

How Did Cotton Sow the Seeds of Panic?

C3 Framework Indicator	D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
Staging the Compelling Question	Students brainstorm demand and supply shocks that contribute to a recession and why a recession would be described as a panic. Then they listen to excerpts of <i>New York Times</i> Podcast Vol. 2 “1619” or read pages 30-40 from the full article. Students create a class KWL with a focus on market forces impacting the cotton industry, slavery and overall economy.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What market forces impacted the demand for cotton in the 1800s?	What market forces impacted the supply of cotton in the 1800s?	How did the growth of the cotton industry, trade & speculation contribute to the brutality of slavery on plantations?	What additional economic and political factors contributed to the Panic of 1837?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students conduct a primary source analysis identifying market forces of demand and assemble a T chart of demand side market forces and evidence supporting the findings.	Students conduct a primary source analysis identifying market forces of supply and assemble a T chart of supply side market forces and evidence supporting the findings. Students graphically analyze and write a short paragraph summarizing their findings.	Students construct a time line illustrating key changes in the cotton industry, slave trade, speculation and international trade from 1830 – 1840. Students add to the KWL.	Student groups complete a primary source analysis jigsaw constructing an evidence-based table of economic and political factors contributing to the Panic of 1837 and add to timeline. Students add to KWL.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Capitalism from <i>The 1619 Project</i> Source B: <i>America's First Great Recession</i> Source C: <i>Cotton, cotton trade of the United States</i> Source D: <i>Staunton Spectator</i>	Source A: Chained Migration: How Slavery Made Its Way West from <i>The 1619 Project</i> Source B: <i>Mississippi cotton gin at Dahomey.</i> Source C: <i>United States slave trade, 1830</i> Source D: <i>Cotton picking, Mississippi</i> Source E: Cherokee Agency Source F: <i>The native American - 3rd Column</i>	Source A: <i>Cotton in a Global Economy: Mississippi (1800-1860).</i> Source B: <i>The Forced Migration of Enslaved People in the United States</i> Source C: (1865) <i>The ship GLAD TIDINGS, with a cargo of American Cotton, entering the port of Liverpool</i> Source D: The History of American Slavery: The Slave Bubble	Source A: <i>New edition of MacBeth. Bank-oh's! Ghost</i> Source B: <i>Morning herald</i> Source C: <i>Uncle Sam sick with la grippe</i> Source D:

Summative Performance Task	<p>ARGUMENT: [How did cotton sow the seeds of Panic?] Upon completion of the inquiry students write an essay, detailed outline or poster that evaluates the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>Possible Argument Stems:</p> <p>>The growth of the cotton industry led to increased pressure for slaves to harvest cotton in order to keep pace with cotton’s increasing profitability, when the economy collapsed plantation owners couldn’t pay loans with slaves as collateral which contributed to the Panic of 1837.</p> <p>>There were many factors in play including the underlying divisions between slave states and free states. These arguments over debt and the reliance on slave labor to drive the manufacturing of cotton in northern states spread the blame across the nation for the run up to the Panic of 1837.</p> <p>>Rabid land speculation, state debt, banking crisis and inconsistent banking laws that lead to the collapse of the economy. Slavery played a role but debt, tariffs and reliance on trade with England and a collapsing cotton market spread across both slave states and free states.</p> <p>EXTENSION. Student groups reread or relisten to excerpts of New York Times Podcast Vol. 2 “1619” or pages 30-40 from the full article and add final details to KWL. After a review of The Great Recession, students compare and contrast the Panic of 1837 and The Great Recession in a detailed outline. Students present their evidence-based findings in a presentation medium of their choice determining if both recessions had an industry that was “too big to fail.”</p>
Taking Informed Action	<p>UNDERSTAND Students identify a current issue where a group is exploited for the gain of others.</p> <p>ASSESS Brainstorm and create an action list to increase awareness of this issue.</p> <p>ACT Rank the action list and implement letter writing, protest, social media campaign or other ideas for students to act upon.</p>

Overview

Inquiry Description

This inquiry leads students through an economic investigation of the mid to late 1800s. By investigating the compelling question, “How Did Cotton Sow the Seeds of Panic?”, students identify the market forces of demand and supply at play in the boom and bust of the cotton industry. They learn how these forces impacted the treatment of enslaved persons in the United States during the lead up to The Panic of 1837. Students discover connections between technological innovations like the Cotton Gin, domestic slave trade, manufacturing of cotton in the United States and abroad and land speculation spurred on by President Andrew Jackson’s domestic policies. Students learn about the many shocks that lead to recession which can then be classified as a panic. The depth of this inquiry is in the reflection on what role reliance on enslaved people as labor played in the economic growth of the United States. This emphasizes that choices that we make as individuals and institutions can lead to the exploitation of a group or groups of individuals. This lens is vital to understanding that the choices that students make have far reaching opportunity costs.

The formative performance tasks of this inquiry build from identifying key market forces of supply and demand in the cotton industry through primary source analysis of newspapers and images. Students create T charts to organize information and visually represent the changes in price and output through graphical analysis. Student created time lines present a visual representation of the relationship between the cotton market, expansion of the slave trade and increased brutality of slaves on cotton plantations, as well as an opportunity to see the Panic of 1837 unfold. Students organize primary source analysis research in tables with additional economic and political factors to round out the formative performance tasks. In summary, students read text, listen to podcasts and analyze sources to create an evidence-based argument answering the compelling question, “How Did Cotton Sow the Seeds of Panic?”

This inquiry requires prerequisite knowledge of introductory macroeconomics including graphical analysis of supply and demand, the concepts of gross domestic product, tariffs and trade, comparative advantage, recessions, business cycle and a basic understanding of the shocks which contribute to recessions. Students should have background knowledge in American History on slavery in the United States and the Civil War. This inquiry fits in the time frame leading up to the Civil War. It provides a new lens to study the economic

connection between the Northern and Southern states leading up to secession.

This inquiry is expected to take five to seven 50-minute class periods. The inquiry time frame could decrease or expand if teachers think their students need additional or condensed instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills and economic decision making while assisting students in reading and analyzing the variety of sources. The resources can be modified to meet individualized education plans (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question, “How Did Cotton Sow the Seeds of Panic?” students work through a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while acknowledging competing perspectives. The formative performance tasks incorporate both research and disciplinary task logic as they build on their knowledge as they move from one task to the next (Swan, Lee, & Grant, *Inquiry Design Model: Building Inquiries in Social Studies*, 2018). Creating new knowledge through the supporting questions scaffolds students to creating an argument to address the compelling question. Students further deepen understanding by then comparing and contrasting their evidence-based findings with *The Great Recession* and then extend the analysis further by taking informed action identifying and creating an action plan related to exploited groups in the current economy.

Staging the Compelling Question

In staging the compelling question, “How Did Cotton Sow the Seeds of Panic?” teachers have students brainstorm why a recession would be described as a panic. Then teachers introduce the *New York Times 1619 Project* to students (Hannah-Jones, Interlandi, Lee, & Morris, Pulitzer Center, 2019) and post the four supporting questions where students can easily refer for the duration of the inquiry. Students listen or read *Episode 2: The Economy That Slavery Built* and create a class KWL (Hannah-Jones, Interlandi, Lee, & Morris, *The New York Times Magazine Episode 2: The Economy That Slavery Built*, 2019). The following prompts are useful to set the stage for inquiry:

1. List you know about the role of slavery in the economy.

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2. What more would you like to know about the connection between the economy and slavery?
3. What struck you as a concept that is new to you as you listen or read?
4. What market forces of supply and demand can you identify or would you like to know more about?
5. What do you recognize as underlying shocks which might lead to a recession described as a “panic?”

Due to the nature of the content, it is suggested that the teacher gives students a break in order to create notes, add to KWL and debrief before finishing the activity. As an alternative, students work in groups with the print version of *the 1619 Project* (Hannah-Jones, Interlandi, Lee, & Morris, Pulitzer Center, 2019).

Following the staging the compelling question students build inquiry-based knowledge through the following four supporting questions:

1. What market forces impacted the demand for cotton in the 1800s?
2. What market forces impacted the supply of cotton in the 1800s?
3. How did the growth of the cotton industry, trade & speculation contribute to the brutality of slavery on plantations?
4. What additional economic and political factors contributed to the Panic of 1837?

Sources for Staging the Question:

Hannah-Jones, N., Interlandi, J., Lee, T., & Morris, W. (2019). *Pulitzer Center*. Retrieved October 2020, from Full Issue of the 1619 Project:

https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf

Hannah-Jones, N., Interlandi, J., Lee, T., & Morris, W. (2019, August 18). *The New York Times Magazine Episode 2: The Economy That Slavery Built*. Retrieved October 2020, from The 1619 Project:

<https://www.nytimes.com/2019/08/30/podcasts/1619-slavery-cotton-capitalism.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>

Lepler, J. (2013). *The Many Panics of 1837: People, Politics and the Creation of a Transatlantic Financial Crisis*. New York: Cambridge University Press.

Pulitzer Center. (n.d.). *Pulitzer Center*. Retrieved October 2020, from The 1619 Project Curriculum:

<https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>

Supporting Question 1

The first supporting question– “What market forces impacted the demand for cotton in the 1800s?” begins the students’ journey of inquiry into identifying historical events that align with determinants of demand. These determinants can be thought of as market forces from the buyer’s side of the cotton market which increase or decrease the demand for cotton during this time period. Through reading of *Capitalism* from *The 1619 Project* (Desmond, 2019) students visualize the impact of the slave trade on the growth of the economy of the United States leading up to the Panic of 1837. The reading sets the foundation for analysis of artifacts illustrating the amount of cotton imported and exported in the 1830s as well an authentic newspaper article further describing the land speculation spurred on by the largest privatization of public lands under Andrew Jackson in the 1830s (Roberts, 2012, pp. 1-47). Students begin to sense the connections between an increase in the demand for cotton, increase in land speculation, easy credit and the pressure to purchase slaves as well as use them as collateral for expanding plantations.

In the formative task students conduct a primary source analysis identifying market forces of demand and assemble a T chart of demand side market forces and evidence supporting the findings. This task combines both research- based and disciplinary logic in that students will read background material on the time period to add to the information students acquired through the construction of the KWL in the staging of the compelling question (Swan, Lee, & Grant, *Inquiry Design Model: Building Inquiries in Social Studies*, 2018).

Teachers are advised to read and make an outline of the first two chapters in Robert's text. This provides a strong foundation even if unfamiliar with this time period in history. After students read or listen to the Desmond article (2019), organize them in small groups and model the creation of a T-Chart listing the determinant of demand categories: changes in income, changes in number of buyers, changes in prices of substitutes or complements, changes in buyers tastes and preferences, changes in consumer expectations on one side and then the evidenced based examples on the other side of the T-Chart (Cambell, Stanley, & Sean, 2021, pp. 49-51). Next teachers pass out the primary sources (Featured Source C and D).

Teacher use the Library of Congress Primary Source Analysis Tool with a bit of a twist. The tool is comprised of three columns: Observe, Reflect and Question. The bottom has space for “further investigation” and “additional notes.” Prior to passing out the primary sources (Featured sources C & D), model the technique of close looking for students (Woyshner, 2006). Close looking slows students down and forces them to look without comment at the source for a period of time. Instruct students to do this while thinking of evidence

supporting the determinants of demand. They can jot these observations down in the Observe column. After the teacher feels that students have had enough time, they can compare their observations with others and complete the reflect column confirming that their observations match the demand side of the cotton market. Any items they have questions on can be noted in the last column (Library of Congress, n.d.). The last step is to transfer examples from the primary sources to the T-Chart.

The following sources were selected to provide authentic research and exploration as students move through the first supporting question, “What market forces impacted the demand for cotton in the 1800s?”

Featured Sources:

Source A: Desmond, M. (2019, August 18). Capitalism. *The New York Times Magazine: The 1619 Project*, pp. 30-40. This article provides well researched and compelling evidence connecting the rise of the brutality of slaves on southern plantations as a result of the increase in profitability of cotton as an industry and a driver of the growth of the US economy.

Source B: Roberts, A. (2012). *America's First Great Recession*. Ithaca: Cornell University Press. This scholarly researched text on the Panic of 1837 details the events leading up to and after the Panic of 1837. Text is recommended for teachers as well as students at appropriate reading levels.

Source C: (ca. 1884) *Cotton, cotton trade of the United States.* , ca. 1884. [United States: publisher not transcribed] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2018694733/>. This primary source is a series of bar graphs illustrating the size of the cotton crop sold domestically and internationally. The United Kingdom plays a large role in the boom and bust of the cotton industry. This source should be used again as students build knowledge about the events of the time.

Source D: *Staunton spectator. [volume]* (Staunton, Va.), 20 April 1832. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn85026864/1832-04-20/ed-1/seq-1/>>. In the third column of the front page of the newspaper is a Speech of Henry Clay, “*The defence of the American System, against the British Colonial System, delivered in the Senate of the United States on the 2nd, 3^d and 6th, of February 1832.*” This is an informative firsthand account of the underlying disagreement between members of Congress during this time period. This source can be downloaded as an image, PDF or text can be edited for students to juxtapose with the image.

Supporting Question 2

The second supporting question— “What market forces impacted the supply of cotton in the 1800s?” extends the inquiry from the first supporting question to identify historical events that align with the supply side of the market. Students focus on identifying determinants of supply. These determinants can be thought of as market forces from the producer’s side of the cotton market which increase or decrease the supply of cotton during this time period. Building on the disciplinary task logic of this inquiry students can review the reading of *Capitalism* from The 1619 Project (Desmond, 2019) and review their primary source analysis for any supply side market force. Then they read *Chained Migration: How Slavery Made Its Way West* (Miles, 2019). Like the Desmond article, this reading sets the foundation for further analysis of artifacts illustrating the impact of new technology, cheap land, low interest loans and opportunity for profits in the production of cotton for manufacturing in the northern states and abroad.

In the formative task students conduct a primary source analysis completing the market analysis on the cotton industry by identifying market forces of supply and assemble a T chart of supply side market forces and evidence supporting the findings. Using the same format as the first supporting question students continue to use acquired through the construction of the KWL in the staging of the compelling question (Swan, Lee, & Grant, *Inquiry Design Model: Building Inquiries in Social Studies*, 2018).

Teachers scaffold students through the outline of Robert's text as needed for this supporting question. After students read or listen to the Miles article (2019), organize them in their small groups and create a T-Chart listing the determinant of supply categories: change in resource prices, change in technology, changes in taxes and subsidies, change in the profitability of alternative production, change in producer expectations and change in number of suppliers on one side and then the evidenced based examples on the other side of the T-Chart (Cambell, Stanley, & Sean, 2021, pp. 51-54). Next teachers pass out the primary sources (Featured Source B, C, D, E and F). To reduce the number of sources for analysis by each group these can be paired as an image and a newspaper. For example, B & E are grouped together and C, D & F are grouped together.

Using the Library of Congress Primary Source Analysis Tool teachers model close looking techniques for primary source analysis and introduce juxtaposition analysis to add a comparing and contrasting between sources (Woyshner, 2006). Remind students that the goal is to observe evidence supporting the determinants of supply. After observing and reflecting, any items they have questions on can be noted in the last column (Library of Congress, n.d.). The last step is to transfer examples from the primary sources to the T-Chart.

Teachers review constructing graphical analysis of market supply and demand when there is a change in demand and a change in supply in the market. In many courses this double shift of supply and demand are referred to as complex cases. Students developed lists of determinants on both sides of the market. With that information they create a graph illustrating initial equilibrium price and quantity of cotton and then the new equilibrium price and quantity after the changes in supply and demand (Cambell, Stanley, & Sean, 2021, pp. 57-59). Keep in mind that equilibrium can vary depending on the list of the determinants of demand and supply developed by the student group. This captures the variability and volatility of markets for students with real evidence. Students wrap up the analysis with a written paragraph which summarizes the changes in the market for cotton.

The following sources were selected to provide authentic research and exploration as students move through second supporting question, “What market forces impacted the supply of cotton in the 1800s?”

Featured Sources:

Source A: Miles, T. (2019, August 18). Chained Migration: How Slavery Made Its Way West. *New York Times Magazine: The 1619 Project*, p. 22. This essay adds to the knowledge students acquired from previous readings explored in staging the question and supporting question one.

Source B: Detroit Photographic Co, photographer. (1899) *Mississippi cotton gin at Dahomey*. Mississippi, 1899. [Detroit: Detroit Photographic Co] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2007681756/>. Although this image is not from the 1830s, primary analysis should create questions based on the invention and purpose of the cotton gin as it relates to cotton production and the increased supply of cotton due to technological innovation. Links can be made between this increase in productivity and brutality on plantations.

Source C: (ca 1830) *United States slave trade, 1830., 1830. [Photograph]* Retrieved from the Library of Congress, <https://www.loc.gov/pictures/item/2008661746/>. This image provides a visual representation of the slave trade in the 1830s. Students should notice the location of the slave trade and wrestle with the notion of free-states and slave-states during the early to mid-1800s.

Source D: (ca. 1896) *Cotton picking, Mississippi.* , ca. 1896. New York: American Stereoscopic Co. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2006686822/>. This puts student

in the field in order to get an understanding of the work that slave labor was expected to do under the brutal eye of overseers. Depending on the grade of students and their depth of study on slavery, other slave photos can be substituted for this or Source C.

Source E: Cherokee Agency. (1838) Orders No. 25 Head Quarters, Eastern Division Cherokee Agency, Ten. n.p. 1838. [Pdf] Retrieved from the Library of Congress, <https://www.loc.gov/item/rbpe.1740400a/>. Viewing the text in this broadside should spur more inquiry on the divergent perceptions of relocating Native Americans and the United States government selling that land at a very low price.

Source F: (The Digital Scholarship Lab, 2011): *The native American. [volume]* (Washington City [i.e. Washington, D.C.]), 05 Jan. 1839. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn86053569/1839-01-05/ed-1/seq-3/>> This newspaper is an exciting source capturing journalism and the point of view of Native Americans in the United States during this time period. The text in the third column (bottom) describes land speculation and the relocation of the Native American from their point of view.

Supporting Question 3

The third supporting question—"How did the growth of the cotton industry, trade & speculation contribute to the brutality of slavery on plantations?" builds on the knowledge students created in the previous supporting questions. Since students are now armed with a deeper understanding of the demand and supply forces at play in the cotton industry, they build on previous sources and new sources to make the connections between economic growth, increased brutality of slaves on plantations and the seeds of the Panic of 1837. If the teacher feels students are ready to create a demand and supply graph for the labor market of slaves, this would be a good place to introduce it. As in introduction to the readings and sources for this question the teacher should remind students to read and analyze with the purpose of identifying key events that impacted the cotton industry and slavery during this time period. As students proceed to work through this supporting question, they add to

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the KWL after reading *Cotton in a Global Economy: Mississippi (1800-1860)* (Dattel, 2017). Teachers are reminded to pause and debrief with students as they wrestle with the connections of consumerism, capitalism and slavery. After student groups analyze the remaining featured sources, they create a detailed time line illustrating key events around cotton, trade, speculation and slavery.

Since students should be familiar with the four phases of the business cycle: 1. Peak 2. Recession 3. Trough 4. Expansion (Cambell, Stanley, & Sean, 2021, p. 176), this is the perfect time to remind students of the compelling question and ask them to brainstorm some possible shocks which could have triggered the recession called The Panic of 1837. The formative task asks students to construct a time line illustrating key events in the cotton industry, slave trade, speculation and international trade from 1830 – 1840. They can add the phases of the recession too. This time line creates a visual representation of the inquiry through which students are asked to predict the potential shocks leading to the Panic of 1837.

Teachers begin this task with an optional review of the KWL. This refreshes the key findings in the previous inquiries and sets the stage for the third supporting question. Students read Source A to activate prior knowledge. The tables in Source A can be extracted and used for primary source analysis. Data on slave population enables students to see the rise in population especially when it is followed by Source B. This powerful source is an interactive graph showing the migration of enslaved people in the United States from 1810 to 1860 (The Digital Scholarship Lab, 2011). Using the primary source inquiry skills honed in the first two supporting questions student groups analyze Source C (Parts of Source B if desired) using the Library of Congress Primary Source Analysis Tool (Library of Congress, n.d.). Previously mentioned primary source analysis techniques work well for this task. Groups that need additional support are given Source D. At the conclusion of this performance task students have an inquiry tool box full of the following; market forces and the impact on graphical analysis of the cotton market, KWL organizing new knowledge gained through inquiry, and detailed time line and application of economic predictions for shocks leading to the Panic 1837.

Featured Sources:

Source A: Dattel, E. (2017). *Cotton in a Global Economy: Mississippi (1800-1860)*. Retrieved October 2020, from Mississippi History Now: <http://mshistorynow.mdah.state.ms.us/articles/161/cotton-in-a-global-economy-mississippi-1800-1860>. This website presents easily accessible reading on the boom and bust of the cotton industry and how enslaved people were used as collateral to fund the rabid land speculation driven by the quest for cotton profits. The potential for profits puts upward pressure on the price of enslaved people. Plantation owners viewed slaves as an investment and pushed them for more productivity. This push turned into an

increase in brutality to try to increase productivity. The data tables in this source are extremely helpful in illustrating the increase in slave population in cotton producing states.

Source B: The Digital Scholarship Lab. (2011). *The Forced Migration of Enslaved People in the United States*. Retrieved October 2020, from Digital Scholarship Lab:

<http://dsl.richmond.edu/panorama/forcedmigration/#tab=1&narratives=true&cotton=true&sugar=true&labels=false&decade=1810&loc=6/-9.601/12.775>. This interactive map shows the migration of enslaved people in the United States from 1800 to 1860.

Source C: (1865) *The ship GLAD TIDINGS, with a cargo of American Cotton, entering the port of Liverpool.*, 1865. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003673111/>. This primary source is a photograph for analysis which reminds students that the cotton picked by the slaves from earlier images is connected to the international trade of cotton across the Atlantic Ocean. Depending on the time period this class is studying, students may realize that slavery was outlawed in England where they were buying cotton harvested by slave labor in the United States.

Source D: Rothman, J. (2015, July 9). *Slate*. Retrieved October 2020, from The History of American Slavery: The Slave Bubble: <https://slate.com/human-interest/2015/07/mississippi-1830s-cotton-bubble-an-excerpt-from-flush-times-and-fever-dreams-a-story-of-capitalism-and-slavery-in-the-age-of-jackson.html>

This is an easily accessed article which can be differentiated for students and provide additional background information for students and teachers.

Supporting Question 4

The fourth supporting question – “What additional economic and political factors contributed to the Panic of 1837?” asks students what other factors contributed to the Panic of 1837. Using sources from previous supporting questions and additional sources, students comb through evidence to identify other underlying shocks that lead to the Panic of 1837. In particular the political climate, trade policy and defaulting debt by states are facts they will uncover. The purpose of this question and its formative task is to tie together the multitude of variables during this turbulent time period leading up to the eventual Civil War. All recessions

have historical contexts because decisions are made by people and the institutions they create. The consequence or opportunity cost of our collective decisions lead to the different phases of the business cycle (Cambell, Stanley, & Sean, 2021). It is important for students to realize that there is not just one reason that the Panic of 1873 took place but many factors converge on the use of enslaved people as labor. The brutality of slaves on plantations during this time period and the use of them as collateral is a repugnant reality. Students may finish this supporting question with strong emotions as they wonder what the economy of the United States would look like if enslaved people were not brought to our shores in 1619 (Hannah-Jones, Interlandi, Lee, & Morris, The New York Times Magazine Episode 2: The Economy That Slavery Built, 2019).

In the formative task student groups complete a primary source analysis jigsaw constructing an evidence-based table of economic and political factors contributing to the Panic of 1837 and add to time line and update the KWL. Using previously implemented primary source analysis techniques student groups are divided and given one of the three featured sources. Student groups are divided up and Sources A, B & C are distributed one per group. Upon completion of the analysis, groups with the same source will join and review and revise observations, reflections and questions. Student groups are mixed one more time with members from each of the groups representing the primary sources. Upon completion each group will have new events to add to their timeline. Students return to their original timeline groups to complete the jigsaw and add events.

Featured Sources:

Source A: Clay, E. W. & Robinson, H. R. (1837) *New edition of MacBeth. Bank-oh's! Ghost.* Alabama Louisiana New Orleans Pennsylvania Philadelphia United States, 1837. N. York: H.R. Robinson. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2008661303/>. This source is a satirical cartoon on the Panic of 1837 focusing on the very unpopular “Specie Circular.” More detail on this cartoon is found on the link below the image on the Library of Congress link.

Source B: *Morning herald. [volume]* (New York [N.Y.]), 02 Dec. 1837. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn83030312/1837-12-02/ed-1/seq-3/>> This authentic newspaper from 1837 includes data tables on imports and exports during this time period.

Source C: Clay, E. W. & Robinson, H. R. (1837) *Uncle Sam sick with la grippe*. Louisiana New Orleans Pennsylvania Philadelphia United States, 1837. New York: Printed & published by H.R. Robinson. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2008661302/>. This satirical cartoon symbolizes the Panic of 1837 as Uncle Sam being sick with the grippe. This source creates a great opportunity to make connections between the hard currency policy of the Jackson and VanBuren administration. More detail on this cartoon is found on the link below the image on the Library of Congress link.

Summative Performance Task

At this point in the inquiry, students have examined and applied the demand and supply market forces driving the boom and bust of the cotton industry. They made connections between the cotton industry, land speculation and the migration and treatment of enslaved people on cotton plantations and identified other economic and political forces at play during the run up to The Panic of 1837.

Students demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students answer the compelling question, “How Did Cotton Sow the Seeds of Pain?” using an evidence-based argument with multiple sources from the inquiry. This argument can be an essay, detailed outline or poster that evaluates the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

Students’ arguments will likely vary, but could include any of the following:

> The growth of the cotton industry led to increased pressure for slaves to harvest cotton in order to keep pace with cotton’s increasing profitability, when the economy collapsed plantation owners couldn’t pay loans with slaves as collateral. Cheap land and the quest for profits on plantations led to an increase in the price of slaves and collateralized them to support loans for land based on the prediction of cotton prices always increasing. The drive for profits led to increased brutality of slaves because slave owners viewed them as an investment that needed to be punished if they were not meeting their quota of cotton picked. This led to uncertainty in the economy and caused the Panic of 1837.

> There were other factors in play including the underlying divisions between slave states and free states. Arguments over debt and the reliance on slave labor to drive the manufacturing of cotton in northern states

spread the blame across the nation. President Jackson's banking policies lead to uncertainty by Americans which contributed to a run of banks inciting The Panic of 1837.

>Rampant land speculation, state debt, banking crisis and inconsistent banking laws that lead to the collapse of the economy. Slavery played a role but debt, tariffs and reliance on trade with England and a collapsing cotton market spread across both slave states and free states. The American economy was tied to the economy of England and when their economy fell, they spent less on imports and that caused the price of cotton to drop. This led to the Panic of 1837.

Please note: These potential arguments are more detailed than those on the IDM for the use of teacher assessment.

To extend their arguments, Student groups reread or re listen to excerpts of New York Times Podcast Vol. 2 "1619" or pages 30-40 from the full article and add any additional details to KWL. After a review of The Great Recession, students compare and contrast the Panic of 1837 and The Great Recession in a detailed outline. Students share their evidence-based findings in a presentation medium of their choice determining if both recessions had an industry that was "too big to fail."

Students take informed action by identifying a current issue where a group is exploited for the gain of others. To assess the issue, students brainstorm and create an action list to increase awareness of this issue. Students rank the action list and implement letter writing, protest, social media campaigns or other ideas for students to act on in a group or as an individual.

Assessment: The IDM and the C3 Framework provide a roadmap for teachers to construct rubrics for formative assessment after each formative performance task (Swan, Lee, & Grant, *Blueprinting An Inquiry-Based Curriculum*, 2019). Peer review of student work prior to the students' submission of the summative performance task including the argument and extension adds ownership to the students' work with additional feedback prior to submission to the teacher. The final project presenting students' evidence-based findings comparing and contrasting two difference recessions allows for summative assessment on the creation of new knowledge as a culmination of the inquiry.

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