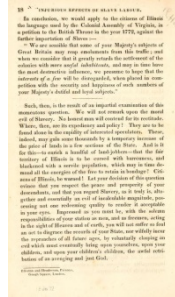


Teaching with Primary Sources Lesson Outline

Grade Level: Middle School (6-8)

Standard(s) or Objectives: CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Library of Congress or Morris Special Collections Resources:



“The injurious effects of slave labour: an impartial appeal to the reason, justice, and patriotism of the people of Illinois on the injurious effects of slave labour.” 1824.

<https://lccn.loc.gov/11025878>

Specific Page used:

<https://archive.org/details/injuriouseffects00phil>

Page 18.

Topic Background:

In 1800 Illinois became part of the Indiana Territory, which was created from the Old Northwest Territory. The territorial government enacted a “Black Code” that effectively barred slaves from gaining their freedom by permitting lengthy terms of “indentured servitude,” which bound workers to a particular person for a period of time in return for shelter and food. Slavery was a controversial issue when Illinois residents were considering the state’s entry into the Union. Some residents wanted slavery to be permitted. However, Illinois was admitted to the Union in 1818 as a free state. However, the constitution of 1818 allowed for limited slavery in the salt mines and allowed current slave owners to retain their slaves. The General Assembly also passed legislation that severely curtailed the rights of free blacks residing in the state and discouraged the migration of free blacks. Not long after the passage of the constitution, the state’s general assembly adopted a pro-slavery resolution that announced its approval of slavery in slaveholding states and at the same time condemned the formation of abolition societies within Illinois’ boundaries.

Excerpted from: <https://www.illinois.gov/ihsa/Research/Pages/AfAmHist.aspx>

Source(s) Used:

The source used in this assessment is an excerpt from an 1824 antislavery pamphlet entitled “The injurious effects of slave labour: an impartial appeal to the reason, justice, and patriotism of the people of Illinois on the injurious effects of slave labour.” During the early 1820s, Illinoisans debated calling a constitutional convention. Many thought that calling a convention was a method by proslavery supporters to make slavery legal in the new state. In 1824, Illinoisans voted to not change the 1818 constitution, and thereby, not extend slavery into the state.

Answer Key:

Question 1: D

Question 2: B

**“The injurious effects of slave labour: an impartial appeal to the reason, justice, and patriotism of the people of Illinois on the injurious effects of slave labour.”
1824.**

[Excerpt]

We will not remark upon the moral evil of Slavery. No honest man will contend for its rectitude. Where, then, are its expediency and policy? They are to be found alone in the cupidity of interested speculators. These, indeed, may gain some thousands by a temporary increase of the price of lands in a few sections of the State. And is it for this—to enrich a handful of land-jobbers—that the fair territory of Illinois is to be cursed with barrenness, and blackened with a servile population, which may in time demand all the energies of the free to retain in bondage? Citizens of Illinois, be warned! Let your decision of this question evince that you respect the peace and prosperity of your descendants, and that you regard Slavery, as it truly is, altogether and essentially an evil of incalculable magnitude, possessing not one redeeming quality to render it acceptable in your eyes. Impressed as you must be, with the solemn responsibilities of your station as men, and as freemen, acting in the sight of Heaven and of earth, you will not suffer so foul an act to disgrace the records of your State, nor willfully incur the reproaches of all future ages, by voluntarily clasping an evil which must eventually bring upon yourselves, upon your children, and upon your children’s children, the awful retribution of an avenging and just God.

Questions:

- 1) What is the author’s central claim concerning the possibility of Illinois citizens changing their constitution in order to make slavery legal in the state? (CCSS-RH6-8.1)
 - a. Slavery is an expensive institution that few Illinois residents could afford.
 - b. Slavery would bring in thousands of people as a servile, dependent population.
 - c. Slavery is a disgrace to free men.
 - d. Slavery is a moral evil that benefits only a few men and causes problems for entire generations.

- 2) In lines 8-9, the author states that slavery is, “altogether and essentially an evil of incalculable magnitude.” Which statement best describes the term **incalculable**? (CCSS-RH6-8.4)
 - a. Legalization of slavery would bring very few enslaved people into Illinois.
 - b. The negative effects of the legalization of slavery would be very large and terrible.
 - c. The negative effects of the legalization of slavery would be very small.
 - d. It is unknown whether slavery would have positive or negative effects on the residents of Illinois.