads in deep mourning; for—reader! these one hundred and forty-nine human souls shall be sold to-day as so many heads of cattle! . . .

The auctioneer stands upon the platform: he is ready to sell any of these to the highest bidder for gold, silver, or approved paper. . . .

No. 1. Harvey, field hand, about twenty years old. “Come up here, my boy! There you are—bon! A capital boy! Ladies and gentlemen, look here at this healthy child! Can any darkey upon God’s beautiful earth beat him? Wouldn’t he whip Hercules, if that personage should happen to be present? What a splendid fellow he is! The gentleman who will buy Harvey will draw a lucky number. Who is going to bid? Go ahead, gentlemen! Here is a capital opportunity.”

“Eight hundred dollars.”

“Pshaw! Eight hundred dollars? Why, twice as much shall never buy him; he is fully worth two thousand dollars. Who will bid more?” . . .

“Twelve hundred and fifty.”

“There is a generous gentleman! Sir, take my best wishes for your welfare!” . . .

“Fourteen hundred.”

“Fourteen—thank you, sir, thank you! Fourteen hundred dollars! Fourteen hundred! Fourteen—Gentlemen, bid more, if you please! Fourteen hundred dollars for Harvey are nothing. Fourteen—”

“And fifty.”

“Fourteen hundred and fifty dollars for a boy who is worth two thousand! Gentlemen, here is a good chance to improve property! Whoever will buy Harvey, shall own a fortune. . . . Fourteen hundred and fifty dollars for the negro boy Harvey, the best field hand and the most gentle boy amongst all the darkeys in the United States! Going—for the first—second—who will say more? Fourteen hundred and fifty dollars—going—going—going—gone!”

Graphic Organizer

CRITICAL THINKING QUESTIONS: PURCHASED LIVES (LESSON 1)

Name _____

Date _____

Answer the following questions in complete sentences, using evidence from both the primary and secondary source documents. Cite and incorporate the evidence in your answer.

Critical thinking question 1

What prompted the spread of slavery in the Lower South?

Critical thinking question 2

How long did slavery last in America?

Critical thinking question 3

What were the ages and genders of people sold as slaves?

Critical thinking question 4

How did slave owners improve their chances of having their slaves sold?

Critical thinking question 5

Why does the author of *The Slave Auction* write that “they have cause to tremble”?

Critical thinking question 6

Explain how the selling of people into slavery was done. Use the text from these documents to provide evidence for your answer.

Lesson Two

Objective

Students will read primary and secondary source texts about slavery, written from the point of view of enslaved people themselves. These texts discuss the trials and travails of the enslaved, as expressed through the poems they wrote and the songs they sang. Students will closely analyze the documents, demonstrate their understanding, and then discuss the rationale behind their analysis to justify their conclusions.

Materials

“I Want to Go Home” from *Slave Songs of the United States* by William Francis Allen, Charles Pickard Ware, and Lucy McKim Garrison

“On Liberty and Slavery” and “The Slave’s Complaint” from *American Antislavery Writings: Colonial Beginnings to Emancipation* by George Moses Horton

“The Slave Mingo’s Poem” from *The Slave Auction* by John Theophilus Kramer

Text analysis: “Purchased Lives: Poetry and Song (Lesson 2)”

Procedures

Have the students work as partners or in small groups of no more than three or four members. The text analysis worksheet “Purchased Lives: Poetry and Song (Lesson 2)” can be discussed in class, one segment at a time, as the group examines each document—or turned in after it is completed.

1. Distribute the song “I Want to Go Home.”
2. The teacher then share reads with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
3. Distribute “Purchased Lives: Poetry and Song (Lesson 2).” Have the students answer question 1 with their partner or group.
4. Distribute “On Liberty and Slavery” and share read with the students. Do the interpretation of the first stanza as a whole-group activity, and then let the students complete their analyses of the other nine stanzas.
5. Follow the same procedure with “The Slave’s Complaint.”
6. Distribute “The Slave Mingo’s Poem” and share read with the students. Have the students answer the last question on the worksheet.
7. As an entire class, discuss the different interpretations developed by the students within their working groups.

Handout	Share Read
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“I Want to Go Home”

from *Slave Songs of the United States*; originally published 1867

by William Francis Allen (1830–1889), Charles Pickard Ware (1840–1921), and Lucy McKim Garrison (1842–1877)

An edition from 1951 (New York: P. Smith) is available online at <http://babel.hathitrust.org>.

61. I WANT TO GO HOME.
In chanting style.



1. Dere's no rain to | wet you. || O|yes, I want to go | home, || Want to go | home. ||

In chanting style.

[1. Dere's no rain to wet you.

O yes, I want to go home,

Want to go home.]

2. Dere's no sun to burn you,—O yes, etc.

3. Dere's no hard trials.

4. Dere's no whips a-crackin'.

5. Dere's no stormy weather.

6. Dere's no tribulation.

7. No more slavery in de kingdom.

8. No evil-doers in de kingdom.

9. All is gladness in de kingdom.

Handout Share Read

“On Liberty and Slavery”

by George Moses Horton; originally published 1829
reprinted in *American Antislavery Writings: Colonial Beginnings to Emancipation*
edited by James G. Basker; New York: The Library of America, 2012

Alas! and am I born for this, To wear this slavish chain? Deprived of all created bliss, Through hardship, toil and pain!	Soar on the pinions of that dove Which long has cooed for thee, And breathed her notes from Afric's grove, The sound of Liberty.
How long have I in bondage lain, And languished to be free! Alas! and must I still complain— Deprived of liberty.	Oh, Liberty! thou golden prize, So often sought by blood— We crave thy sacred sun to rise, The gift of nature's God!
Oh, Heaven! and is there no relief This side the silent grave— To soothe the pain—to quell the grief And anguish of a slave?	Bid Slavery hide her haggard face, And barbarism fly: I scorn to see the sad disgrace In which enslaved I lie.
Come Liberty, thou cheerful sound, Roll through my ravished ears! Come, let my grief in joys be drowned, And drive away my fears.	Dear Liberty! upon thy breast, I languish to respire; And like the Swan unto her nest, I'd like to thy smiles retire.
Say unto foul oppression, Cease: Ye tyrants rage no more, And let the joyful trump of peace, Now bid the vassal soar.	Oh, blest asylum—heavenly balm! Unto thy boughs I flee— And in thy shades the storm shall calm, With songs of Liberty!

Handout	Share Read
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“The Slave’s Complaint”

by George Moses Horton; originally published 1829
reprinted in *American Antislavery Writings: Colonial Beginnings to Emancipation*
edited by James G. Basker; New York: The Library of America, 2012

Am I sadly cast aside,
On misfortune’s rugged tide?
Will the world my pains deride
Forever?

Something still my heart surveys,
Groping through this dreary maze;
Is it Hope?—then burn and blaze
Forever!

Must I dwell in Slavery’s night,
And all pleasure take its flight,
Far beyond my feeble sight,
Forever?

Leave me not a wretch confined,
Altogether lame and blind—
Unto gross despair consigned,
Forever!

Worst of all, must Hope grow dim,
And withhold her cheering beam?
Rather let me sleep and dream
Forever!

Heaven! in whom can I confide?
Canst thou not for all provide?
Condescend to be my guide
Forever:

And when this transient life shall end,
Oh, may some kind eternal friend
Bid me from servitude ascend,
Forever!

Handout	Share Read
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“The Slave Mingo’s Poem” (excerpt)

from *The Slave Auction*
by John Theophilus Kramer
Boston: Robert Folger Wallcut, 1859

Good God! and must I leave them now—
My wife, my children, in their woe?
'Tis mockery to say I'm sold—
But I forget these chains so cold,
Which goad by bleeding limbs, though high
My reason mounts above the sky.
Dear wife, they cannot sell the rose
Of love, that within my bosom grows.
Remember, as your tears may start,
They cannot sell the immortal part!

Graphic Organizer

TEXT ANALYSIS: PURCHASED LIVES: POETRY AND SONG (LESSON 2)

Name _____

Date _____

In your own words, describe how the lyrics and the title of the song “I Want to Go Home” tell about a better life. Where is “home”?

Put each stanza of the poem “On Liberty and Slavery” into your own words.

Stanza 1

Stanza 2

Stanza 3

Stanza 4

Stanza 5

Stanza 6

Stanza 7

Stanza 8

Stanza 9

Stanza 10

Put each stanza of the poem “The Slave’s Complaint” into your own words.

Stanza 1

Stanza 2

Stanza 3

Stanza 4

Stanza 5

Stanza 6

Stanza 7

In the poem “The Slave Mingo’s Poem,” what is Mingo’s situation, and how does he comfort his wife? Remember to cite evidence from the text of the poem in your answer.

Lesson Three

Objective

Students will participate as members of a critical thinking group and “read like a detective” in order to analyze a primary source document describing the situation that developed with the freeing of large numbers of slaves in the Mississippi Valley after the defeat of Confederate forces by the Union army in 1863.

In addition, the students will read primary and secondary source documents that describe the efforts of freed slaves to find friends and family after the Civil War ended. Through reading and analyzing the texts, the students will understand what is explicitly stated; draw logical inferences; and demonstrate these skills by completing a graphic organizer of critical thinking questions.

Materials

Letter to the President of the United States..., a publication of the Gilder Lehrman Institute of American History (GLC 01545.11)

Worksheet: “Telegraph Message to the President”

“Lost Friends” and “In Search of Freedom and Family” from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog, by Erin M. Greenwald, PhD

Newspaper advertisements from the *Black Republican* and *Southwestern Christian Advocate*

Critical thinking questions: “Purchased Lives (Lesson 3)”

Procedures

First, a caution: do not reveal too much to the students about the passage. The point is to let the students make discoveries as a result of carefully reading the text, discussing it with their classmates, and then using the text to construct meaning.

1. Divide the class into small critical thinking groups of three to four members each.
2. Distribute *Letter to the President of the United States* and discuss it in general terms. You will want students to identify the important elements of the letter as they read it.
3. The teacher then share reads with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. After a few sentences, the teacher asks the class to join in with the reading. The teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
4. Distribute the telegraph worksheet.
5. The teacher explains to the students that the objective is to write a telegraph message to President Lincoln, drawing on the most important issues raised in the letter. A letter would take days if not weeks to travel from St. Louis to Washington, DC, but a telegraph would have arrived almost instantly.

6. The teacher explains that the objective is to select key words from the letter and to use those words to create a summary in the form of a telegraph message that demonstrates their understanding of the situation.
7. The telegraph form allows the students to use 140 characters to explain the situation to the president. The students should come to understand that sending a telegraph is like sending a nineteenth-century version of a tweet.
8. As an entire class, compare and contrast the different interpretations developed by the students within their working groups.
9. Distribute “Lost Friends” and “In Search of Freedom and Family” and share read with the students.
10. Distribute “Purchased Lives (Lesson 3).”
11. Ask students to answer the first three critical thinking questions.
12. Distribute the seven newspaper clippings and share read with the students.
13. Ask students to answer the rest of the critical thinking questions.

Handout

Share Read

**LETTER TO THE PRESIDENT OF THE UNITED STATES,
ROOMS WESTERN SANITARY COMMISSION,, ST. LOUIS, November 6th, 1863, HIS EXCELLENCY, A. LINCOLN,,**

The Gilder Lehrman Institute of American History (GLC 01545.11)

The letter is presented with original spelling and punctuation intact.

President of the United States., SIR:—The undersigned, members of the Western Sanitary Commission, most respectfully represent, that the condition of the Freed Negroes in the Mississippi Valley is daily becoming worse, and calls most loudly upon the humane and loyal people of the Northern States for help. There are probably not less than fifty thousand, chiefly women and children, now within our lines, between Cairo [Illinois] and New Orleans, for whom no adequate provision has been made. The majority of them have no shelter but what they call "brush tents," fit for nothing but to protect them from night dews. They are very poorly clad-many of them half naked-and almost destitute of beds and bedding-thousands of them sleeping on the bare ground. The Government supplies them with rations, but many unavoidable delays arise in the distribution, so that frequent instances of great destitution occur. The army rations (beef and crackers) are also a kind of diet they are not used to; they have no facilities of cooking, and are almost ignorant of the use of wheat flour; and even when provisions in abundance are supplied, they are so spoiled in cooking as to be neither eatable nor wholesome. Add to these difficulties, the helplessness and improvidence of those who have always been slaves, together with their forlorn and jaded condition when they reach our lines, and we can easily account for the fact that sickness and death prevail to a fearful extent. No language can describe the suffering, destitution and neglect which prevail in some of their "camps." The sick and dying are left uncared for, in many instances, and the dead unburied. It would seem, now, that one-half are doomed to die in the process of freeing the rest., Our purpose is not to find fault, but to seek for the remedy . . . If you will give us your endorsement in the undertaking before the people, we think we can raise large sums of money, and accomplish great good. Nor would it be only a work of philanthropy, but equally of patriotism, for it would remove an increasing reproach against the Union cause, and by lessening the difficulties of emancipation, would materially aid in crushing the rebellion. At present, hundreds of the blacks would gladly return to slavery, to avoid the hardships of freedom; and if this feeling increases and extends itself among them, all the difficulties of the situation will be increased; while, at the same time, a most effective argument is given to the disloyal against our cause . . . Your cordial friends and obedient servants, JAMES E. YEATMAN, GEORGE PARTRIDGE,, JOHN B. JOHNSON,, CARLOS S. GREELEY,, WILLIAM G. ELIOT.

Handout **Worksheet**

Telegraph Message to the President

Telegraph Form—For Government Use Only

To: HIS EXCELLENCY, A. LINCOLN,, President of the United States

From: JAMES E. YEATMAN, GEORGE PARTRIDGE,, JOHN B. JOHNSON,, CARLOS S. GREELEY,, WILLIAM G. ELIOT.

All telegraphs must be 140 characters or less

[Handout](#) [Share Read](#)

from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog by Erin M. Greenwald, PhD, THNOC curator and historian

“Lost Friends”

Two dollars in 1880 bought a yearlong subscription to the *Southwestern Christian Advocate*, a newspaper published in New Orleans by the Methodist Book Concern and distributed to nearly five hundred preachers, eight hundred post offices, and more than four thousand subscribers in Texas, Louisiana, Mississippi, Tennessee, and Arkansas. The “Lost Friends” column, which ran from the paper’s 1877 inception well into the first decade of the twentieth century, featured messages from individuals searching for loved ones lost in slavery. Editor P. Cushman advised subscribers that their ads would be printed free of charge and encouraged pastors to read them from their pulpits. Similar ads, listed under the heading “Information Wanted,” appeared in the New Orleans–based *Black Republican* as early as 1865.

“In Search of Freedom and Family”

“It seem like it tuck a long time fer freedom to come. Everything just kept on like it was. We heard that lots of slaves was getting land and some mules to set up fer theirselves; I never knowed any what got land or mules nor nothing.”

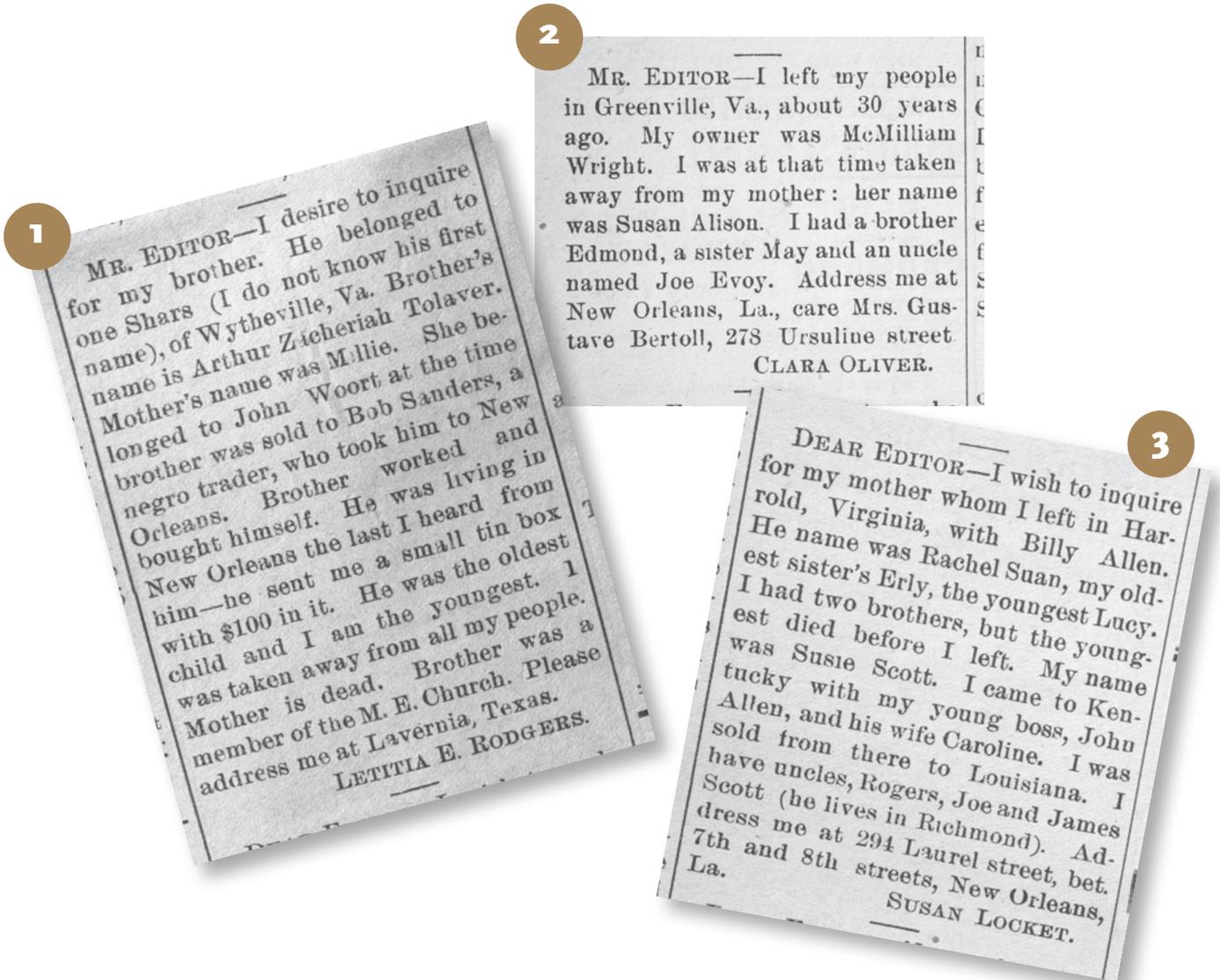
—Mittie Freeman, from *Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936–1938*

Freedom arrived in fits and starts for African Americans once held as human chattel. Abraham Lincoln’s 1863 Emancipation Proclamation freed only those slaves residing in the Confederate States. Those held in bondage in states loyal to the Union, including Maryland, Kentucky, Delaware, and Missouri, remained in bondage. And since the Confederacy was at war with the very powers that had issued the Emancipation Proclamation, its effect on the vast majority of slaves, who did not or could not seek shelter behind Union lines, was negligible.

The Thirteenth Amendment, passed on January 31, 1865 (two months prior to Lee’s surrender), and ratified on December 6 of the same year, officially abolished slavery throughout the United States. But for many people residing in the South, labor conditions remained remarkably similar to those under slavery. Gone, however, was the system that allowed one group of people to buy and sell another. With the end of slavery, fathers could no longer be sold away from their children, husbands from their wives, individuals from their communities. For many men, women, and children, freedom brought hope that families torn apart by the slave trade might be reconstituted, that kinfolk and friends might be reunited.

Handout Share Read

Advertisements from the *Black Republican* and *Southwestern Christian Advocate*



1. Advertisement placed by Letitia E. Rodgers of Lavernia, Texas

from the *Southwestern Christian Advocate*

September 10, 1880

courtesy of Special Collections, LSU Libraries, Louisiana State University Baton Rouge

2. Advertisement placed by Clara Oliver of New Orleans, Louisiana

from the *Southwestern Christian Advocate*

March 4, 1880

courtesy of Special Collections, LSU Libraries, Louisiana State University Baton Rouge

3. Advertisement placed by Susan Locket of New Orleans, Louisiana

from the *Southwestern Christian Advocate*

April 29, 1880

courtesy of Special Collections, LSU Libraries, Louisiana State University Baton Rouge

4

MR. EDITOR—I wish to inquire for my mother, supposed to be living in New Orleans, La. She was the wife of Frank Chauvin, and owned by Prof. Ortis, of St. Louis. She was sold from her husband and taken to New Orleans. I am told that she has a friend, Mrs. Nancy Jones, a member of the Methodist Church, living there. I am the only daughter, but have two brothers, Frank and James Chauvin. Address me at 1109 Washington avenue, St. Louis, Mo.

MISS MARY CHAUVIN.

5

Information Wanted.

MRS. LOUISA STEWART seeks to find her son, MR. JOSEPH NELSON, who belonged to Mr. McManue, Cypress Creek, near Florence, Ala. Any information please address this paper. ap22

6

Information Wanted.

ROBERT F. WEST seeks to find the whereabouts of his two sisters, Mrs. SARAH CARTER and Mrs. EMILY THOMPSON, who belonged to a Mr. Grubbs, near Waterford, Virginia. Also his two brothers, GEORGE WEST and JOHN WILLIAMS, who lived in Lovettsville, Loudon county, Virginia. Please address this paper. ap22

7

Information Wanted.

EVANS GREEN desires to find his mother, Mrs. PHILLIS GREEN, whom he left in Virginia some years ago. She belonged to old 'Squire Cook, of Winchester, whose son was an attorney-at-law. Any information respecting her will be thankfully received. Address this paper. ap22
Winchester paper please copy.

4. Advertisement placed by Mary Chauvin of St. Louis, Missouri from the *Southwestern Christian Advocate* July 22, 1880
courtesy of Special Collections, LSU Libraries, Louisiana State University Baton Rouge

5. Advertisement placed by Louisa Stewart from the *Black Republican* April 22, 1865
The Historic New Orleans Collection, 90-18-L

6. Advertisement placed by Robert F. West from the *Black Republican* April 22, 1865
The Historic New Orleans Collection, 90-18-L

7. Advertisement placed by Evans Green from the *Black Republican* April 22, 1865
The Historic New Orleans Collection, 90-18-L

Graphic Organizer

CRITICAL THINKING QUESTIONS: "PURCHASED LIVES (LESSON 3)"

Name _____

Date _____

Answer the following questions in complete sentences, using evidence from both the primary and secondary source documents. Cite and incorporate the evidence in your answer.

Critical thinking question 1

What was the purpose of the ads printed in the *Southwestern Christian Advocate* and *Black Republican*?

Critical thinking question 2

What was the difference between the Emancipation Proclamation and the Thirteenth Amendment for the slave population and former slave population?

Critical thinking question 3

Which of the ads in the *Southwestern Christian Advocate* and *Black Republican* would probably be the least effective? Why?

Critical thinking question 4

Which of the ads in the *Southwestern Christian Advocate* and *Black Republican* would probably be the most effective? Why?

Critical thinking question 5

What is the most common information that people included in the ads?

Critical thinking question 6

After analyzing these ads, how effective do you think they would be in reuniting families? What would be the largest obstacles to their effectiveness?

Lesson Four

Objective

Students will demonstrate their understanding of the important concepts and information that they have learned over the course of the last three lessons. Students will use visual representations of slavery to connect with the information that they have learned. Students will then write a short essay, using evidence from all four of the lessons in this unit as textual evidence for their argument.

Materials

Materials from *Purchased Lives: New Orleans and the Domestic Slave Trade, 1808–1865*, a THNOC exhibition catalog, by Erin M. Greenwald, PhD: “Historical Background,” “To Be Sold,” “Resisting the Trade,” “Lost Friends,” and “In Search of Freedom and Family”

Excerpts from *The Slave Auction* by John Theophilus Kramer

“I Want to Go Home” from *Slave Songs of the United States* by William Francis Allen, Charles Pickard Ware, and Lucy McKim Garrison

“On Liberty and Slavery” and “The Slave’s Complaint” from *American Antislavery Writings: Colonial Beginnings to Emancipation* by George Moses Horton

“The Slave Mingo’s Poem” from *The Slave Auction* by John Theophilus Kramer

Letter to the President of the United States..., a publication of the Gilder Lehrman Institute of American History (GLC 01545.11)

Newspaper advertisements from the *Black Republican* and *Southwestern Christian Advocate*

Procedures

Have the students work as individuals, as partners, or in small groups of no more than three or four members.

1. Distribute the images presented in “Analyzing the Images of Purchased Lives.”
2. Ask students to use these images to point out elements of the artwork or artifact that illustrate a detail or fact they have learned over the last three lessons. They must cite the evidence from either the primary or secondary source, and list that evidence on the image.
3. As an entire class, discuss the different interpretations developed by the students within their working groups.
4. Finally, have the students write a short essay in response to the following prompt: What roles do music, poetry, and art have in telling the story of slavery?

“Analyzing the Images of Purchased Lives”



Slave collar with bells, between 1800 and 1865; iron and brass; *courtesy of the Holden Family Collection*

**BY HEWLETT & RASPILLER,
On Saturday, 14th April, inst.
At 1-2 12 o'clock, at Hewlett's Exchange,
WILL BE SOLD,
24 HEAD OF SLAVES,**

Lately belonging to the Estate of Jno. Erwin, of the parish of Iberville. These Slaves have been for more than 10 years in the country, and are all well acclimated, and accustomed to all kinds of work on a Sugar Plantation. There are among them a first rate cooper, a first rate brick maker, and an excellent hostler and coachman. They will be sold chiefly in families.

TERMS-----One year's credit, payable in notes endorsed to the satisfaction of the vendor, and bearing mortgage until final payment. Sales to be passed before Carlisle Pollock, Esq. at the expense of the purchasers.

Fielding, } aged 27 years, field hand,		
Sally, } aged 24 do. field hand and cook,	_____	1500
Levi, aged 26 years, } cooper and field hand,		
Aggy, do. 24 do. } house servant and field hand.	_____	2100
James, do. 6 do.		
Emeline, 8 do.		
Stephen, 3 do.		
Priscilly, 1 do.		
Bill, aged 24 years, } field hand,	_____	1600
Leah, do. 22 do. } field hand,		
Rosette, do. 3 do. } Infant child.		
Alfred, aged 22 years, } brick maker, servant and field hand,		9800
Charlotte, do. 20 years, } house servant and field hand,		1800
Infant.		
Forrester, aged 41 years, } hostler, house servant and field hand,	_____	1800
Mary, aged 22 years, } field hand and cook.		
Infant.		
Harry, aged 24 years, } field hand,	_____	1400
Charity, aged 24 years, } field hand,		
Polly, aged 22 years, } house servant and seamstress,	_____	800
Sam, aged 2 years, }		
Bedford, aged 14 years, field hand,	_____	700
Mahaly, aged 12 years, field hand,	_____	500.
		11000

Hewlett and Raspiller auction notice for the sale of twenty-four slaves from the Iberville Parish estate of Johnathan Erwin, 1838; *The Historic New Orleans Collection*, 73-701-L



Sale of Estates, Pictures and Slaves in the Rotunda, New Orleans, by William Henry Brooke, engraver; engraving with watercolor from *The Slave States of America*, vol. 1; London: Fisher and Son, 1842; *The Historic New Orleans Collection*, 1974.25.23.4



Walker and Bronson's Negro Quarters, Belle Vue Plantation,
1870s; albumen stereograph photoprints mounted on board;
The Historic New Orleans Collection, 1992.55.4 i,ii



Know all men by these Presents; That I Robert Scroggs as
 agent of his father Robert Scroggs — a man —
 of Shelby County Tennessee —
 have this day sold to Robert Marshall of Louisiana
 for the sum of three hundred & eighty seven dollars
 cents, the receipt of which is hereby acknowledged, a negro —
 named Martha about twelve years of age
 slave for life. The right and title to said
 do by these presents forever warrant and defend to said
 and his heirs or assigns forever, against
 the right, title or claim of every person whatsoever. In witness whereof I have
 hereunto set my hand and seal this 20th day of Decr 1833

Robert L. Scroggs, Agt.
 for Robert Scroggs

Sale of Martha, aged twelve, by Robert L. Scroggs, agent for his father Robert Scroggs of Shelby County, Tennessee, to Robert Marshall of Avoyelles Parish, December 20, 1833; *The Historic New Orleans Collection*, 70-79-L.8