

# **Antebellum Emigration: The American and Maryland Colonization Societies**

**Museum Connection:** Family and Community

**Purpose:** In this lesson students will analyze social, economic, and political aspects of antebellum society which led to the founding of the American and Maryland Colonization Societies.

**Course:** Advanced Placement United States History, United States History, Maryland History, African American History

**Time Frame:** 3 class periods

## **Correlation to State and National Standards:**

National Standards for United States History, National Center for History in the Schools

Era 4: Expansion and Reform

STANDARD 4: The sources and character of cultural, religious, and social reform movements in the antebellum period

Standard 4A: The student understands the abolitionist movement.

Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]

## **Common Core State Reading Standards for Literacy in History/Social Studies 6-12**

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## **Common Core State Writing Standards for Literacy in History/Social Studies 6-12**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.

**Objective:**

Students will compare the competing and overlapping positions of African Americans and white abolitionists on the issue of colonization societies.

**Vocabulary and Concepts:**

Colonization	the act of colonizing; the establishment of a permanent settlement in a foreign land; the establishment of colonies; "the British colonization of America"; the colonization of Liberia; the establishment of a permanent settlement in a foreign land
Emancipation	the act of freeing someone from control of another.
Emigrant	a person who leaves his or her home country for another country.

**Materials:*****For the Teacher:***

Student Resource Sheet 1, Timeline of Liberian History

***For the Student:***

Student Resource Sheet 1, Timeline of Liberian History

Student Resource Sheet 2, Address of the Board of Managers of the Maryland Colonization Society, 1833

Student Resource Sheet 3, An address to the free people of color of the state of Maryland.

Student Resource Sheet 4, Competing Arguments: Colonization Societies.

Student Resource Sheet 5, Hall Address: No Where Else

Student Resource Sheet 6, Hall Address: The Counsel I Now Propose to Give  
Student Resource Sheet 7, Interpreting a Document

Student Resource Sheet 8, African American Responses to Colonization

Student Resource Sheet 9, Population Movement for Liberia

## Historical Background

While Europeans and Canadians were involved in resettlement campaigns for emancipated British slaves in Sierra Leone in West Africa, the War of 1812 released the first stirrings of an organized Underground Railroad system in antebellum America. It was shortly after the ending of the War of 1812 that the American Society for Colonizing Free People of Colour of the United States, widely known as the American Colonization Society (ACS), was born.

Antislavery sentiment among whites flourished in the Revolutionary era but declined in the early nineteenth century. The main antislavery organization founded between 1800 and 1830 was the white-led American Colonization Society (late 1816). The society proposed a plan for gradual emancipation, with compensation to slave owners and the shipment of free blacks to Africa. This proposal attracted support from some slaveholders in the Upper South who would never have dreamed of a general emancipation.

Many pro-slavery early ACS members believed the presence of free blacks in the U.S. would undermine the institution of slavery and both pro- and anti-slavery members believed that blacks and whites were incapable of living as equal members of the American society. In general, all ACS followers underestimated the growing dependence of the South's economy on slavery. The American Colonization Society never had enough funds to buy freedom for more than a small number of slaves. Between 1820 and 1830, only 1,400 blacks migrated to Liberia, and most were free long before they left.

Early advocates of black emigration to Sierra Leone were two prominent and successful free blacks--Paul Cuffee (a free black of mixed African and Indian heritage) and James Forten. Before ACS was established, Cuffee took thirty-eight blacks (at his expense) from Boston to Freetown, Sierra Leone. However, by the 1820s most blacks expressed little enthusiasm for colonization. Most American blacks were native-born rather than African-born. How, they asked, could they be sent back to a continent that they had never left? In opposition to colonization, blacks formed scores of abolition societies.

## Lesson Development

### *Motivation:*

1. Display and have students respond to the following quotation:  
“Remove every restraint, legal and social, and the superior energy of the European will ever surpass your best efforts, and confine you to the most menial employments.”

James Hall, Maryland State Colonization Society, 1858

Ask:

What message is Hall delivering to African Americans?

If Hall believes that he is an advocate for African Americans, how would they respond to his offers of help?

2. Introduce the American Colonization Society by distributing **Student Resource Sheet 1**, “Timeline of American and Maryland Colonization Societies History.” Direct students to read the timeline to construct an oral narrative that describes the purpose and means by which the societies would assist African Americans.
3. Further analyze the activities of colonization societies and establish a connection to Maryland by distributing **Student Resource Sheet 2**, “Address of the Board of Managers of the Maryland Colonization Society, 1833” and **Student Resource Sheet 3**, “An address to the free people of color of the state of Maryland.” Direct students to use the reading to identify how the Maryland Colonization Society proposed to relocate African Americans to Africa.
4. Analyze the supporting arguments of the colonization societies by distributing copies of **Student Resource Sheet 4**, “Competing Arguments: Colonization Societies.” Distribute **Student Resource Sheet 5**, “Hall Address: No Where Else” to half of the students and **Student Resource Sheet 6**, “Hall Address: The Counsel I Now Propose to Give” to the remaining half. Establish a context for the documents using **Student Resource Sheet 7**, “Interpreting a Document.” Direct students to record arguments made by Hall in the appropriate column of the chart. Review student responses so that information from both readings is recorded on each student’s chart.
5. Analyze African American responses to colonization by clicking on the link provided in **Student Resource Sheet 8**, “African American Responses to Colonization.” Direct students to read documents you select, determine if it supports or opposes colonization, and identify the author and summarize the argument in the appropriate cell in the chart. Review student responses to ensure that students have placed arguments so that they correspond to the points made by Hall in his address.

**Assessment:**

**Distribute Student Resource Sheet 9**, “Population Movement for Liberia.”

Direct students to explain in an exit ticket why there were not more emigrants to Liberia over the period of time covered by the table.

***Closure:***

Using arguments in this lesson from the time period, construct a pamphlet or handbill that would encourage or discourage African Americans from immigrating to Liberia.

**Lesson Extensions:**

- The Museum offers several school programs that connect to the curriculum lessons.
  - *Journey in History Theater* provides living history and theatrical performances which highlight African Americans in the museum's gallery.
  - Take the theme tour, *Paths to Freedom* and explore the story of slavery through the eyes of enslaved and free blacks from Maryland's colonial past to the end of the Civil War.
- Contact group reservations for schedule updates
- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture. Examine displays on abolitionist Henry Highland Garnett and emigration to Maryland-in Africa.
- Research Frederick Douglass' thoughts on the American Colonization Society. Did Douglass endorse the movement for free African Americans to move Liberia?

Research the roles that Benjamin H. Latrobe, Francis Scott Key, James Monroe, Daniel Coker, and others played in the issues regarding the American (Maryland) Colonization Society. Useful sources include:

Research Maryland Colonial Society

Research the American Colonization Society

<http://teachingamericanhistorymd.net/000001/000000/000020/html/t20.html>

Research the American Colonization Society Collection at the Library of Congress

<http://memory.loc.gov/ammem/gmdhtml/libhtml/libhome.html>

William Lloyd Garrison's criticism of colonization

<http://utc.iath.virginia.edu/abolitn/abeswlgbt.html>

## Student Resource Sheet 1

### Timeline of American and Maryland Colonization Societies History

1815: Free black and successful Massachusetts shipbuilder Paul Cuffee, an early supporter of colonization dating back to 1812, sailed from Boston to Sierra Leone with 38 blacks. He paid for the voyage with own monies- “approximately \$4,000.”

**December 21, 1816:** A group of antislavery Quakers and slaveholders in Washington, D.C., form the American Colonization Society (ACS) for the purpose of sending free Blacks to Africa.

**February 6, 1820:** The *Elizabeth* sails from New York to the west coast of Africa with 86 passengers on board. The passengers are almost all freeborn Blacks. Also on board are one white agent of the ACS and two representatives of the U.S. government.

**December 11, 1821:** A U.S. government agent and an ACS agent sail to the Grain Coast to begin negotiations with local kings for purchase of land for the settlement. Government agent Capt. Robert F. Stockton and ACS agent Dr. Eli Ayres engage in several days of negotiation with King Peter Zolu Duma. An agreement is reached, and land is purchased at Cape Mesurado and the adjacent island of Dozoa.

Please note the following:

- the Grain Coast is the former name of Africa’s West Coast that is along the coast of modern day Liberia. In the fifteenth Century, grains of melegueta pepper became a major export item and that is how it got its name.
- In 1822 freed slaves from America (Americano-Liberians and freed slaves from the Caribbean) stepped foot on Land at Providence Island (in Ducor) and Dozoa Island, and a new country was established named LIBERIA.

**November 11, 1822:** The Battle of Crown Hill. The colony comes under attack from some 500 members of two indigenous ethnic groups. This is among the first in a series of armed clashes between the native population and the colonists in early Liberia, indicative of the conflict of intentions and culture that marked the early, uneasy relationship between the two groups.

**February 20, 1824:** The ACS names the colony Liberia, for liberty, and the capital Monrovia, after U.S. president James Monroe.

**1831-32:** The Maryland Colonization Society is incorporated by the Maryland General Assembly.

**November 28, 1833:** The Brig Ann with Captain Langdon sailed from Baltimore with 18 emigrants.

**February 14, 1834:** Deed for Maryland in Liberia

**January 1, 1836:** Thomas Buchanan, cousin of U.S. president James Buchanan, arrives at Bassa Cove to serve as governor.

**1839:** The ACS adopts the Constitution of the Commonwealth of Liberia.

**January 20, 1842:** Joseph Jenkins Roberts becomes the first African American governor of the Commonwealth of Liberia. Prior to Roberts, there were other African Americans who had served as acting governors of the colony, always pending the arrival of new, white appointees from America.

**July 26, 1847:** Liberia becomes independent. The Liberian Declaration of Independence is adopted and signed.

**October 5, 1847:** Governor Joseph Jenkins Roberts is elected the first Liberian president.

**January 3, 1848:** Joseph Jenkins Roberts is inaugurated as president. He will be reelected and serve a total of eight years. During Roberts's presidency, the country's first university is established, and the smuggling of slaves, which had continued to occur on the coast, is suppressed.

**1860:** Liberia's territorial boundaries are expanded, with assistance from the United States. Following various treaties, purchases, and battles with indigenous chiefs, by 1860 Liberia's boundaries are extended to include a 600-mile coastline.

**June 3, 1862:** The United States formally recognizes Liberia's independence. The U.S. establishes formal diplomatic relations and signs a treaty of commerce and navigation with Liberia.

## Student Resource Sheet 2

### Address of the Board of Managers of the Maryland Colonization Society, 1833

“The Maryland Colonization Society was incorporated at the session 1831-32 of the Legislature. At the same session the state embarked nobly in the great cause, and made its munificent donation of two hundred thousand dollars, for the transportation and reception of emigrants in Africa.

It was early foreseen that a difficulty would arise in the limited capacity of the original settlements at Liberia to receive emigrants from Maryland to the extent that, hereafter, might be desirable. The parent society, acting for the entire Union, was bound to apportion the number of emigrants that Liberia was capable of accommodating, among the applicants from the different states; when, if the quota of Maryland should not be equal to her demand, a check might be given to emigration, at times when it might be most prejudicial. With a view therefore to this anticipated emergency, the society determined to form a new colony, which increasing in its capacity to receive in the same proportion that the spirit of emigration increased at home, would be the means of placing the state beyond the reach of any circumstances over which it, or the state society, could have no control.

There were reasons, besides that above mentioned, which particularly moved the state society to undertake, by itself, the establishment of a new settlement, under its own auspices. It so happened that the original colony of Liberia had assumed a rather commercial character in the course of its brief, but valuable exertions.... It was the desire of the Maryland State Society to see agriculture made the object of primary importance, - - not only as placing the means of their own sustenance in the hands of the colonists, and rendering them independent of remote places or the native inhabitants for food; but because nine-tenths, if not a far greater proportion, of the emigrants from this country would make better farmers than traders....

There was another object, which the Board of Managers thought of much importance.... This was the establishment of the temperance principle, as a fundamental one -- prohibiting any person from leaving Maryland for Africa, who would not first agree to forbear the use of ardent spirit, except in case of sickness and holding any person ineligible to office in the colonial government, who either used or trafficked in it....

The next question that presented itself was the selection of a site for a new colony; and, after the most full and careful deliberation, the Board of Managers selected Cape Palmas, or its immediate vicinity.... The position of Cape Palmas alone is therefore, sufficient to make it one day, a most important commercial depot. All the vessels, destined for the Niger, must pass by it on their way from Europe or America; and the delay and uncertainty of a voyage to the east of it will, no doubt, in many cases, make it the place of deposits or exchange for European or American manufactures, the further transportation of which will either be by land towards the interior by the coasting trade of the colony to the great river of Central Africa.



On the 28th of November, 1833, the brig *Ann*, Captain Landgon, sailed from Baltimore, with a full cargo of goods and provisions, and eighteen emigrants, for Cape Palmas. The expedition was under the charge of Dr. James Hall, a gentleman whose experience in Africa admirably qualified him for his situation.... On the 25th of January, the *Ann* reached Monrovia, and remained there ten days; taking on board thirty old settlers, nineteen of whom were adult males well acclimated. On the fifth of February, the brig reached Bassa, and receiving five more recruits, sailed on the sixth for the point of her ultimate destination....

As soon as the purchase [of land] was completed, Dr. Hall ... commenced discharging the brig, clearing the land on the Cape where he proposed to lay out his town, and erecting shelters for his people. As soon as practicable, the vessel was sent back to Monrovia and Bassa, for the families of the recruits.... The Board had sent out the frame and materials of an agency house, which was now erected, and in less than a month after the first landing, the settlement began to wear the appearance of a compact and comfortable village...."

**SOURCE:** "[Historical Sketch compiled for the \*Maryland Colonization Journal\*.](#)" *Maryland Colonization Journal*, May 1835 from Maryland State Archives Teaching American History website.

### Student Resource Sheet 3

#### **An address to the free people of color of the state of Maryland**

#### **[From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909](#)**

#### **An address to the free people of color of the state of Maryland by James Hall, general agent of the Maryland State Colonization Society**

“Every person, not born in Africa, is subject to an attack of a peculiar disease on going there, called the African coast fever, or acclimating fever. It varies in severity in different individuals, depending upon peculiarity of physical constitution, upon habits of life, previously, and after arrival in Africa. Some have the disease very lightly, not being deterred thereby from attending to the ordinary duties of life; the majority, however, are confined to bed from one to two weeks, and in some cases it proves fatal. Most are subject to one or two repetitions of the disease, but generally in a modified form, something like the fever and ague of our lower The Maryland State Colonization Society, its Agent, offers to take you with what personal effects and movables you may have, from your residence, wherever it may be within the limits of the State, place you on ship-board, in a ship built expressly for the purpose, with every possible convenience and accommodation, to supply you with good wholesome food during the passage to Liberia, to land you, with your household effects, in care of their Agent, to furnish you with a good and comfortable house for six months from the time of your landing, to supply you for that time with good and suitable provisions, to guarantee you, when sick, good medical attendance and nursing, and in fine, to provide for your needs and wants, in every respect, during the said period of six months. You will receive, on your arrival, or very soon after, either a building lot in town, or a farm lot in the neighborhood of a town. You will be supplied with necessary farming utensils, and, if you have them not, household effects for cooking, lodging, &c. No demand will be made upon you for any remuneration or payment for these favors, requiring as they do, great outlay of money; and your time will be entirely your own, that you may at once provide for the future, building your houses, fencing and tilling your land and preparing for self support after the expiration of the six months. Such are the provisions made for you by the State's bounty, and such the Society now offers to you.

In enumerating the advantages of emigrating to Liberia, and a residence in the tropics, I have endeavored to state every point clearly, and put you in possession of all important counties. Upon a fair calculation, loss by immigration from this disease is about the same as among persons removing from the Northern States, west, or from Maryland to the more Southern States. On the other hand, it must be remarked, that after becoming used to the country or acclimated, colored people do not suffer from this disease, and also that they suffer less from other diseases than they do in this country, especially those consequent on our winter season, which are unknown in Liberia. The only drawback, whatever, in emigrating, is this same African fever; but if we are warranted in ever

construing the providences of God in regard to the affairs of man, we may consider this a most merciful provision, securing to the black man forever, this rich and extensive continent--for there and there only, does the hand of the white man cease to control. He cannot prevail in that land. The disease of which I have spoken is a wall of fire around tropical Africa, through which the colored man passes comparatively harmless, but which the white man can never penetrate; therefore, as the land of Canaan was once given to the children of God, through his special interposition, so Africa is secured to the black man by his immutable laws."

James Hall  
Baltimore, December, 1858

## Student Resource Sheet 4

### Competing Arguments: Colonization Societies

<b>James Hall: Reasons to Emigrate to Liberia</b>	<b>African American Responses to Hall</b>	
	<b>In Support of Hall</b>	<b>In Opposition to Hall</b>

## Student Resource Sheet 5

### Hall Address: No Where Else

#### [From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909](#)

#### **An address to the free people of color of the state of Maryland by James Hall, general agent of the Maryland State Colonization Society**

“In all this world, but one spot offers, what you would desire. No where else, but in Liberia, does the man of color live under a free Government of his own organization and administration. Go where else you will, and you but partially relieve yourself from the disabilities under which you now labor. In the free States of the North, you meet a stronger prejudice against your color than here, and in many places with a legislation depriving you of many kinds of labor, at present open to you. In Canada, you find it nearly the same, and actually the same, you must, sooner or later, expect from the same people--the Anglo-Saxon race. You cannot compete with the white man in the cold climate of the North. Remove every restraint, legal and social, and the superior energy of the European will ever surpass your best efforts, and confine you to the most menial employments. South, on this Continent, you cannot enjoy even the lower life granted you in your native State. You are prohibited by laws the most stringent, from even entering a more Southern State. The West Indies offer you a more desirable home than can be found this side the Atlantic; but in all, save Haiti, the Government is colonial, and the white man the land holder and superior in power. The Haitian Government is an absolute Monarchy, a Military Despotism; the French language only is spoken; the people debased and licentious, with whom you could and ought not to assimilate.

Africa is your fatherland, in which, through aid of a munificent philanthropy, your brethren from this and other states have founded the free and independent Government of Liberia--the merit of which, as a home for yourselves and your children, for all coming time, I propose now to examine. And let me assure you in the outset, that I will endeavor to divest myself of all bias or prejudice, in regard to this country or its people, feeling deeply the responsibility resting upon me, even should I be instrumental in inducing but one person to emigrate. In what I have said in regard to your condition here, you all know I have adhered strictly to the truth: what I propose to say of Liberia, I solemnly pledge myself, shall be no less true and impartial. I shall speak carefully and advisedly and only from personal knowledge. I shall neither fortify my statement by the testimony of others, although abundant, of the most respectable character, is at hand, nor shall I go out of the way to answer objections and false reports, whether trivial or of an aggravated character.”

## Student Resource Sheet 6

### Hall Address: The Counsel I Now Propose to Give

#### From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909

##### **An address to the free people of color of the state of Maryland by James Hall, general agent of the Maryland State Colonization Society**

“At the outset, I will affirm, that the result of my long intercourse with the race to which you belong, the native African, the slave, and the free, in this and other lands, is a firm conviction, that, as a race--or a variety of the human species--you are capable of attaining the full stature of Manhood: not equalling some other varieties in intellectual power and ability, but surpassing others, and inferior to none in moral endowments and the capabilities for the rational enjoyment of human life. Did I believe otherwise, the counsel, I now propose to give, would be but an absurdity.

With capabilities for the highest, what is the position you now occupy? In a legal point of view, you are disfranchised, you cannot hold any office of trust or profit in the government. You have not the right of trial by a jury of your peers--your jurors are of your masters. Your testimony, where the property or person of a white man is concerned, is not admitted in any court. You are declared *not* citizens of the United States, or of any State, by a decision of the highest tribunal in the land. You are not allowed to take part in any election or vote for any office. You are not permitted to bear arms in defence of the country in which you live, or for personal protection. You are taxed for the support of a Government in which you can take no part, and of schools, from which your own children can receive no benefit--and lastly, you are subject to a special legislation, from time to time, further circumscribing your personal liberties in various ways. So much for your legal disabilities.

As to your social position, or I should say, degradation, for position in comparison with the white race, you have none, it would be useless to attempt a detail; it is in accordance with, or what might be expected from your legal disfranchisement. You are liable dependance to insult and contumely at every step, and even your private dwellings are not sacred from intrusion and violence of lawless ruffianism; for, however aggravated a case may be, and ample the testimony of your own race, legal redress you have none; and where you meet with kindness and protection, the act and manner of its tender is often more humiliating to an independent mind, than actual cruelty or neglect, implying, as it does, your absolute and inferiority.

Now, I appeal to you all, collectively and individually, are not these things so? And if so, what and where is the remedy, for I cannot believe you so lost to all sense of independence, manhood and self respect, that you are content to live and die in such a state of absolute inferiority. Is there hope of improvement in the future? To judge the future by the past--none. There are, doubtless, those among you who have east a vote in

the elections of the State, or who remember to have seen some of your people do it. Now, what greater absurdity could be imagined than for a black man to present himself at the polls. You all must know that the Legislation of the State, in regard to the "free people of color," is becoming more and more stringent, that every session of the Legislature adds one or more chapters to the statute book, curtailing, in some degree, your shadowy rights and privileges. And is there any prospect that this policy of the State will be soon changed? None!

In your social relations to the whites, do you see any indications of improvements? I venture to assert, none--on the contrary, the line of separation becomes broader and broader every year. The more you advance in intelligence, the more you elevate yourselves, the nearer you assume an erect, independent position, the more obnoxious you become to the dominant race. Hence, your exclusion from many employments in the free cities of the North, and hence, the Legislation in various Northern States preventing your immigration."

**Student Resource Sheet 7**

Interpreting a Document



**How to interpret a document**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Date: \_\_\_\_\_

Document # or page #: \_\_\_\_\_

Collection of: \_\_\_\_\_



## **WARM-UP**

Someone saved the document you are using. Why do you think they chose to save it?

What documents in your life might be saved?

What might they tell future historians about you?

1. Using the document, complete the following web.

<b>FORM/TYPE OF DOCUMENT:</b>	<b>AUDIENCE:</b>
<b>TOPIC:</b>	<b>PURPOSE:</b>



## **Student Resource Sheet 8**

### **African American Responses to Colonization**

For resources, click on link below:

Select the responses you would like for students to read in order to determine if they support or oppose colonization.

<http://tinyurl.com/cbrkkj>

## Student Resource Sheet 9

### Population Movement for Liberia.

<i>Year</i>	<i>Arrivals</i>	<i>Deaths</i>	<i>Removals</i>	<i>Births</i>	<i>Population</i>
1820	86	15	35	—	36
1821	33	7	8	—	54
1822	37	14	5	3	75
1823	65	15	8	6	120
1824	103	21	8	3	200
1825	66	21	3	6	248
1826	182	48	6	3	379
1827	234	29	14	6	576
1828	301	137	24	12	638
1829	247	67	25	20	813
1830	326	110	25	20	1,024
1831	165	83	12	30	1,117
1832	655	129	83	13	1,573
1833	639	217	122	44	1,917
1834	237	140	31	33	1,016
1835	183	83	32	48	2,132
1836	209	145	13	47	2,230
1837	76	141	6	58	2,217
1838	205	185	12	56	2,281
1839	56	135	10	55	2,247
1840	115	180	6	40	2,216
1841	86	100	9	78	2,271
1842	229	91	15	35	2,429
1843	19	85	2	29	2,390
Total	4,454	2,198	514	645	

<http://tinyurl.com/83uc22f>