

Title of Lesson: *Clotilde*, The Last Slave Ship

(Suggested grade level: 4, 5, 11)

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Background Information:

Background information for teacher:

- [Copy of the ship registry for the *Clotilde*](#)
- [A picture of Cudjo, aka Cujo](#), the last surviving ex-slave from the *Clotilde*
- An [additional photo of Cudjo Lewis](#) at home provided by the University of South Alabama, McCall Library
- [The text of the law prohibiting the importation of slaves](#)
- Synopses of the *Clotilde* and experiences of the Africans after the Civil War can be found at:
 - [Africatown, Alabama](#)
 - [Jim Crow, Museum of Racist Memorabilia by Ferris State University](#)
 - The Encyclopedia of Alabama has a [short biography of Cudjo Lewis](#).
 - In 2009 the United Nations commemorated the second International Day of Remembrance of the Victims of Slavery and the Slave Trade and included a tribute to Cudjo Lewis and the other Africans brought to the United States on the *Clotilde*. Information about this event can be found at <http://www.sylvianediouf.com/blog.htm?post=588810>.

Overview of lesson: In this lesson, students will examine the reasons for the continued importation of slaves into the United States even though Congress had made the importation of slaves illegal in 1807. A [PowerPoint will be used to relate the story of the *Clotilde*](#), the last slave ship that landed in the United States, in 1860.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Fourth Grade: Standard 6, p.31

Fifth Grade: Standard 12, p. 40

Tenth Grade: Standard 9, p. 73

[National Standards for History, 1996](#)

Standards in History for Grades K-4 (p. 29)

Topic 2, Standard 3 – The people, events, problems, and ideas that created the history of their state

Standards in History for Grades 5-12 (p. 94)

Era 4, Standard 2 – How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Standard 2: Time, Continuity, and Change p. 70

Social studies programs should include experiences that provide for the study of the past and its legacy.

Primary Learning Objective(s):

The student will discover that although the importation of slaves was outlawed in 1807, the demand created by the westward movement led to continued illegal importation with the last known slave ship landing in Alabama, in 1860.

Time allotted: 50 minutes

Materials and Equipment:

- *Clotilde* poem directions and rubric
- [Clotilde PowerPoint](#)

Technological Resources:

- Computer
- Digital projector
- *PowerPoint* (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.
- Internet access

Background/Preparation:

- The student should know the following:
 - The vigorous debate which occurred during the Constitutional Convention over the issue of slavery
 - The provisions of the Great Compromise
 - Consequences of the invention of the cotton gin
 - Law of supply and demand

Procedures/Activities:

Engagement/Motivation Activity:

Ask the students, “Does passing a law stop the activity prohibited by the law?”

Ask students to give examples of laws that are broken on a daily basis.

Tell students, “We are going to study a law passed by Congress in 1807 which was broken repeatedly between 1808 and the beginning of the Civil War in 1861.”

Step 1	Show slides one and two of the Clotilde PowerPoint . While displaying slide two, Article I, Section 9, Paragraph 1 of the United States Constitution, ask for a volunteer to read the paragraph. Make sure students understand that: <ul style="list-style-type: none">• ...<i>any such persons</i> refers to slaves.• Importation of slaves would constitutionally end in 1808.• No constitutional prohibition of slavery was included in the original Constitution.
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Step 2	<p>Show slide three, the law passed by Congress in 1807 which outlawed the importation of slaves. Have a volunteer read the first paragraph. Make sure students understand that:</p> <ul style="list-style-type: none"> • This law carried out Article I, Section 9, Paragraph 1 of the Constitution. • This law did not prohibit the interstate and/or intrastate trade of slaves. 						
Step 3	<p>Show and discuss slide four.</p> <ul style="list-style-type: none"> • The invention of the cotton gin made the production of short-staple cotton profitable. • The production of cotton depended on slave labor. • The price of slaves increased steadily from 1802 to 1860. In 1810, the price of a "prime field hand" was \$900; by 1860, that price had doubled to \$1,800. <http://www.civilwarhome.com/slavery.htm > • The birth rate of slaves living in the United States prior to 1808 was not sufficient to meet the increasing demand for slaves. • Between 1810 and 1860, all southern states passed laws severely restricting the right of slave owners to free their slaves, even in a will. <http://www.civilwarhome.com/slavery.htm > 						
Step 4	<p>Ask, "What are the consequences of the increased demand of something in short supply?" Lead students to understand that this circumstance might lead to increased prices and increased production. If the item is illegal, the circumstance could encourage smuggling. Note to teacher: This question could be used as an opportunity to explore the importation of illegal drugs into the United States.</p>						
Step 5	<p>Ask the students,</p> <ul style="list-style-type: none"> • "What, do you believe, were the consequences of increased demand for slave labor coupled with a shortage in slave labor supply?" • "Do you think the law of 1807 was effective in stopping the illegal importation of slaves to the United States?" 						
Step 6	<p>Show slide five, and tell students that scholars continue to debate the actual number of slaves smuggled into the United States from 1808 until the last known slave ship, <i>Clotilde</i>, landed in Mobile, Alabama. Discuss the following examples of estimates.</p> <ul style="list-style-type: none"> • <i>The World Almanac and Book of Facts, 1996</i> – 250,000 slaves were imported from 1808-1860 • <i>Freebooters and Smugglers: The Foreign Slave Trade in the United States after 1808</i> by Ernest Obadele-Starks - 786,500 slaves were imported from 1808-1860 • Hugh Thomas gives the total number of African slaves imported into the US (and British Colonial North America) as 500,000 persons. Although there is much dispute over the figures, they could be broken down as follows: <table data-bbox="487 1780 792 1892"> <tr> <td>1771-1790</td> <td>55,750</td> </tr> <tr> <td>1790-1800</td> <td>79,041</td> </tr> <tr> <td>1801-1810</td> <td>114,090</td> </tr> </table> <p>1807-1860 app. 50,000, with the majority of these entering before 1830 Thomas, Hugh. <i>The Slave Trade. The Story of the Atlantic Slave Trade: 1440-1870</i></p>	1771-1790	55,750	1790-1800	79,041	1801-1810	114,090
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<p>Step 7</p>	<p>Show slide six, and tell students, “Now we will focus on the ship that scholars have identified as being the last American slave ship.” Point out to students that the difficulty of reading this document has resulted in scholars spelling the ship’s name as both <i>Clotilde</i> and <i>Clotilda</i>. Ask the following questions:</p> <ul style="list-style-type: none"> • “What kind of document is this?” • “When was the document issued?” • “Why would such a document be issued for ships?” • “Where is the document now preserved?” • “What are the dimensions of the ship as given on this registration?”
<p>Step 8</p>	<p>Show slide seven, and discuss with students the following facts from <i>Dreams of Africa in Alabama</i> by Sylviane A. Diouf:</p> <ul style="list-style-type: none"> • Timothy Meaher said he paid \$35,000 for <i>Clotilde</i>, a schooner not built for slave trade. • The builder and original owner, William Foster, said he converted the ship to “a low craft with tall masts, long spars, and broad sails like the wings of a yachting racer.” • Meaher and Foster put together a plan to take the ship to Ouidah, Dahomey, on the west coast of Africa for the purpose of purchasing Africans. • With the plan to feed a twelve-man crew for four months and planned acquisition of 130 African for two months, the following items were loaded on the ship: <ul style="list-style-type: none"> ○ 125 barrels of water ○ 25 casks of rice ○ 30 casks of beef ○ 40 pounds of pork ○ 3 barrels of sugar ○ 25 barrels of flour ○ 4 barrels of bread ○ 4 barrels of molasses • Nine Thousand dollars in gold and the following trade goods valued at \$3,500 were loaded to use for the purchase of Africans <ul style="list-style-type: none"> ○ 80 casks of alcohol ○ 25 cases of dry goods and sundries
<p>Step 9</p>	<p>Use the Measuring Worth Web site to determine the current values of the ship, the trade goods, and the gold.</p>
<p>Step 10</p>	<p>Show slides eight through eleven, and discuss.</p> <ul style="list-style-type: none"> • 125 Africans were purchased from the African tribesman Akodé whose title, <i>Chodaton</i>, meant “the king owns everything.” • 110 Africans were on the ship when it landed near Mobile on July 8, 1860. • Approximately 30 Africans were kept by Meaher, and the rest were distributed to nearby plantations.

	<ul style="list-style-type: none">• The Civil War began in 1861, and slaves were freed as a result of that war.• Once freed, the <i>Clotilde</i> Africans reunited, purchased land, and founded their own settlement north of Mobile called Africatown.
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Assessment Strategies:

Suggested tenth grade essay question:

- Discuss the factors leading to the continued illegal importation of slaves after 1807. Note: Students should include the following in their answers:
 - Cotton gin
 - Westward movement
 - Birth rate of slaves
 - Labor intensive nature of cotton production
 - Profit motive

Suggested fourth grade assessment:

- Have each student write a six-line [alphabet poem](#) telling the story the *Clotilde*. Allow students to use the internet for additional information.

Extension:

- Have students research the settlement at Africatown near Mobile, Alabama.

Remediation:

- Have students read the synopses hyperlinked in Background for Teacher section.

Accommodation:

- Give the student a printed copy of the *PowerPoint*.

Modification:

- Give the student fewer requirements for the poem.
- Allow the student to work with a peer to complete the assignment.

Clotilde Alphabet Poem Directions and Rubric

Student Name _____ Date _____

Directions: Using the information from the *PowerPoint*:

- Write a six-line alphabet poem telling the story of the Clotilde.
- Use ababab, abcabc, or aabbcc rhyming scheme.

CATEGORY	4	3	2	1	Score
Focus on Assigned Topic	The entire poem is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the poem is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the poem is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the poem to the assigned topic.	
Spelling and Punctuation	There are no spelling or punctuation errors in the poem.	There is one spelling or punctuation error in the poem.	There are 2-3 spelling and punctuation errors in the poem.	The poem has more than 3 spelling and punctuation errors.	
Accuracy of Facts	All facts presented in the poem are accurate.	Almost all facts presented in the poem are accurate.	Most facts presented in the poem are accurate.	There are several factual errors in the poem.	
Creativity	The poem contains many creative details and/or descriptions.	The poem contains several creative details and/or descriptions.	The poem contains a few creative details and/or descriptions.	There is little evidence of creativity in the poem.	
Writing Process	The poem contains at least six lines and all lines conform to a required rhyming scheme. Each line begins with the letters of the alphabet in order.	The poem contains at least six lines and no more than two lines fail to conform to a required rhyming scheme. Each line begins with the letters of the alphabet in order.	The poem contains at least six lines and three or more lines fail to conform to a required rhyming scheme. Each line begins with the letters of the alphabet in order.	Poem does not contain six lines, does not conform to a required rhyming scheme and/or lines do not begin with the letters of the alphabet in order.	

Total _____