TEACHING THE ECONOMICS OF RACE AND RACISM: SLAVERY, THE COTTON INDUSTRY, AND THE PANIC OF 1837

Curriculum Developed Using The C3 Framework Inquiry Design Model

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Who would think helicopters flying over your house would lead to an inquiry about slavery, the cotton industry, and the Panic of 1837? Then again, it is 2020. I live in Philadelphia, Pennsylvania near the iconic Philadelphia Museum of Art. The "Art Museum" is gathering place celebrations, running up the "Rocky" steps, and protests. Helicopters hovering in my neighborhood in the summer of 2020 signaled the latter. I was moved to tears as I joined the Black Lives Matter protests in response to systemic racism and the deaths of George Floyd, Breonna Taylor and so many more people of color. As a white female educator, marching and being emotionally invested was not enough. I wanted to examine my role as an economics instructor and how I could be part of the solution rather than just acknowledging the problem. I needed to turn thought into action through meaningful curriculum development. I decided to apply the C3 Framework to create an inquiry using the Inquiry Design Model (IDM) (Swan, Grant, & Lee, 2019) to answer the compelling question: How did cotton sow the seeds of panic? This broad question provided a framework for students to research the economic connections between slavery, the cotton industry and the Panic of 1837.

This article has four goals. The first is to provide background on the C3 Framework and IDM as applied to teaching economics. The second is to illustrate the development of an inquiry using the IDM. The third is to outline the formative and summative performance tasks included in this inquiry, and the fourth is to explore the taking of "informed action" to complete the inquiry. A link to the full IDM is included in the

Appendix. In what follows I detail an inquiry project in which I have engaged my students. I also provide my reflections on the impact of this instruction based on student evidence and offer suggestions for teachers on how they can implement and expand on what I have already done.

The College, Career, and Civic Life Framework and Inquiry Design Model

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards provides guidance to connect state standards with analysis and application of concepts to prepare students to become active citizens. The foundation of the C3 Framework is the inquiry arc. The inquiry arc creates opportunities for deep learning in social studies disciplines such as economics through big questions that drive student inquiry. The compelling question is a broad question that is answered through student research on a series of supporting questions (National Council for the Social Studies, 2013).

The inquiry arc is the process by which teacher and students move from developing a research strategy, sourcing and interpreting evidence, creating an argument that answers the compelling question, and then taking informed action with what they have learned (National Council for the Social Studies, 2013). The IDM is a blueprint or guide for teacher and students to move through the supporting inquiry. Each question accompanied by formative performance tasks which serve as assessment along the path to answering (summative) the broader compelling question (Swan, Grant, & Lee, 2019). The content focus of this inquiry is

economics, with an emphasis on the following standards or C3 indicators:

- Describe the consequences of competition in specific markets (D2.Eco.5.9-12)
- 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 (D2.Eco.15.9-12)

There are a variety of ways to develop an inquiry based on the degree of scaffolding necessary to answer the compelling and supporting questions. The following IDM weaves together guided and student-directed inquiry. Guided inquiry combines differing degrees of scaffolding to support students through the inquiry. Teachers can select sources for students and then guide them to add more sources as they become more independent in the process. Student-directed inquiry gives students increased agency in their learning. This pedagogical approach allows students to answer the compelling and supporting questions with sources that they discover through the inquiry process or even develop their own questions (Swan, Grant, & Lee, 2019).

Primary Sources in the Economics Classroom

I've been a community college economics instructor for thirteen years and a middle school social studies teacher for five years prior to that. As a social studies teacher, I was taught how to use primary source analysis to engage my students through strategies such as close looking and juxtaposition (Woyshner, 2012). My students enjoyed being immersed in a variety of primary sources (images, cartoons,

newspapers, and music), and it infused the

Economics is the study of making choices or decisions. Through implementation of primary source analysis, I engaged economic students in authentic examination of primary sources which connect people and the decisions they make with economic outcomes. In essence, I wanted my students to think about how and why people made decisions using primary sources as evidence in their learning. I also hoped that primary source analysis in macroeconomics and microeconomics would reduce the barriers many students experienced when learning economic concepts created by a traditional mathematically based curriculum.

A low stakes activity to get students started is to ask them to find a primary source which illustrates a market. Using the Library of Congress analysis tool¹ as a guide, prompt the students with the following:

- List everything you observe connected to the buyers' side of the market.
- List everything you observe connected sellers' side of the market
- What is being exchanged in this market?
- Who is benefitting from the exchange?

 $\underline{https://www.loc.gov/programs/teachers/getting-started-}\\ \underline{with-primary-sources/guides/}$

classroom with an energy to find the answers to questions. Austin and Thompson (2015) note, "we have found that readers and audiences of all kinds respond emotionally and viscerally to imagery and to authentic voices. These evidences of our past evoke a personal reaction...in a way that straight narrative and lists of facts simply cannot" (p. Primary sources are successfully implemented by history teachers, so why not use them in the economics classroom? As a social science, the study of economics is concerned with how individuals, businesses and society make decisions under conditions of scarcity (McConnell, Brue & Flynn, 2021).

¹ The Library of Congress Teacher's Guides and downloadable tool is found at

Students compare their findings and graph the supply and demand of the market and determine what other questions they would like to research related to the source. As students become more familiar with sourcing in economics, they can use primary sources as evidence for shocks which cause changes in aggregate demand and supply linked to phases in the business cycle. Students can also find primary source evidence of fiscal and monetary policy in a macroeconomics course. In a microeconomics course, primary source analysis is useful for research in the areas of environmental policy, immigration reform, health care, and public health crises such as the current pandemic and the debate over mask mandates and business shutdowns.

By implementing primary source analysis in my classes, I discovered that students who were normally disengaged by graphical analysis increased their level of participation and understanding. According to the Library of Congress, "Using primary sources builds student skills related to generating meaningful questions, considering multiple perspectives, and evaluating sources" (n.d., Par. 4). Students can use the Library of Congress's primary source analysis tool to observe, reflect, question and connect their findings to economic concepts. These strategies allow students to make connections between historical events and the economic impact which follows. Most importantly, students discover that decisions people make have economic implications, and under different circumstances, those decisions can change. Primary sources enable students to "do economics" with equitable access to the content regardless of their math proficiency.

Developing the Inquiry

² The background reading of *America's First Great Depression (2012)* by Alasdair Roberts provided vital

system and its connection to systemic racism and marginalization of people of color. I read (and listened to) The New York Times Magazine's "The 1619 Project" (Hannah-Jones, 2019) and then watched the PBS Documentary Series, "Race: The Power of Illusion" (Pounder, et. al, 2003). A portion of "The 1619 Project" focuses on American economic history leading up to immediately following the economic Panic of 1837. This part of our economic history is particularly gut wrenching. It features increased brutality of enslaved people in the name of labor productivity during the rise of the cotton industry. Rampant speculation spread across the South and gave rise to the notion that the cotton industry was too big to fail. Why? Banks accepted enslaved labor as collateral on plantation mortgages (Hannah-Jones, Interlandi, Lee, & Morris, 2019).2 I further researched how the use of enslaved workers during these translated into the racism which exists today. "Race: The Power of Illusion" connected how the notion of race as a social and economic construct in America set the stage for political and economic policies that limited the ability for African Americans to exercise their right to vote, access strong education, obtain quality healthcare, and procure loans. The effects of these structured policies continue to inhibit the ability of African Americans to pass wealth on to their children and attain upward mobility like their white counterparts (Rothstein, 2017). This research illuminates economic connections between enslavement of African Americans and the systematic racism that the Black Lives Matter movement is fighting against today. brainstormed ideas for creating a meaningful

The events surrounding the BLM

movement in the summer of 2020 caused me

to deeply reflect on our country's economic

details for creating this lesson. I recommend this book for historic background knowledge.

student inquiry to investigate connections between slavery and the American economy. As a former social studies teacher and economist, I was embarrassed that I had not included racism and its economic legacy in my economics classes before. That was about to change.

I was supported in my research for this inquiry by the Library of Congress Teaching with Primary Sources team (Library of Congress, n.d.).³ I read books, newspapers, maps, charts and political cartoons to find the right mix of resources (see Appendix) to stage the compelling question and provide strong sources for the four supporting questions of the inquiry.

Key Components for Student Instruction

Compelling and supporting questions. The compelling question - How did cotton sow the seeds of panic? - is a broad question that puts students in the middle of a time period when the productivity/labor of enslaved African Americans was essential for meeting the demand and profits of the growing US cotton industry. Focusing on this compelling question, students build an argument supported by evidence as they move through four supporting questions, formative performance tasks, and featured primary sources for each question. Each formative performance task is an activity which answers its corresponding supporting question and builds upon the knowledge students create from the previous task.

The supporting questions are key for students to break down the compelling question into smaller chunks and then synthesize the research to create a summative performance task to answer the compelling question. Ultimately, students will use the new knowledge to create a

"call to action" and extend their research into civic engagement (Swan, Grant, & Lee, 2018). The supporting questions for this inquiry are:

- 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?

This inquiry leads students through an economic investigation of the mid to late 1800s. 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 leading up to the Panic of 1837. Students discover connections between the cotton gin, domestic slave trade, manufacturing of cotton in the United States and abroad, and speculation spurred on by President Andrew Jackson's domestic policies. Students learn about the many shocks that lead to a 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 the choices we make as individuals and institutions can lead to the exploitation of a group or individuals. This realization is vital to understanding that the choices students themselves make have far reaching opportunity costs.

The featured sources. I suggest teachers have students brainstorm why a recession would be described as a panic. Then, introduce the New York Times 1619 Project to students and post the four

overstated. The librarians at the Library of Congress were essential in sourcing this inquiry.

³ Developing compelling and supporting questions requires many revisions and the support of librarians cannot be

supporting questions so students can easily refer to them for the duration of the inquiry. Next, have students listen to or read Episode 2: *The Economy That Slavery Built* (Hannah-Jones, N., Interlandi, J., Lee, T., & Morris, W. (2019, August 18) and create a class KWL. The following prompts are useful to stage the compelling question:

- List what you know about the role of slavery in the economy.
- What more would you like to know about the connection between the economy and slavery?
- What struck you as a concept that is new to you as you listen or read?
- What market forces of supply and demand can you identify or would you like to know more about?
- What do you recognize as underlying shocks which might lead to a recession described as a "panic?"

My students had many questions about why so many people ignored what was happening to enslaved African Americans during this time in the United States. We discussed some ideas why this was the case and added to the KWL.

For supporting questions one and two, the featured sources⁴ include an excerpt from a speech by Henry Clay, "The defence of the American System, against the British Colonial System, delivered in the Senate of the United States on the 2nd, 3rd and 6th of February 1832," as a firsthand account of the underlying disagreement between members of Congress during this time period. Also included are images of the United States Slave Trade (ca. 1830), which provide evidence for students to address the forces of supply and demand in the cotton market.

For supporting questions three and four, students turn their focus to finding economic and political factors that contributed to the increased brutality of slavery and those that influenced the Panic of 1837. The featured sources for these questions include the Digital Scholarship Lab's interactive map called "The Forced Migration of Enslaved People in the United States" (2011) and Clay Robinson's political cartoon, "New Edition of MacBeth. Bank-oh's! Ghost," which draws parallels between Shakespeare's MacBeth and the political landscape of 1837. Other key sources are graphs of cotton production from 1800-1840 (National Bureau of Economic Research) obtained from St. Louis Federal Reserve (FRED). Analysis of these sources allow students to complete the formative performance task associated with each of the four supporting questions.

Formative performance tasks. Using guided and student-directed inquiry, students answer the supporting questions by completing four formative performance tasks. These tasks build on each other ultimately prepare students to answer the compelling question.

- Construct a demand and supply T-chart and add examples of demand side market forces supported with evidence from the featured sources for supporting question one.
- Using the T-chart created in task one, add examples of supply side market forces supported with evidence from the featured sources for supporting question one and two. Summarize the T-chart findings and graph the cotton industry market.
- 3. Construct an annotated timeline that portrays key political and economic events that influenced slavery focusing on 1800 through 1840.
- 4. Add to the annotated timeline from task 3 with evidence of political and economic events that lead to the Panic of 1837.

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⁴ A full list of featured sources for each supporting question is found on the linked IDM in the Appendix.

In my experience, small groups promote deeper student engagement when completing formative performance tasks. Instructor modeling of primary source analysis is key to the success of this inquiry. It is important for students to see their teacher struggle with facing more questions than answers as we embark on these activities. A method called "close looking" to guide students' primary source inquiry (Woyshner, 2006) coupled with the Library of Congress primary source analysis tool leads to better student engagement (Library of Congress, n.d.). Teachers implement "close looking" by instructing students to slow down and independently observe details, big and small, in their primary sources (Woyshner, 2006). This should last for at least a minute as students write these observations in the first column of the Library of Congress' primary source analysis tool. Students can then be asked to reflect upon how their observations connect with the particular goals of each task. Further, student groups can compare their observations and reflections to complete the tasks and then add to the KWL they have already created.

Students should be instructed to create a T-chart of determinants of demand and supply in the cotton industry and identify examples of cotton industry demand and supply market forces through analysis of the featured sources (See Figure 4). Using their findings, students graphically analyze the cotton market and write a summary of their conclusions. In answering supporting questions three and four, student groups create a timeline illustrating key events related to the cotton industry, slave trade, land speculation, and international trade from 1830-1840. At this time, students are asked to revisit the KWL and add details. The last task continues to build on the first four by asking students to analyze primary sources in a jigsaw format. Student groups receive a variety of primary sources with the task of constructing an evidence-based table of economic and political factors contributing to the Panic of 1837.

Summative performance task. In order to reach the summative performance task, students have exercised a range of cognitive skills including interpretation, evaluation, analysis and synthesis of sources. Students will likely have more success in answering the compelling question if given a choice of delivery as they engage and monitor cognitive processes involved in their own learning (Pretorius, van Mourik, & Barrat, 2017). They can choose to write an essay or create a detailed outline, poster, or video that addresses the question, "How did cotton sow the seeds of panic?" Through the summative performance task, students demonstrate the depth and breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. Students' arguments will likely vary but could include any of the following examples:

- 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 economy collapsed, plantation owners couldn't pay loans with slaves as collateral. Cheap land and the guest 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 on banks inciting the Panic of 1837.
- Rampant land speculation, state debt, banking crisis and inconsistent banking laws led 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, causing the price of cotton to drop. This led to the Panic of 1837.

As an extension activity, student groups reread or relisten to excerpts of "The 1619 Project" and add any additional details to the KWL. If students have studied the market forces which triggered The Great Recession, an extension of this inquiry is to have students compare and contrast the cotton industry during Panic of 1837 with the housing and banking industry during The Great Recession. They can further examine the lasting impacts of both of these recessions on African Americans. This creates a bridge between the past and present in United States economic history.

Providing students with rubrics and checklists for each of the tasks described above gives ownership of learning to the students and allows for peer review as well as student-teacher conferences on progress. Teachers can differentiate the inquiry for students who are independent learners or want to explore the material more deeply. Students can begin with teacher support in a guided inquiry and shift to a student-directed approach to the research, ultimately adding to the collection of featured sources (Swan, Grant, & Lee, 2019).

Taking Informed Action

Students take informed action by identifying a current issue that involves the exploitation of a group for the gain of others. Having identified an 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 individual or group action.

Prior to taking this action, my students debriefed through full class discussion about the challenges they faced in their research process. This was a vital component to get to the final step of the inquiry. Included below are some of their thoughts depicting their inner struggles discussing enslaved human beings as resource inputs. One student said:

"I found it really difficult to write captions in a PowerPoint and then record my voice for the presentation saying that slave labor was used because it kept labor costs low and threatening beatings increased productivity. It wasn't until we discussed this more in class that writing and saying what really happened to enslaved African Americans during this time is the first step to having deeper more real discussion and understanding why Black Americans are protesting today."

Another student articulated: "It was really hard because I don't want anyone to be treated that way and then beat for a situation they didn't choose to be in." This student connected the Panic of 1837 with The Great Recession: "Why would banks let slaves be collateral for loans if they didn't have the intention to take the slaves from the owners if they defaulted on loans? I mean, it was horrible in 2007 when banks took the homes of people who didn't really know about their mortgages." This comment was in reference to a comparison to foreclosures during The Great Recession.

The connection between the use of beatings as an incentive to increase productivity when cotton prices increased is a barbaric revelation as shown by a student who said,

"I knew I was supposed to shift the supply curve for cotton to the right when we saw the productivity of enslaved workers increase, but it was really hard to do when I thought of the way they were increasing productivity. I graphed using examples in the book but they were just numbers, I didn't think of them as people."

When students concluded that much of the debt in the cotton industry was forgiven because collateral was actually enslaved people, it was gut wrenching and, in their words, "disgusting."

Having to face our own implicit biases is difficult. Many of us feel paralyzed and wonder what we can even do to be part of the solution. My students felt the same way. This is where the "taking informed action" component of the IDM provides a much needed debrief. Students reflected back on the KWL they created in this inquiry and identified common threads in the decisions that individuals, businesses, and society make to the benefit of some and the detriment of others. This discussion opened the door for students to understand that even though we define decision makers as rational in economics, there are many factors which influence what we do under different conditions.

My students chose to take action by focusing on Black Lives Matter and voter suppression. Their course of action included getting one friend to register to vote, to safely participate in peaceful marches, and to volunteer for their candidate of choice through phone banks, text banks and poll working. They also felt that it was important to encourage people through social media to listen to "The 1619 Project" and watch "Race: The Power of Illusion." Students thought it would be easier to talk about the issues that Americans of color are facing if there was a frame of reference. That way they did not have to have all of the answers.

I understand the paralysis that comes from so much injustice. Creating an environment where students can create actionable items was more valuable than I anticipated when I began designing this inquiry. We all felt we were left with many more questions than answers, and that is uncomfortable. It is our job as teachers to support students as they sit with these uncomfortable truths and help them engage in meaningful evidence-based action. The use of College, Career, and Civic Life (C3) Framework for Social Studies State Standards through the IDM provides guidance to connect state standards with analysis and application of concepts to prepare students for active citizenship. Teaching economics through the framework allows students to be immersed in inquiry and take agency in their learning. Students completed the inquiry described in this piece ready to apply the knowledge and skills they gained through a study of decision making in the 1800s and its connection to racial complexities in the United States today.

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Appendix

Figure 1: Inquiry Design Model

High School Economics of Slavery Inquiry

How	/ Di	d Cotton Sow	the Seeds of P	anic?	
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		and listen to selected sources f ssion and a panic.	rom the 1619 Project and discເ	uss the differences between	
Supporting Question	1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
What market forces impacted the demand for cotton in the early 1800s		What market forces impacted the supply of cotton in the early 1800s?	How did economic and political factors contribute to the brutality of slavery in the early 1800s?	How did economic and political factors contribute to the Panic of 1837?	
Formative Performance Task		Formative Performance Formative Task Performance Task		Formative Performance Task	
Students construct a demand and supply T- chart and add examples of demand side market forces to the chart.		Students add examples of supply side market forces to the T chart and summarize findings.	Students construct an annotated timeline that portrays key political and economic changes and their impact on slavery.	Students add key political and economic changes and their impact on the Panic of 1837 to annotated timeline from Task 3.	
Featured Sources		Featured Sources	Featured Sources	Featured Sources	
Source A: Capitalism, Desmond, 2019 Source B: America's Fit Great Recession, Rober 2012 Source C: Cotton, cotto trade of the United State 1884 Source D: Staunton Spectator, 1892	ts,	Source A: Chained Migration, Miles, 2019 Source B: Mississippi cotton gin at Dahomey, 1899 Source C: United States slave trade, 1830 Source D: Cotton picking, Mississippi, 1896 Source E: Cherokee Agency, 1838 Source F: The native American - 3 rd Column, 1839	Source A: Cotton in a Global Economy, Dattel, 2017. Source B: The Forced Migration of Enslaved People in the United States, 2011 Source C: The ship GLAD TIDINGS, ,1865 Source D: The History of American Slavery, Rothman, 2015 Source E: Fred Economic Data, St.Louis Federal Reserve	Source A: New edition of MacBeth. Bank-oh's! Ghost, Clay, E. W. & Robinson, H. R., 1837 Source B: Morning herald, 1837 Source C: Uncle Sam sick with la grippe Clay, E. W. & Robinson, H. R., 1837	

Summative Performanc e Task	ARGUMENT: How Did Cotton Sow the Seeds of Panic? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.
erask	EXTENSION. Compare and contrast the Panic of 1837 and the 2008 Great Recession.
Taking Informed Action	UNDERSTAND Students identify a current issue where a group is exploited for the gain of others. ASSESS Brainstorm and create an action list to increase awareness of this issue. ACT Rank the action list and implement letter writing, protest, social media campaign or other ideas for students to act upon.

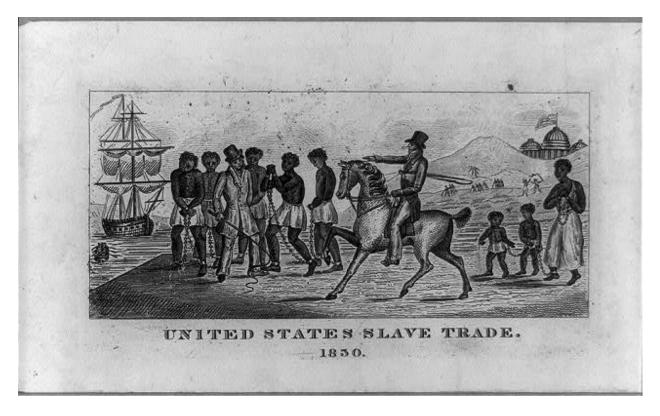
Figure 2: Supporting Question 1, Featured Source D

Vol. ix.	action had taken place on the horders of a relieve on the allower in the action of the	STAUNTON, (VA.)	APRIL 20, 1832.	THE RESERVE OF THE PARTY OF THE	No. 20
CONSCIENCE	action had taken place on the borders of the wood, and in front of the bridge, the	should have influenced, and which in the instance of your rejection, was disre-	have accompanied the resolutions of	required to observe in regard to her? The	that object can be accomplished? But ca
Is like the scorpion, girt by fire; In circle narrowing as it glows,	tack of the small troop of Cossacks and	garded by the Senate of the U. States: However, Sir, they feel assured that this	arquaintance with every one of you, and knowing how much of private worth	from the same treasury statement (5) just newerted to, during eleven years, from 1-2	flect, that the actual amount of cotton con sumed is increased by the beme manufacture
The flames around their captive close, Till inly parch'd by thousand threes,	had despatched had immediately put to	opinions of citizens who best know your	and public respectability you represent, I feel flattered and gratified to receive	of the last year, fall short of the amount of imports by upwards of forty-six millions of	fure? The main argument of gentlemen founded upon the idea of mutual ability resulting from mutual exchange.
One sad and sole relief she knows, The sting rhe neurish'd for her fees,	wounds inflicted by shot, lances, and swords. They were at least thirty	you, and when thousands throughout	usted as I am, I cannot but look for-	dollars, and the total amount, when the re- turns of that quarter are received, will ex-	furnish an ability to foreign nations by pur chasing from them, and I to our own people
Gives but one pang, and cures all pain, And darts into her desperate brain!	And do you know, Madame, who this young officer was?" said Massens, turn-	tice, reiterate those opinions, the occur- rence will leave no other impression	to the welcome with which you prom-	ing how we have been able to sustain, for so long a time, a trade so very unequal. We	monutacture were discontinued, and that England were to take its place, how were
So do the dark in soul expire, Alike to scorpion girt by fire,	and a handsome woman too! although	than that the arrow has fallen far from the mark, and that the object at which	land. A few weeks residence here will be	must have been absolutely ruined by it, it the uniavorable balance had not been neu- tralized by more usofitable commerce with	she sell the additional quantity of twenty four millions of cotten goods, which we not
Unfit for earth, undoem'd to beaven; Darkness above, despair beneath,—	difficult to judge of her beauty. She had followed her lover to the army. The lat-	hurt. With our best wishes for your	required to place the affairs of the lega- tion in a proper train, as well as to settle	other parts of the world. Of all nations G Britain has the least cause to complain o	impracticable. To other foreign nations? She has already pushed her supplies to the
Around it flame, - within 'tis death. Bynon.	ter was captain of artillery; she never left him; and when he was killed, de-	prayer for your safe and speedy return to the land of your fathers.	I propose to avail myself of the only op-	imports from that single Power are nearly one third of the entire amount of our impor-	to the utmost extent. The ultimate consu- quence would, then, he to diminish the tot
THE FASHIONS. From the Philodelphia Gazette, April 12.	she had so ardently loved. She was a	Permit us, respectfully, to subscribe ourselves, your friends and fellow-citi-	forded me to visit a few of the most inter- esting points of the Continent. After	Great Britain constantly acts on the maxim of buying only what she wants and careed	of the reduction of price that would take plac by throwing into the ports of Great Britai
Yesterday was "something like" spring - warm and agreeable. The ladies ec-	Bellet; and she was the daughter of a fringe-maker in the rue du Petit Lion."	[Signed,] Walter Bowne, John Tar-	that I shall make the best of my way home, where I hope to arrive early in	produce, and selling to foreign nations the utmost amount she can. In comformity	longer being manufactured in the U. State would go thither.
cupied Chesnut street with their new spring dresses, including the latest fash-	Memoirs of the Duchess of Abrantes in the Athenaum.	Samuel A. Talcott, Wm. P. Hallett, A-braham Bloodgood, D. B. Tallmadge.	adequately to express in person, my deep,	prime necessity produced by us—equally it not more necessary than any of her indus-	2. That the impert duty is equivalent t export duty, and falls on the producer of
on of straw bonnets. The dresses which the National Gazette of yesterday	THE COURSE OF CRIME.	Saul Alley, John Lovett, Preserved Fish, Elisha Tibbits, James Campbell,	and protecting kindness of my Fellow Citizens, and of the honest real with	try which we tax, although the admission of those articles would increase our ability to	[Here General Hayne explained, and so that he never contended that an import dut
bad receded to former dimensions—and	legion, being on guard, obtained leave from his commanding officer to go home, and	Price, Thos. J. Woodruff, Montgomery	which they have stepped forward to vin- dicate me from assaults during my ab-	ment of gentlemen. If we purchased still less from Great Britain	was equivalent to an export duty, under all circumstances; he had explained in his speech his idea of the previou prevation of the
lored stockings, with elecks, are "much worn," at least we saw one pair "rery	night. On his arrival, anxious not to dis- turb his wife, he took off his uniform in	Muir, F. B. Cutting, Henry Hone, Chas. Henry Hall Con's W. Law	sence. In the mean time, with a proud and grateful feeling of security, I leave	than we do, and our conditions were revers- ed, so that the value of her imports from this country exceeded that of her expects to	existing system. To which Mr. Clay re plied that he had seen the argument so state
much worn."	the dark, and slipped quietly into bed, when he was torrified at finding himself in the icy	rence.	I remain, gentlemen, with the highest	it, she would only then he compelled to do what we have so long done, and what South	South Carolina press, and would therefor
The circumstance described in the	borbord; and on lights being brought, it was ascertained that the body was that of a	LONDON, February 24th 1832. GENTLENEN-	M. VAN BUREN. To Messrs. Walter Bowne, Benj. Bai-	make up for the unfavorable balance by trade with other places and countries. How	The framers of our constitution, by grant ing the power to congress to lay imports, an prohibition that of laying an expect data
ticed by a writer in this paper, some	it of paying frequent visits to his wife. The latter wasno where to be seen. It appears	of the first instant, communicating to	ley &c.	does she now dispose of the one hundred and sixty millions of dellars' worth of cotton fab-	manifested that they did not regard them a equivalent. Nor does the common sense of
acquainted with the particulars, was in- duced to write the annexed account. A	that the young man had fallen a victim to a fit of approphexy; and the guilty wife, find-	my Fellow Citizens on the subject of the rejection by the Senate of my nom-	In defence of the American System, against	amount the United States do not purchase five per cent. What becomes of the other	and incorporates itself with, the article o
visit to that part of the country, enables us to confirm the statement upon the tes-	rushed out of the house, & in despair, thrown herself into the Seine. Her body was found	ination as Minister to this country. Having always observed, on the part	in the Senate of the United States, on the 2nd, 3d and 6th, of	er Powers, and would not their markets re- main if ours were totally shut? Would she	from it—it pursues and follows it whereve the article goes : and if, in the foreign mar- ket, the sundy is above or
There is one insecuracy however. In	the next morning, and recognized at the Morgue.—French Paper.	York, a frank and fearless independence	February 1832. (Continued.) I will now. Mr. President proceed to a	not continue, as she now finds it her interest, to purchase the raw material from us, to	demand, the amount of the expertduty will be a clear deduction to the experter from th
gro did make an attempt to capture the Eagles. Failing in this, they rose and	The Cholera.—An Arab flying from the plague at Alexandria, to seek refuge	truth and justice in their estimate and support of public men. I have looked to	more particular consideration of the argu- ments urged against the protective system,	ty of the folly of depriving herself of mar- kets to the amount of upwards of 8150,000,-	a fereign article leaves the exporter of the domestic article free, 1st. to import spaces
renewed the fight in the air, when des- ceading a second time, in the arder of	at Cairo, was overtaken by an old wi- man journeying to the same plac-	their approbation with solicitude as a criterion of conduct, and have received	especially on the cotton growing country.— And, as I wish to state and meet the argu-	000, because we refused her a market for some eight or ten millions? But if there were a diminution of the Reit.	2dly goods which are free from the protect ing duty; or, 3dly such goods as, being
upon them, without alarm on their parts;	self-"Ah!" said the man, "you are go-	they have occasionally honored me, with	ment fairly, I invite correction of my state- ment of it, if necessary. It is alleged that the system operates projection the trans-	ish demand for cotton equal to the less of a maket for the few British fabrics which are	sell at home and throw the duty on the con-
wrung their heads off. What adds to the singularity of the incident, is, that	"No," replied she, I shall only kill three thousand." Some time after, the trav-	uith such deep felt sensibility as in the	ton junter, by diminishing the foreign de- mand for this staple; that we cannot sell to	question would still remain, whether the cotton planter is not amply idemnified by	day falls upon the grower of cotton; and the case has been put in debate, and again and
from the clearing up of the country, the Eagle has been for many years a rare	eller met this old woman again, when he said, "You lied in promising to kill no	ting from my country and friends, and placed in a conspicuous situation among	the import duty is equivalent to an export duty, and falls upon the cotton grower; that	With respect to the cotton-grower it is the totality of the demand, and not its distribu-	again, in conversation, of the South Carolins planter, who exports 100 bales of cotton to
the omen would have been averted by ablutions and sacrifices to the Gods, and	killed thirty." "You are wrong," said she, "I killed only three thousand-Fear	has been taken of my position to level at	South Carolina pays a dispreportionate quota of the public revenue; that an aban- donment of the protective policy would lead	tion, which affects his interests. If any system of policy will augment the aggregate of the demand, that system is forestable to	merchandise; and, when he brings then home, being compelled to leave, at the cus-
have figured in Livy and Plutarch. Whig.	killed the rest !"-Sporting Mag.	quick, and to humiliste me in the eyes of the Government and nation, with whom	to an augmentation of our exports of an a- mount not less than one bundred and fifty	his interests, although its tendency may be to vary the theatre of the demand. It could	The argument is founded on the assumption that a duty of forty per cent. amounts to a
SINGULAR OCCURRENCE. GODGHLAND, March 234, 1832.	MARTIN VAN BUREN.	I was to treat, and to whom I was, as yet, but little known. Thanks to the	cannot partake of the advantages of manu- facturing, if there be any. Let us exam-	stead of Great Britain continuing to receive the entire quantity of cotton which she now	subtraction of forty from the 100 bales of merchandise. The first objection to it is that it supposes a core of barter, which
perhaps unparalleled occurrence, may be interesting to some of your readers. On	lowing correspondence between our dis- tinguished fellow citizen. Martin Van	of my Fellow-Citizens of New York,	That the fereign demand for cotton is di- minished; and that we cannot sell to Great	does, two or three hundred thousand hales of it were taken to the other side of the chan- nel, and increased, to that extent the French	ver occurs. If it be replied that it, neverthe- less, occurs in the operations of commerce,
the second day of this month, a negro boy belonging to Mr. Samuel Cragwall	Buren, and the Committee appointed at the great meeting at Tammany Hall on	poisoned shaft of my enemies, brought also the missive of my friends "with	Britain unless we buy from her. The de- mand of both our great foreign customers is	demand. It would be better for him, be- cause it is always better to have several	of Caroline cotten is chiefly made by New York or foreign merchants, the loss stated.
of this county, while at work, was sud- denly started by a noise in the air re-	Sin Donated Land	healing on its wings." When you in- form your constituents of this circum-	true, that the ratio of the increase may not be equal to that of production; but this is	fer to the opposite side of the channel of the two or three hundred thousand bales, they	if it really accrued, would fall upon them and not the planter. But, to test the cor- rectness of the hypothetical case let us cor-
discover whence it proceeded, he saw	mittee, appointed under the direction of	well timed and effectual has been the	the raw materials is much greater, and is therefore constantly in advance of the nower	are transparted to the Northern States, can that be injurious to the cotton-grower? Is it not better for him? Is it not better to have	pose that the duty, instead of forty percent should be 150, which is asserted to be the
air, engaged in a desperate combat; the rustling of whose wings, occasioned the	prepare and transmit to you the enclos- ed expression of the sentiments of your	fidence, and how deeply it must have sunk into my heart.	of consumption. A single fact will illus- trate. The average produce of laborers en-	a market at home, unaffected by war or other foreign causes, for that amount of his sta-	net only lose the whelehundred tules of mer- chandise, which he had gotten for his hun-
noise which had so much alarmed hon- est Pompey. They began gradually to	fellow citizens, as to the decision of the Senate on your nomination as Minister	In testifying to my public conduct they are pleased to speak with culogium	timated at five bules, or fifteen hundred weight to the hand. Supposing the annu-	If the establisoment of American manu- factures, therefore, had the sole effect of cre-	dred bales of cotton, but he would have to purchase, with other means, an additional lifts hales in order to make him additional
ground within a few steps of him, when	leave in addition to the discharge of this	net, to the success of the present admin-	al average consumption of each individual who uses cotten cloth to be five pounds, one hand on product entered of the	ating a new, and an American, demand for cotton, exactly to the same extent in which	duties accruing on the proceeds of the cot-
lons were interlocked so closely, as to render their separation almost impossi-	wish for your health, happiness and prosperity.	called upon to declare, is preeminently due to the political sagacity, unweary-	al to clothe three hundred. The argument comprehends two errors,	no just cause of complaint against the tariff. The gain inone place would precisely equal	English fabrics, pays the duty, the produ- cer of those fabrics also pays it, and then it
ble. From the great desperation with which they fought, and the little regard	Respectfully, your fellow citizens, GIDEON LEE,	ing industry, and upright straight for- ward course of our present venerated	sumes that we do not in fact purchase of G. Britain. What is the true state of the case?	the nose in the other. But the true state of the matter is much more favorable to the cot- ten grower. It is calculated that the cotton	is twice paid. Such must be the conne- quence, unless the principle is true on one site of the Atlantic, and false on the other
eluded it not so safe to disturb them, and	WM. P. HALLETT.	claim is, that of having exerted myself	There are certain, but very few articles which it is thought sound policy requires that we should reconstruct the second reconstruction.	manufactories of the United States absorb at least 200,000 bales of cotton annually	The true answer is, that the experter of an article, if he invests its proceeds in a foreign
to a short distance, and, (in the words of the famous humorist,) 'continue the	MARTIN VAN BUREN, Minister, &c. &c.	and single hearted views, and of having sacrificed all personal considerations to	on these the tariff operates. But, with respect to all the rest, and much the larger	Boston and Providence slone, received, dur- ing the last year, near 110,000 bales. The	in such merclaredise as when I rought home, he can sell with a feir profit; and conse-
fight in peace! They soon fell again, however, and he discovered that they	New York, Feb. 1, 1832.	ensure their success, when threatened with extraneous embarrassments. That	they are subject to no other than revenue duties and are freely introduced. I have	material of that two bundred thousand hales is worth six millions, and there is an addi-	quently, the consumer would pay the origin- al cost and charges and profit.
lon of one was fixed in the thigh of the	GENTLEMEN: I enclose you my re-	my exertions were arduous, painful, and incessant, I may without vanity, assert :	before me from the treasury a statement of our imports from England, Scotland, and	tional value conterred by the manufacturer, of eighteen millions; it being generally cal-	System is, that it sul jects South Carelins to the payment of an undue prepartion of the
remaining as before. Coffee, now as-	gnodness to communicate, and beg you to accept for yourselves, the assurance of	paid with unmerited detraction and re-	last, and three quarters of the last year, from which it will appear that although there	in the habit of making, the manufacture constitutes three fourths of the value of the	public revenue. The basis of this of jection is the assumption, shown to have been erro- neous, that the producer of the execute from
bimself on them, and after a desperate struggle, succeeded in twisting the necks	my sincere regard and my cordial thanks for the very kind and flattering manner	situation in that Cabinet, as one of the	are some fluctuations in the amount of the different years, the largest amount import-	article. If therefore, these twenty-fourmill- ions worth of cotton fabrics were not made in the United States but were reconstituted	this country pays the doty on its imports, in- stead of the consumer of these imports. The
norant of their species, he carried them to	charge your trust.	me as it did in close and familiar rela-	of 1827, and that the last year's importation, when the returns of the fourth quarter shall	in Great Britain, in order to obtain them, we should have to add to the already enormous	tributes to the public revenue, no more than that of any other State, can be precisely as-
ment of several persons, who happened to be present, they turned out to be	Your obedient servant, MARTIN VAN BUREN,	cribed by Mr. Jefferson as "possessing more of the Roman in his character than	the whele term of eleven years. Now, if it be admitted that there is a less	imports and exports, in the trade with Great Britain, the further sum of twenty-four	tion of articles paying duties, and we may make an approximation sufficient for all
Esgles! yes, gentlemen, Bald Eagles!! The fact is incontestible, and if doubted.	Messrs Gideon Lee, Myer Moses, W. P. Hallett.	any man living," and whose administra- tion will be looked to, in future times,	amount of the protected articles imported from Great Britain, she may be, end probably in concentration for the deficiency by	millions, or, deducting the price of the raw material, eighteen millions! And will gen-	practical purposes. The cotton planters of the valley of the Mississippi, with which I
fifty persons. In these days of moraliz-	London, Feb. 24, 1832.	as a golden era in our history. To have served under such a Chief, at such a	the increased consumption in America of the articles of her industry not falling with-	this country to sustain such a roleous trate? From all that portion of the United States	therd of their income in the support of their families and phontations. On this subject.
ous of the fate of the proud republic of which this noble bird is the emblem.	Sin: The undersigned, a committee	and esteem, is a sufficient glory, and of	The establishment of manufactures among us excites the creation of wealth, and this	west of the mountains, Great Britain re- ceives comparatively nothing. How would	friend of mine, of great accuracy, and a member of the Sentie. Accuracy, and a
You will receive by the gentleman who hands you this, a quill from the	your fellow citizens, have the honor of transmitting to you a copy of their pro-	Of the particular act of hostility to	gives new powers of consumption, which are gratified by the purchase of fereign ob-	it be possible for the inhabitants of that largest portion of our territory, to supply them-	statement, in a crop of ten thousand dollars the expenses may flucture between two
ten to mention that they measured each	entered into, and growing out of, the re-	which I am happily indebted for the present expression of feelings on the	consuming nation. Its poverty will limit its	brought from England exclusively? They could not do it. But for the existence of the	thousand two hundred dollars. Of this sum about one fourth, from seven to sight has
and weighed the one nineteen, the other twenty-one nounds.	of your nomination as Minister Plenipo-	part of my Republican fellow citizens, is not, perhaps, proper, and I would fain	The erroneous principle which the argu- ment includes, is, that it devolves on us the	American manufacture, they would be com- pelled greatly to curtail their supplies, if not also utely to suffer in their supplies, if	dred dollars, may be laid out in articles pay- ing the protecting duty; the residue is dis-
HEROISM.—"One day," said Masse.	Britain and Ireland. While they rejoice that an appartu	much. The courtsey due to the high-	combled to purchase from us without exacting from Great Britsin the corresponding	By its existence at home, the circle of those exchanges is created which reciprocally dif-	rages of overseer, &c. Estimating the ex-
ma, "being at Buezenghen, I perceived a young soldier belonging to the light	nity is presented to them to reiterate and expression of their personal regard, and	to presume that the reasons assigned by	duty. If it be true, on one side, that nations are bound to shape their policy in reference to the ability of foreign. Powers, it	the productions of their respective industry. The cotten grower sells the respective industry.	one-third is two millions six hundred and six ty-six thousand six hundred and sixty-six collars; of which see
wounded by a lance. The young man	of their unequivoral confidence in your patriotism and probity, and a renewed	cere; if so, I console myself with the persussion that public sentiment of which	true on both sides of the Atlantic. And this reciprocal obligation ought to be emphati-	the manufacturer; he buys the iron, the bread, the meal, the ceal, and the countless	hundred and sixty-six throusend six hundred and sixty-six and two-third dollars. Now
himself desperately, as several bodies of	f they hold your capability to the proper	I have an earnest before me, is likely to determine the futility of those reasons,	the raw material, by the manufacturing na-	his fellow citizens, and they, in turn, pur-	supposing the protecting duty to be fifty per cent., and that it all enters into the price of the article, the amount and he the price of
fy. I immediately despatched an offi-	they regret the circumstances calling for	Allow me, gentlemen, in conclusion,	four or five values to what had been produc- ed by the industry of the former.	merely of supplying those with necessary articles, who could not otherwise obtain	olina would only be three hundred and thir ty-three thousand three hundred and thirty
they arrived too late. Although this	s parture from that dignified course which	of judividual feelings with which you	unupon the principles which we are now	an objection to the only system by which	revenue of the United States man be set

Staunton spectator. (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, 3d 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.

Figure 3: Supporting Question 2, Featured Source C:



(ca. 1830) *United States slave trade, 1830., 1830. [Photograph]* Retrieved from the Library of Congress, https://www.loc.gov/pictures/item/2008661746/

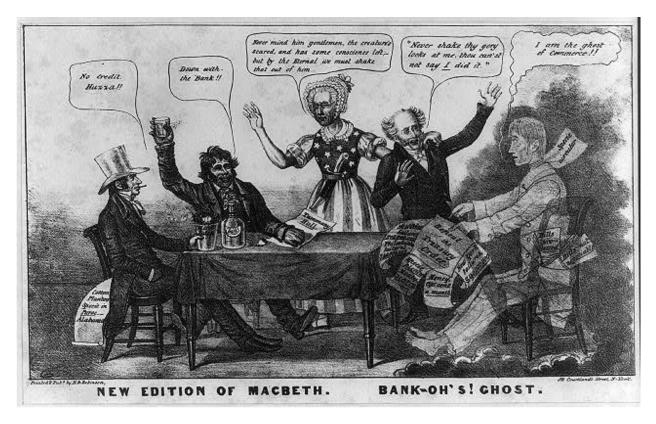
This image provides a visual representation of the slave trade in the 1830s. Students should notice the location of the slave trade and wrestle with the notion of free-states and slave-states during the early to mid 1800s.

Figure 4: Formative Performance Task 1 and 2 T-Chart

Formative Performance Task 1 & 2 (Demand and Supply Cotton Industry)					
Determinants of Demand	Example - Evidence (Featured Source Letter)				
Change in Number of Buyers					
Change in Consumer Taste and Preferences					
Change in Income					
Change in Consumer Expectations					
Change in Price of Substitute Goods					
Change in Price of Complementary Goods					
Determinants of Supply	Example - Evidence (Featured Source Letter)				
Change in Number of Sellers					
Change in Resource Input Prices					
Change in Technology					
Change in Profitability of Alternative Pursuits					
Change in Taxes or Subsidies					
Change in Regulatory Environment					
Change in Producer Expectations					
Write a summary below describing how the market for cotton leading up to and immediately following the Par	nic of 1837.				
Draw a Demand and Supply Graph of the Cotton Mark after the changes in the determinants of demand and s					

This document can also be viewed at the following link: https://docs.google.com/document/d/1GuhU4DGvwWU5wjWh93MavXoD8cAouleym18X-VDwtBg/edit

Figure 5: Supporting Question 4, Source A:



Clay, E. W. & Robinson, H. R. (1837) *New edition of MacBeth. Bank-oh's! Ghost.* Alabama Lousiana New Orleans Pennsylvania Philadelphia United States, 1837. N. York: H.R. Robinson. 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." Students studying MacBeth will find that the symbolism creates connections between MacBeth and Presidents Jackson and VanBuren.

Additional Resources

- (ca. 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/
- (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/
- (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/
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