

# Emancipation and Colonization in Tennessee

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## **Introduction:**

In the early 1800's Tennessee had more manumission and abolition societies than any other state in the nation. There was also strong support for returning freed slaves to Africa.

## **Guiding Questions:**

Why did many Americans support returning freed slaves to Africa?

What successes and failures did the colony of Liberia experience?

## **Learning Objectives:**

The learner will analyze primary sources and secondary sources to determine why many Americans supported returning freed slaves to Africa.

The learner will analyze primary and secondary sources to determine the successes and failure of Liberia

The learner will demonstrate knowledge by completing a graphic organizer on Liberia and creating a quilt square for a classroom quilt on Liberia or Martha Ann Erskine Ricks

## **Curriculum Standards:**

### **History**

8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

## **Materials Needed:**

Transcribed Court Records:

Jefferson County Deed Volume N, January 11, 1816 pgs. 103-104

Jefferson County Deed Volume p, September 15, 1819 pgs. 201-202

Jefferson County Deed Volume p, September 15, 1819 pgs. 215-216

"An Interesting Sight." In the *Calvinistic Magazine* Volume 3, no. 1 February, 1829

Graphic Organizer

Select one of following resources:

["How a former slave gave a quilt to Queen Victoria" by Penny Dale, BBC Africa](#)

Martha Ann's Quilt for Queen Victoria by Kyra Hicks

Optional Reading: [The Lone Star: The Story of Liberia](#)

## Background:

**Informational Text:** [Elihi Embree Essay](#)

[Francis Wright and Nashoba and Virginia Hill and Free Hill](#)

## Lesson Activities:

### **Activity 1- Finding the Voices of Enslaved People in the Historical Record**

#### *Partner Activity/ Group Discussion*

Explain to students that while some historical figures like Thomas Jefferson or Frederick Douglass left behind a great deal of evidence that historians can examine to learn about their lives. However, other people such as women or enslaved people have not left behind the same type of resources. As historians, we must search for their voices in other sources. Tell students that for this activity they will be reading transcriptions of legal documents and trying to piece together what the documents tell us about the life of George Erskine.

Divide students into pairs and give each pair the document transcriptions.

Remind them that it is important to read the documents in chronological order. Have the students focus on Who, What, When, Where and Why as they read the documents. After students have examined the documents, allow them to share their findings and theories with the class.



Note: Because these are legal documents, it is easy for students to get lost in the language. You may wish to work through the first transcribed document with the whole class before allowing students to work in pairs on the second and third transcribed documents.

### **Activity 2 – “An Interesting Sight” in the Calvinistic Magazine Reading**

#### *Whole Class Activity*

Give each student a copy of “An Interesting Sight.” From the Calvinistic Magazine. You may have students read this individually or as a group. Discuss the article and compare the information in the reading with the theories the students formed after reading the transcribed documents.

**Activity 3-** “How a former slave gave a quilt to Queen Victoria” by Penny Dale, BBC Africa reading *or* *Martha Ann’s Quilt for Queen Victoria* by Kyra Hicks\*

#### *Whole Class Activity (Option 1)*

If students have access to the internet, direct them to the article on the BBC website. If not, print copies of the article for the students. Read the article as a class and discuss. Ask students how this secondary source relates to the primary sources they read in the first two activities. Have them complete the graphic organizer as they read or during the discussion.

#### *Whole Class Activity (Option 2)*

Read the book *Martha Ann’s Quilt for Queen Victoria* by Kyra Hicks to the class. Stop and discuss the story as you read.

\* If your students are not familiar with Liberia, you may wish to have them read the optional article before completing activity 3.



## Assessment: Quilt Squares

Tell students Martha Erskine Rick's quilt contained a single image, but that quilts are often made up of squares or "blocks" that are linked together. Each student will create a paper "quilt block" that demonstrates their knowledge of Liberia and/or Martha Erskine Ricks. Once students have completed their squares, use colored paper to link the squares and display the class quilt.

## Extending the Lesson:

Ask students to research individuals associated with the emancipation and abolition movements in Tennessee including Elihu Embree, Francis Wright and Virginia Hill.



# Transcription 1: January 11, 1816

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*Jefferson County Deeds, Volume N, January 11, 1816. Pgs. 103-104.*

George Doherty bill of sale to Isaac Anderson and Abel Pearson for a negro boy named George Registered January 11th 1816.

Know all men by these presents that, I, George Doherty, of Jefferson County and State of Tennessee, have bargained and sold a negro man by name George for the sum of four hundred and fifty dollars received (?) in hand paid unto Isaac Anderson of Blount County and Abel Pearson of Knox County of the State aforesaid, and by these presents do bind myself, my heirs, Executor to warrant and defend the rights, title, and property of said George, against all the rights title and property claims and demand of all persons whatsoever, unto the aforesaid Isaac Anderson and Abel Pearson their heirs and executors. In witness hereof, I have set my hand and seal this 20<sup>th</sup> day of February 1815. Signed sealed and delivered into the presents of

Hetty Leath?

Geo. Doherty

Patty Leath?



## Transcription 2: September 15, 1819

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*Jefferson County Deeds, Volume P, September 15, 1819. Pgs. 201-202.*

George Doherty Bill of Sale to George M. Erskine Registered October 4<sup>th</sup> 1819

This indenture made this 15<sup>th</sup> day of September in the year of Our Lord Eighteen hundred nineteen between George Doherty of the County of Jefferson and State of Tennessee of the one part and George M. Erskine of the County & state aforesaid of the other part witnesseth that the said George Doherty of and in consideration of the sum of five hundred dollars the receipt where of is acknowledged hath and by these presents doth grant bargain sell and transfer unto the said George M. Erskine a certain negro girl slave named Martha of the age of ten years and about six months and the said George Doherty doth by these presents warrant and defend the rights and possession of the said girl Martha to the said George M. Erskine against him the said George Doherty, his heirs and assigns and against claim, right or demand of all and every person or persons claim by through or under him the said George Doherty and also against the rightful claim, entreat and demand of every and all persons or person whatsoever. I witness whereof, I have hereunto set my hand and seal the date above written.

Jeremiah Mathis ?

Geo. Doherty

Ebenezer Leath?



## Transcription 3: September 15, 1819

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*Jefferson County Deeds, Volume P, September 15, 1819. Pgs. 215-216.*

George Doherty Bill of Sale to George M. Erskine Registered October 6<sup>th</sup> 1819

This indenture made this 15<sup>th</sup> day of September in the year of Our Lord Eighteen hundred nineteen between George Doherty of the County of Jefferson and State of Tennessee of the one part and George M. Erskine of the County & state aforesaid of the other part witnesseth that the said George Doherty for and in consideration of the sum of five hundred dollars the receipt where of is hereby acknowledged, hath and by these presents doth grant bargain sell and transfer unto the said George M. Erskine a certain negro women and slave named Hagar of the age of forty one years and the said George Doherty doth by these presents warrant and defend the right and possession of the said woman Hagar to the said George M. Erskine against him the said George Doherty, his heirs and assigns and against claim, right or demand of all and every person or persons claiming by through or under him the said George Doherty and also against the rightful claim, entreat interest and demand of every and all persons or person whatsoever. In witness whereof, I have hereunto set my hand and seal the date above written.

Jeremiah Mathis ?

Geo. Doherty

Ebenezer Leath?



sinia,—a most inviting field, which two or three missionaries are preparing to enter, encouraged by Girgis, (a commissioner from the King for ecclesiastical purposes,) who, if not already converted, has been brought by his intercourse with them in Egypt, to second their views with the greatest interest and delight.

Finally, we come to Egypt, and here too there are missionaries, though but few in number, and laboring amid various discouragements.

By the return of Prince Abdul Rahahman to the land of his fathers, the religion of the Gospel will be carried quite into the interior, and into a royal family, through whose influence, directed by the Spirit of God, it is impossible to say what effects may be produced.

These, it is acknowledged, are only bright spots on the face of darkness: and are cheering only as compared with what Africa was a century ago, and as affording indications of the approach of that day when "Ethiopia shall stretch forth her hands unto God."

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### AN INTERESTING SIGHT.

This day passed through our village, on his way to Liberia in Africa, the Rev. George M. Erskine, (a man of colour) together with his mother, his wife, and seven of his children. Fifteen years ago George and his wife, and five of the children now along with him were slaves. The good moral character of George recommended him to the notice of the Rev. Dr. Anderson of Maryville, and the Rev. Abel Pearson. With the assistance of other benevolent individuals they purchased him from his master and emancipated him. Dr. Anderson took him into his family, and at his own expense boarded, clothed, and instructed him for about three years. In 1818 he was licensed to preach the Gospel by Union Presbytery, of this State. Since then by the aid of benevolent individuals in different parts of our country, he has been enabled to pay about \$2,400 for the release of his family from slavery; and now he is on his way to the land of his forefathers, under the patronage of the American Colonization Society. His conduct since his emancipation has confirmed the good opinion his benefactors entertained of him. As a preacher of the Gospel, he has attained considerable distinction, and has walked worthy of his vocation. Having travelled through a great part of the United States soliciting donations for the emancipation of his family, he is under the necessity of again appealing to the charitable for the purpose of defraying the expense incurred by their journey to Nor-



folk, the place where they expect to embark for Africa. Fortunately for him, however, his appeal is made to the best feelings of the heart, and such an appeal is seldom made in vain. We do not envy the feelings of those who can refuse to give a pittance under such circumstances. We hope George will be the means of doing much good in the benighted land to which he is going. We say 'God speed' him; and take this opportunity of recommending to our readers that benevolent and praise-worthy institution, the American Colonization Society, believing that it is fraught with the greatest good to our own country, and to those who emigrate thither; and also that it will be the means of extending the blessings of religion and civilization to that debased and heathenish people. We cannot but admire the wisdom and goodness of God, in so ordering events that the mother of George, who was brought in ignorance to this country by the most nefarious traffic, should be permitted to return in company with an enlightened and christian offspring—a blessing to herself and the land of her nativity. This is but one of many, in an interesting train of events, which we doubt not God intends shall totally extinguish that trade which is a disgrace to our species, and shall finally result in Christianizing degraded and oppressed Africa.

*Rogersville, Ten. Feb. 5th, 1829.*

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### **SANDWICH ISLANDS.**

Extract of a letter from Mr. Gulick, Missionary:

HONOLULU, (OAHU,) *April 26th, 1828.*

Dear Brother—"On the last Sabbath in March, we landed safely at Honolulu; and were very cordially received by the missionary Chiefs, and body of the people.

The mission is in a flourishing condition. Although, as you will probably have learned before you shall have read this, its agents here still suffer persecution, from men whose corrupt inclinations are partially restrained by its success. The natives however are becoming more decided, and resolute in defending their benefactors.—There are said to be more than 26,000 who attend the schools; 12,000 collected into congregations, about 60 members of the church, and as many more, of whose piety they have pleasing evidence.

There are supposed to be about 2000 families which attend family worship. An instance of a person, professing to seek an interest in Christ, and not worshipping God in his family, is unknown to the missionaries if it exists on the Islands.

—I have visited Lahaina, Rāilua, and Kaawaloa. These stations

# 5 W's of Liberia

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After reading the primary and secondary sources for this lesson, complete the graphic organizer.

Who?	
What?	
When?	
Where?	
Why?	
How?	

