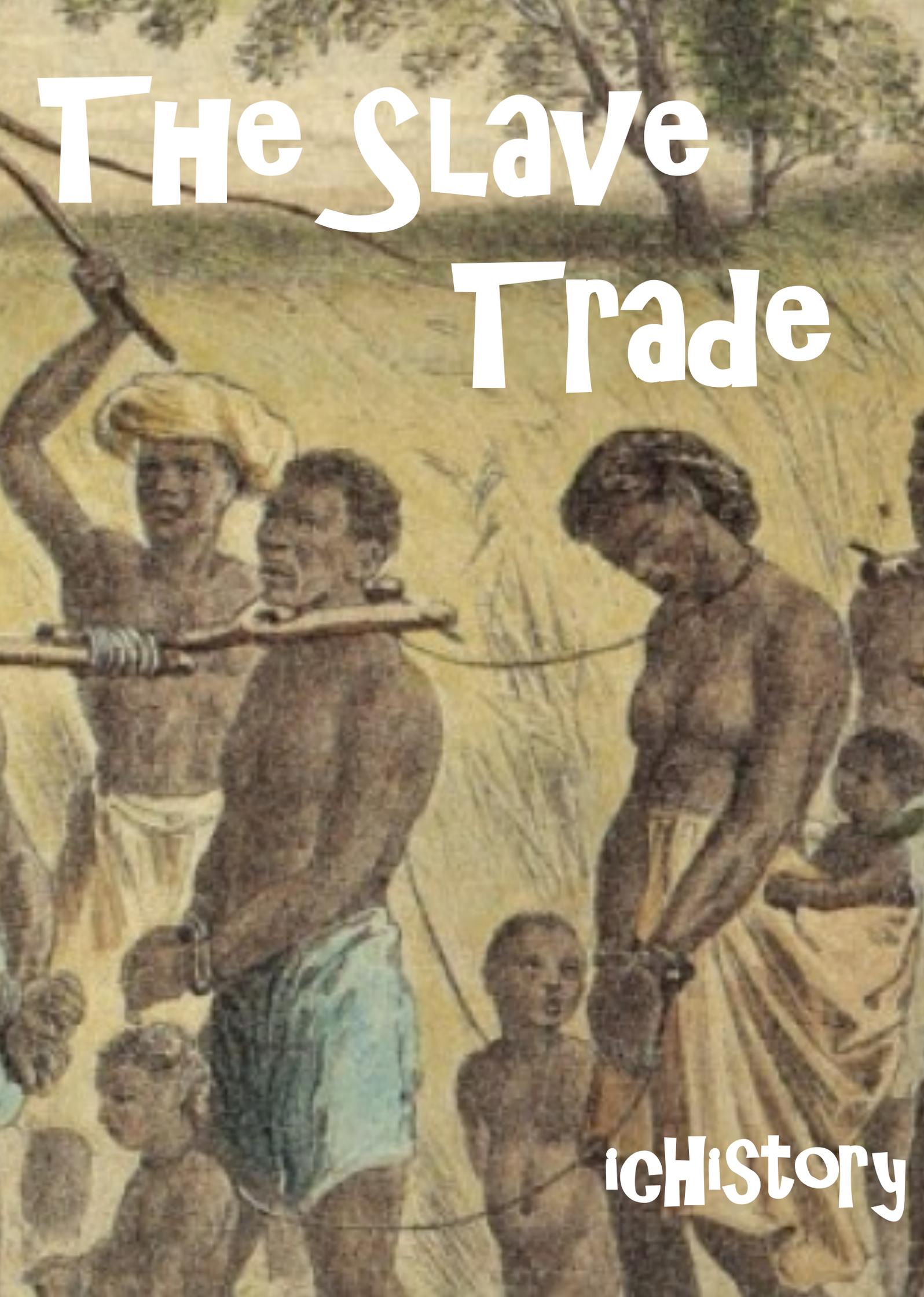


The Slave Trade



icHistory

From Africa to Emancipation: outline and instructions (1)

Worksheet	Worksheet suggestions	Beyond the page	Skills focus	ICT req't
Key Words	1: Allow students time to 'guess' definitions by inserting letter onto post in notes 2: Review answers as a group ensuring students insert correct words into the table 3: Find similar words : Extension and or h/w?	Last man standing: Ask students to stand. Test pronunciation of words in a round robin format. Poor pronunciation, pauses, mumbles, etc student sits down.	Vocab development	
Africa in the 18th century	1: Read accounts individually or as a group 2: Allow students time to write down their answer questions onto worksheet 3: Debate questions set	Stereotyping discussion starter. Ask students to write down their stereotypical views about certain people / nationalities.	Source comparison, evaluation and analysis	
Captured in Africa + source	1: Read Venture's account. Number the image that best fits each numbered word. 2: Translate word by giving an alternative 3: Draw in one scene through the eyes of Venture 4: Source analysis practice	Roots: Use clip 5:20–7:40 mins  http://www.youtube.com/watch?v=OfP5ob4aJGE&feature=related	Empathy, Problem solving, vocabulary	
The Slave Triangle	1: Colour code circles on the global map with circles in template boxes 2: Use: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html 3: Insert key imports and exports into template boxes	Human Diagram Starter: Print A4 signs. Africa / Europe / Americas / Weapons / Cotton / Slaves and a Ship Image. Can students figure out how these work together on a moving diagram?	Knowledge and Understanding	
Middle Passage Sources	1: Suggested print size: A3 2: Read the sources and provide bullet point answers in structure provided 3: Review and discuss or write out developed answers from plans	Hangman Starter: www.hangman.no Click language, start game, 2 player game: 'THE MIDDLE PASSAGE'	Source , comparison evaluation and analysis	
An Interview with Dr Falconbridge	1: Match original statements with modernised versions 2: Students to complete interview adding responses then creating own questions 3: Role play / film interview and share with the group	Amistad clip as starter: Use clip 5:20–7:40 mins 	Empathy and understanding	
The Slave Markets http://www.roebuckclasses.com/201/slavery/slaveauctionaccounts.htm	1: Discuss the notion of an auction, or even hold one of your own (see right) 2: Student to complete the story and questions (Ending posted in URL to left) 3: Ask a student to stand on the desk. 'Inspect the,' Ask did they feel?	Classroom auction starter: Explain the rules of an auction to the students, EG silent bidding, must pay for lot etc. Auction off 3 or 4 lots of your choice. A pencil, donut,...they will bid for anything!	Enquiry, empathy and understanding	
Choosing a slave	1: Students to analyse the poster and complete choices from the perspective of a slave owner. Note, they cannot choose the same slave twice.		Empathy, analysis decision making	
Bid 'Em in	1: Play Bid 'em in song and ask students to complete the lyrics from the sheet 2: Students to compose a final verse of their own.	Listen and watch:  http://www.youtube.com/watch?v=Tu3j7rPscpY	Listening / Vocab	
The Statistics of Slavery	1: Complete questions from the sheet 2: Share, discuss, answer questions devised by the students	Discuss. What statistics can't tell us about slavery?	X curricular links Data Analysis	
Comparing Lives	1: Using the website (URL right) complete a summary of each person's day 2: Complete missing times by matching with the correct picture from the website	http://abolition.e2bn.org/ Reflect. If students had to live one of these 3 people's lives, whose would they choose?	Knowledge and understanding	
Plantation Life + map	1: Complete columns from the information provided 2: Complete USA map activity	Comparing days : Ask students to compare their day to that of a slave. Hours working / study. No of meals a day etc.	Corroboration	
Punishments	1: Review and discuss answers on the 'slave codes' 2: Students to decide on appropriate punishments for each crime 3: Score out of 10 to determine which students would make the best owner	Discuss: Punishments today. Home / School / Local Country/ Global.	Decision making and empathy	

From Africa to Emancipation: outline and instructions (2)

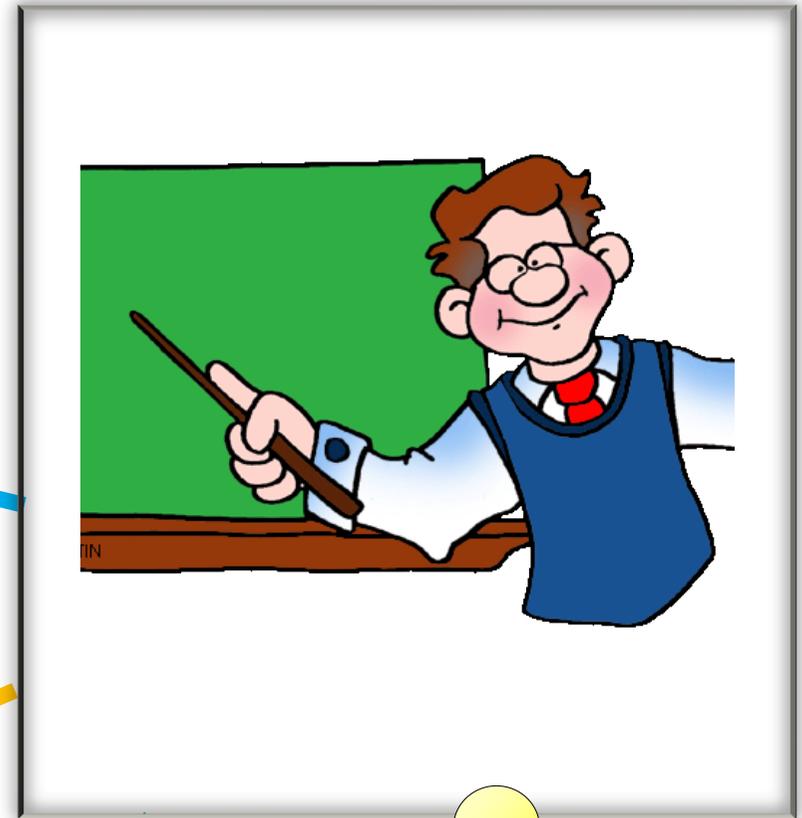
Worksheet	Worksheet suggestions	Beyond the page	Skills focus	ICT req't
Nat Turner's Rebellion	1: Read the story (provided) then complete the storyboard activities 2: Hero or villain: discuss?	Discuss: 'you haven't lived until you have found something worth dying for.'	Various	
Planning an escape	1: Students to plot an escape using the worksheet /map provided 2: Ask teams to present their escape plan to the class. 3: Judge / score each plan and determine its chances of success	Prioritise: what problems did an escaping slave face. Which was the biggest. Can the students reach a consensus?	Problem solving and decision making	
Real life runaways	1: Read the short runaway accounts 2: Complete template and answer questions on the sheet 3: Discuss and review		Knowledge and Understanding	
The Underground Railroad	1: Complete activities from sheet. 2: Use http://pathways.thinkport.org/following/ . Run as a whole class activity. Allow class vote and choose the majority decision.	Research: What was the fugitive slave law?	Problem solving and creative thinking	
The Abolitionists	1: Evaluate the effectiveness of each method used by the abolitionists 2: Discuss which was most effective 3: Abolitionist speech	Starter?: John Brown's raid. Help or Hinder. Saint or sinner?  http://www.youtube.com/watch?v=Ax7KILUQ_t8w	Evaluation Public Speaking	
Slavery on Trial	1: Outline trial and choose roles. Lawyers must be good team workers, confident and diligent students for this to work well. Less confident students make good jury members. Laminating witness cards is useful. Allow 1-2 lessons prep time.	Demonstrate: Show some court scenes for good effect  http://www.youtube.com/watch?v=8hGvQtumNAY	Teamwork, research X curricular / Drama	
The Great Emancipator?	1: Students to follow the 'steps to success' guidelines. Uses sources and supporting frameworks to produce an essay.		Source evaluation Extended writing and planning	
Timeline	1: Match event by posting letter onto the post it 2: Complete the timeline by placing events . dates into chronological order	Human Timeline: Print out key events on A4 paper. Give 1 to each student. Can they organise themselves?	Chronology	
Puzzled	1: Complete crossword using text and images	Create: Students to create their own wordsearch http://www.armoredpenguin.com/	Knowledge and understanding	
Runway and Revise	1: Print out the 'game' on A3 paper	Design a game : Can the students design their own game or modify the one provided?	Knowledge and understanding	
Source Evaluation	1: Read the source provided and complete the template. 2:Review with class.	Motive: Create a list. Why do people lie?	Source Evaluation and analysis	
Assessment	1:Usually needs to be straddled over 2 periods depending on student level and time allowance.		Knowledge Source evaluation Extended Writing	

ACTIVITY # 52 / 101 - YES OR NO.

How it works ?

Aim: a simply way to introduce a new topic and test knowledge.

Activity : Each student in the class can ask one question. (Smaller classes give students more than one question) . The class mission is to find all the answers by asking questions within their question quote. The teacher can only answer “yes” or “no”.



Suggestions

Encourage less confident students to go early.

Skills

Teamwork.
Logical Thinking,
Developing Knowledge.

Helps

Less confident , quieter students have their input.



Where does he live?

Where was he born?

What century did he live in?

What type of job did he do?

What happened to him?

Why may this have happened?

The Slave Trade : Unit Key Words.

 Task : colour code or number the following words and images with their definitions.

Plantation

Auction

Emancipate

Chains

Rebellion

Civil War

Abolish

Whip

Negro

Massacre



To set free or liberate

To oppose or fight back

The killing of lots of people

To end or get rid of something

An impolite name used in the past

When a country fights itself

A way to punish or hurt someone

Like a farm

Selling to the highest bidder

Used to stop slaves running away

From Africa to Emancipation : key words.

 **Discover:** essential unit vocabulary **Explore:** definitions of these words : **Skills:** language development.



Word	Definition	Similar Word	?
	The name given to the northern states in the American Civil War		A
	Freedom		B
	When a country is at war with itself		C
	Goods or products that are brought into a country		D
	Powerful African kings / rulers		E
	A person whose job it was to make slaves work		F
	A person who rightfully belongs to / lives in a country		G
	The northern US states in which slavery was illegal / not allowed		H
	A reference to a black person (offensive / impolite?)		I
	The killing of lots of people	S _ _ _ _ _ _ _	J
	A person who has no freedom, rights or gets no money for work they do		K
	Goods or products sent out of a country		L
	A way of selling something in which the highest price offered wins		M
	Possessions or belongings of a person	P _ _ _ _ _ _	N
	Used to stop slaves running away	S _ _ _ _ _ _	O
	A person who is anti (against) slavery		P
	The name given to the southern slave states in the American Civil War		Q
	To attack or fight back		R
	An area of land used to grow crops	F _ _ _	S
	To set something or someone free	L _ _ _ _ _ _	T
	Something that is like an animal or is beastly		U
	Something used to hit or punish someone or something with		V
	A reference to a black person used more often in the past		W
	To end or stop something		X

What was West Africa like in the 18th century?



Discover: two contrasting views about West Africa **Explore:** which of these views is most accurate **Skills:** source investigation and enquiry.



'I was born in Africa in a charming fruitful valley. My father was one of the Chiefs. We are a nation of dancers, musicians and poets. Our lifestyle is simple, our luxuries few. Before we taste food we always wash our hands. At all times our cleanliness is extreme. We have no strong or alcoholic drink. Our houses are always built neatly and thatched with reeds. The whole neighbourhood helps build them and in return get, and expect nothing more than a feast (food) in return. Our wants are few and land rich and fruitful and produces all kinds of vegetables. Everyone contributes and we know no laziness. Our women are graceful, modest and cheerful.'

**Olaudah Equiano, an interesting narrative 1789. He was a former slave living in England.
There is evidence he was actually born in the USA.**

This was the time of Ceddo. Powerful African rulers who kept armies of slaves. They used these armies to attack other tribes or kingdoms, capturing more slaves who they would sell to the Dutch, French and British. They had to sell slaves to help them buy guns to defend themselves from attack. This he describes as the vicious circle. Next came the age of the Marabout when people in West Africa, led by Muslim leaders, rose up and killed or drove out the Ceddo rulers. Once in power the Marabout leaders declared holy war and attacked and enslaved those Africans who were not Muslims. Also during this time, Africa was hit by natural disasters: droughts, failed harvest and locust swarms and many Africans had no choice but to offer themselves as slaves. By the end of the century over half the people in Senegambia were slaves. African slaves owners preferred women slaves who could have babies and grow corn. The European slave traders preferred men who could be used to work in the New World. Boubacar Barry described the Senegambia as a 'bottomless reservoir' feeding the New World with slave labour'

In his book, 'Senegambia', Historian Boubacar Barry describes a very different West Africa.

Q1: Which description of West Africa do you believe, Equiano's or the historians? (Explain)

Q2: Who was more to blame for the slave trade, the Africans or the Europeans? (Explain)

Q3: Circle which is correct: 1: Africa, 'a paradise lost'.
2: Africa, 'a living hell'.



The Capture of Venture Smith, West Africa.

 **Discover:** how Africans became enslaved **Explore:** how this may have felt **Skills:** empathy / vocab.

The Narrative of Venture Smith c:1798.

Venture Smith was only 7 when the events he describes took place. It is not certain if he wrote this himself or told this to someone else.

'My family left at dawn (1). Our king and his two wives went in one company (2) and my mother and children in another. We left everything we had and headed for large bushy plain, far away where we planned to conceal (3) ourselves from the white men. When we arrived we struck a small fire for cooking. But the white man discovered us by the smoke. My father immediately began to discharge (4) arrows at them. Both me and the women took ourselves to the tall, thick reeds and left the old king to fight alone. I watched him defending himself with great courage and strength until at last he had to surrender. They then came to us and the very first man hit me with a blow to the head. I then had a rope put about (5) my neck, as had all the women in the reeds with me. My father was closely interrogated respecting his money, but he would not tell them. So they cut and pounded (6) on his body. He thus died without informing (7) his enemies where his money was. I saw him while he was thus tortured to death. The shocking scene is to this day fresh in my memory. He was a man of great stature. I should judge (8) as much as six feet and six or seven inches high, two feet across the shoulders. He was a man of remarkable strength but was also kind and gentle'.



S _ _ _ _ _



G _ _ _ _ _



F _ _ _ _



A _ _ _ _ _



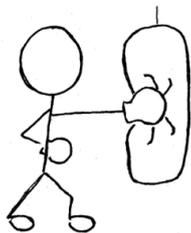
G _ _ _ _ _



H _ _ _ _

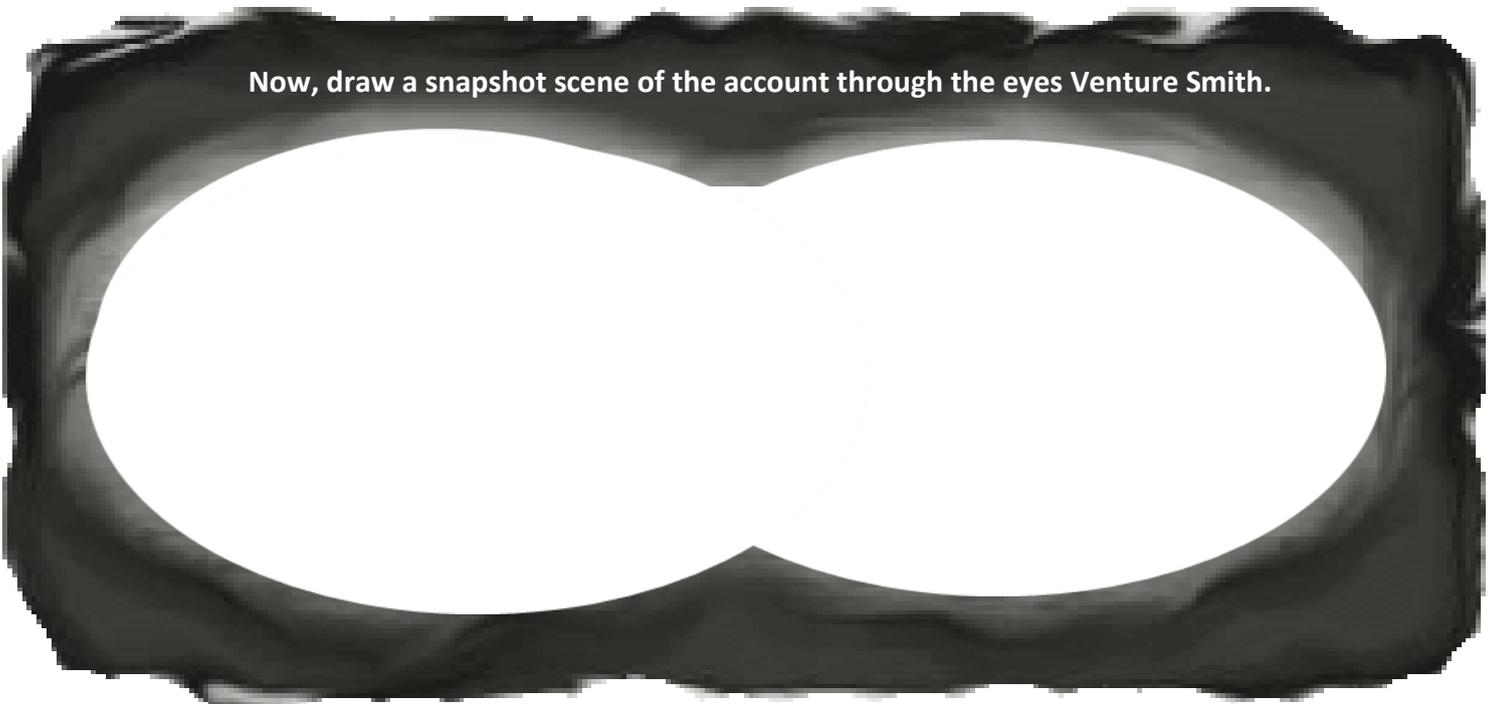


T _ _ _ _ _



H _ _ _ _

Now, draw a snapshot scene of the account through the eyes Venture Smith.





'At last, when we were in the ship they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. ...The stench (smell) of the hold while we were on the coast was so intolerably loathsome....The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations (sweat) , so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died -- thus falling victims to the greed, as I may call it, of their purchasers (buyers) . '

An extract from Olaudah Equiano's account, 'An interesting narrative:' 1789.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created: Year: ____ Century: ____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other : _____

What is the content of the source. Summarise this in your own words rather than just copy out lines.

Firstly the source says: _____

Furthermore it reveals: _____

Additionally it illustrates : _____

Finally it shows us : _____

Why was the source created. Is there a special reason or motive ? _____

Use the bias indicators below to help decide if the source is reliable or not. Think about 1: **Provenance**, the origins or where the source came from .
2: **Content**, what the source says 3: **Corroboration**, is the content supported by other sources or your own knowledge?

C O N T E N T	What		P R O V E N A N C E	Who	When	Where	Why
	Unreliable	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Not Corroborated		Reliable Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Corroborated	Could the person know things others do not? Do they have an important job? Is the person trustworthy? Could their 'audience' influence what is said or written?	Primary sources from a good eyewitness may be truthful, but they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, but they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person and a Jewish person may feel angry towards Germans even today.

Unreliable 1 2 3 4 5 6 7 8 9 10 **Reliable**

1 Source content may may not make the source reliable because: _____

Example from the source : " _____ "

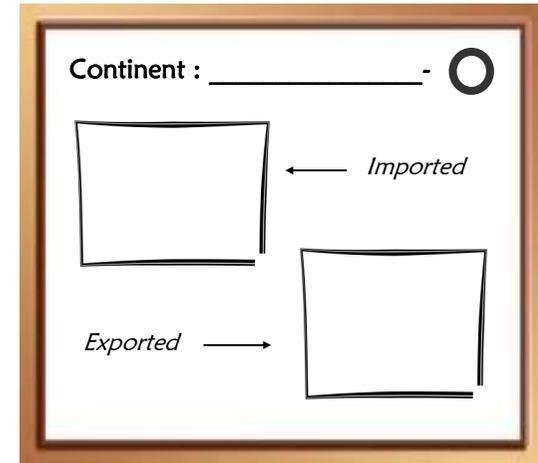
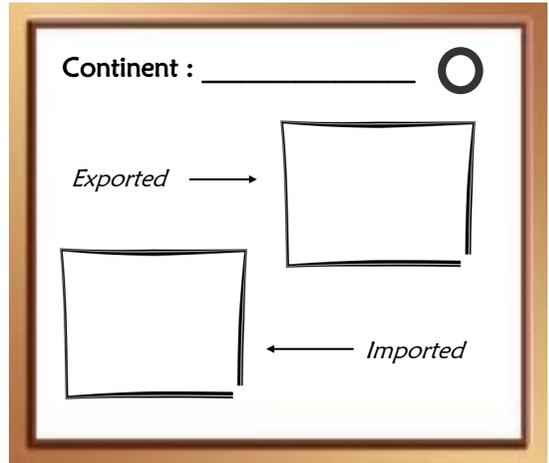
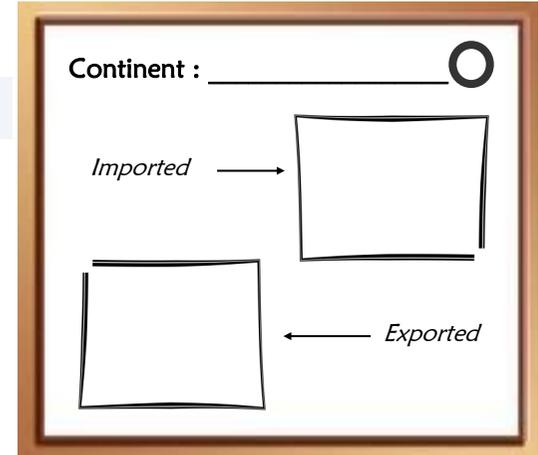
2: The source provenance may may not make the source reliable because: _____

3: Any other ideas why the source may or may not be reliable. Is the source supported / corroborated? _____

The Slave Triangle



Discover: what triangular trade was **Explore:** what was moved from place to place.



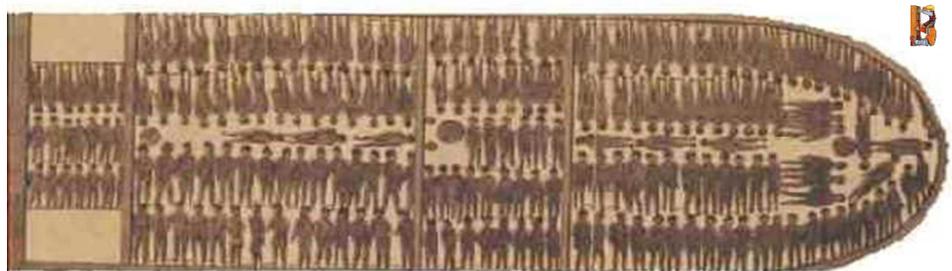
T _ _ M _ _ _ P _ _ _ _

What happened during the Middle Passage ?

Discover: the conditions on board the slave ships **Explore:** reasons for these conditions **Skill:** source analysis and investigation.

The voyage from Africa to the Americas took between 6 and 8 weeks. The enslaved Africans were chained together by the hand and the foot, and packed into the smallest places where there was barely enough room to lie on one's side. It was here that they ate, slept, urinated, defecated, gave birth, went insane and died. They had no idea where they were going, or what was going to happen to them. Slaves were usually fed once or twice a day. To prevent muscle wastage slaves would be brought up on deck and told to jump up and down in their chains. Those who refused to 'dance' were whipped. It has been estimated that between 9-11 million people were taken from Africa by European traders and landed alive on the other side of the Atlantic. The average loss was 1 out of 8 of all slaves and it can be estimated that a further 1½ million Africans still lay at the bottom of the Atlantic Ocean between Africa and the Americas.

 www.recoveredhistories.org/



(after being put on the ship) *'...I found some of my own nation (people), which in a small degree gave ease to my mind. I asked what was to be done with us; they gave me to understand we were to be carried to these white people's country to work for them. I thought, if it were no worse than working, my situation was not so desperate (bad) : but still I feared I should be put to death, the white people looked and acted, so savage in manner. The filth (dirt) of the necessary tubs (toilets), into which the children often fell, and were almost suffocated. The shrieks (screams) of the women, and the groans of the dying, made the whole a scene of horror almost inconceivable.'*

The Interesting Narrative of the Life of Olaudah Equiano. 1789. Olaudah claims to have been born in Africa, and was transported on the slave ships. However, recently some have questioned his account and suggest he was actually born in the USA.

'The opinion that the number of slaves were said to be crowded in them is groundless (untrue). On the voyage from Africa to the West Indies, the Negroes are well fed, comfortable and have every attention paid to their health, cleanliness and convenience. When upon deck they amused themselves with dancing. In short, the voyage from Africa to the West Indies was one of the happiest periods of a negro's life.'

In 1778, British Members of Parliament met to talk about the conditions on board the slave ships. Slave trader Robert Norris was called to give his views.

6 June 1770

"The slaves made an insurrection (rebellion) which was soon quelled (stopped) with the loss of two women."

23 June 1770

"Died a girl slave, No. 13. The slaves attempted an insurrection, lost a man who jumped over board and was drown'd. Employed securing the men in chains and gave the women concerned 24 lashes each."

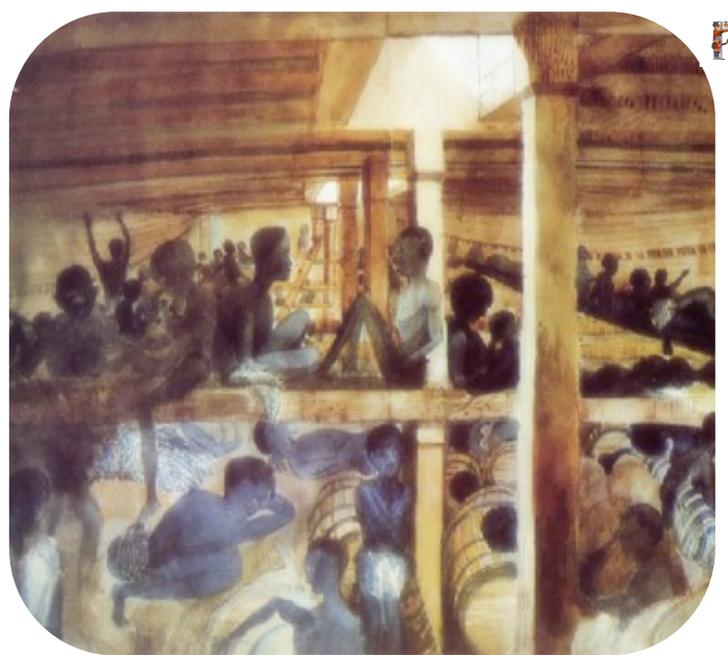
26 June 1770

"The slaves this day proposed making an insurrection and a few of them got off their handcuffs but were detected (seen) in time."

27 June 1770

"The slaves attempted to escape from the hold in the night with a design to murder the whites or drown themselves, but were stopped by the watch. In the morning they confessed their intention and the women as well as the men were determined to jump overboard but in case of being prevented by their irons were resolved as their last resource to burn the ship. Their obstinacy (actions) put me under the necessity of shooting the leader."

Ship's log recorded by Captain Robert Norris of the Liverpool slave trading ship the 'Unity'.



How reliable is source D ?

The content (what) is / is not reliable because ..

The provenance (who) is / is not reliable

Mostly reliable Mostly unreliable

How far does source A corroborate C ?

Points of support or corroboration

P1:

P2:

Points not supported or corroborated

P1:

P2:

Mostly supports Does not support

Which source is more useful B or F ?

Reasons B is useful

P1:

P2:

Reasons F is useful

P1:

P2:

B is most useful F is most useful

Quick Fire Questions

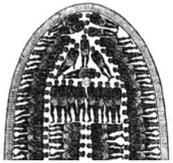
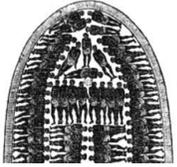
How many slaves died according to source E ?

How many slaves can you count in B ?

The most reliable source =

The least reliable source =

The Middle Passage : what was it like on a slave ship?



 **Discover:** what Dr Falconbridge witnessed on the voyage **Explore:** how he felt about this **Skill:** using empathy.

Match Dr Falconbridge's original statements with the simplified statements underneath.

'Morning inspections frequently find dead negros and living negros fastened together. The dead are then thrown to the sharks'

'Those furthest away from the buckets in trying to get to them tumble over their companions on account of being shackled. This leads to a great many quarrels'

'The floor was so covered in the blood, vomit and mucus which had come from them because of the flux, that it resembled a slaughter-house'

'They frequently have their skin and even flesh completely rubbed off on their hips, knees and elbows by the motion of the boat.'

'The common sailors are allowed to have sex with such of the black women, the officers indulge their passions'

"Upon negroes refusing sustenance I have seen coals of fire, put on shovels and place so near their lips as to burn them"

'The poor fellows stowed so close to admit no other positions than lying on their sides.....less room than a man in his coffin'



There were no toilets on the boats and trying to use the buckets would cause fights.

The movement of the sea rocked the boat and this caused the slaves' skin to rub off on the hard wood.

Slaves who were on hunger strike were forced to eat.

Slave women were raped by both sailors and officers.

The slaves had to lay in human waste.

The slaves could not move position because the boat was crowded.

Living slaves would be left chained to the dead ones during the night.



An Abolitionist Interviews The Ship Physician Dr Falconbridge.



Q- Hello Dr Falconbridge, what are your thoughts about the conditions in which slaves are kept on the ships, and do you agree with slave trade?

A: _____

Q- Dr Falconbridge, what was the worst thing you saw during the voyage?

A: _____

Q- Dr Falconbridge, can you describe the smell inside the ship's hold and what caused the smell?

A: _____

Q- Dr Falconbridge, can you tell me the reasons you chose to work on this ship, because unlike the slaves, you clearly had a choice?

A: _____

Q- There was something else I wanted to ask you _____

A: _____

Q- Finally, Dr Falconbridge, just one more question: _____

A: _____



'The opinion that the number of slaves were said to be crowded in them is groundless (untrue). On the voyage from Africa to the West Indies, the Negroes are well fed, comfortable and have every attention paid to their health, cleanliness and convenience. When upon deck they amused themselves with dancing. In short, the voyage from Africa to the West Indies was one of the happiest periods of a negro's life.'

In 1778 British Members of Parliament met to talk about the conditions on board the slave ships. Slave trader , Robert Norris was called to give his views.

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Unreliable 1 2 3 4 5 6 7 8 9 10 **Reliable**

1: Source provenance may may not make the source reliable because: _____

Example from the source : " _____ "

2: The source content may may not make the source reliable because: _____

Example from the source : " _____ "

3: Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

What Happened At the Slave Markets?

Discover: how slaves were sold **Explore:** how slaves may have felt **Skills:** empathy + making predictions.

If they survived the journey on the slave ships and made it to the Americas, captured Africans would most likely be sold at a slave auction. Before being sold they were washed and cleaned and fats and oils were rubbed into their skin. Hot tar was rubbed into any sores or wounds. There is evidence that some slaves who suffered from dysentery (diarrhea) had rope pushed up their backsides to block it for awhile. **Why do you think these things happened?**



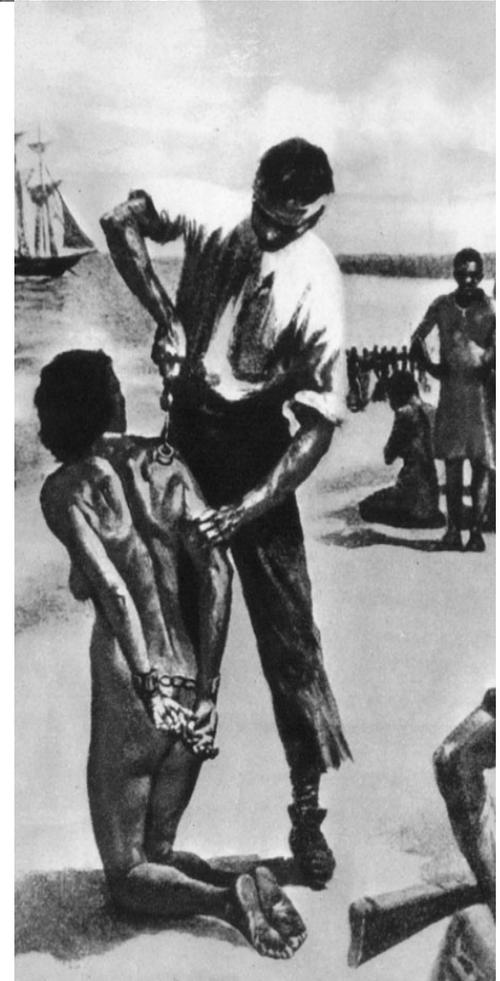
A Slave's Story

An account by former slave William Bells Brown, 1848.

'I shall never forget a scene which took place in the city of St. Louis, while I was in slavery. A man and his wife, both slaves, were brought from the country to the city, for sale. The man was first put up, and sold to the highest bidder. The wife was next. My eyes were intensely fixed on the face of the woman, whose cheeks were wet with tears. But a conversation between her husband and his new master attracted my attention. I drew near them to listen. The slave was begging his new master to purchase his wife. Said he, "Master, if you will only buy Fanny, I know you will get the worth of your money. She is a good cook, a good washer, and her last owner liked her very much. If you will only buy her how happy I shall be." The new master replied that he did not want her but if she was sold cheap he would purchase her. I watched the countenance of the man while the different persons were bidding on his wife. When his new master bid on his wife you could see the smile upon his face, and the tears stop; but as soon as another would bid, you could see his change and the tears start afresh'.

Create an ending to the account of William Bells Brown.

What do you think is happening in the picture to the right?

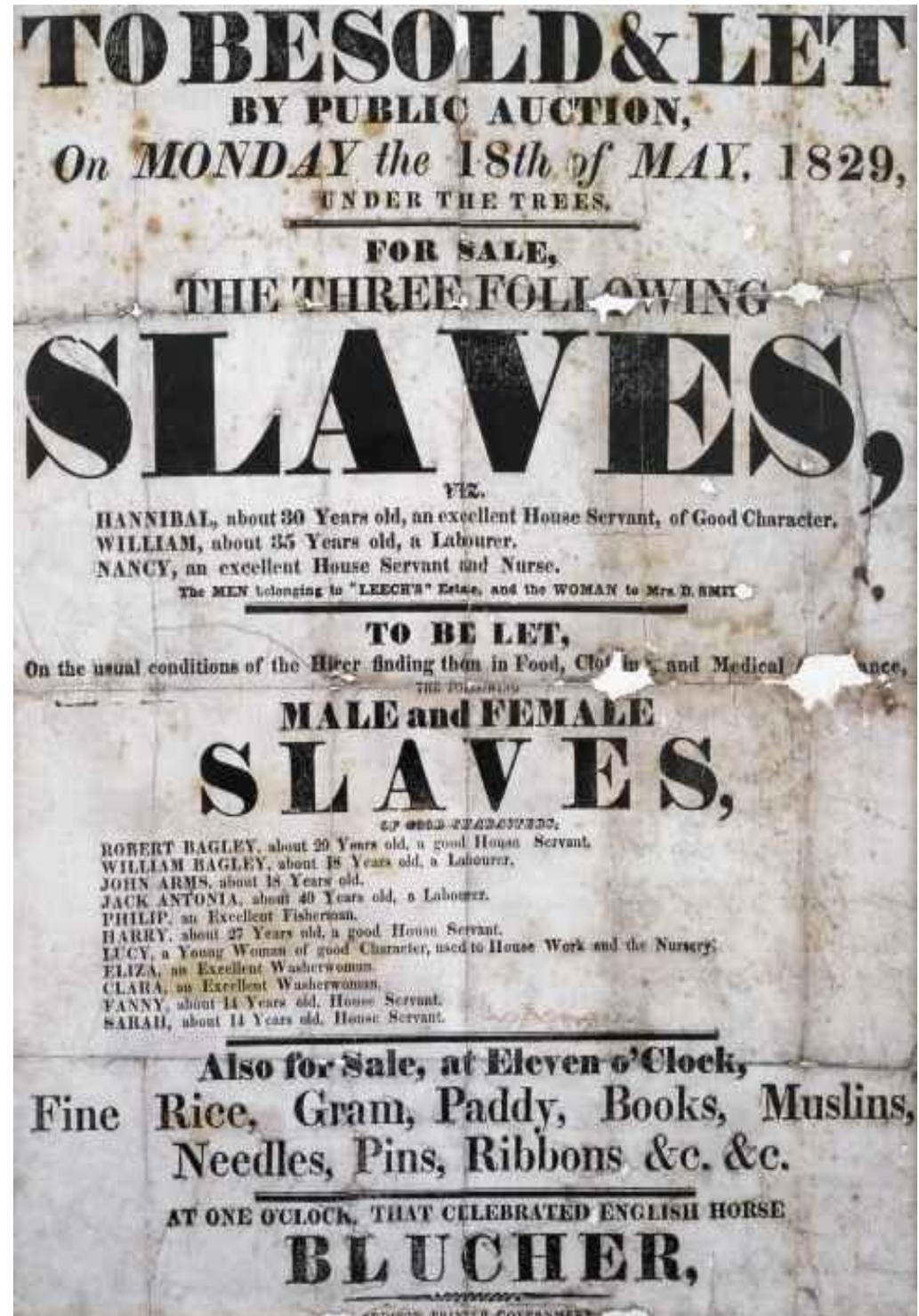


Shopping For A Slave?

 **Mission:** to select the best slaves to work in your home or on the plantation.

- 1: How many years ago was this poster made?
- 2: Where would the auction take place?
- 3: Choose two slaves to work on your plantation.
- 4: Choose two slaves to help repair your house.
- 5: Choose a slave to care for your elderly relative.
- 6: Choose a slave to care for a young child.
- 7: Choose a slave to keep you 'company'.
- 8: Choose a slave to serve you and your family in your home.
- 9: How many slaves were for rent?
- 10: What time could you buy some rice?
- 11: What does it suggest that slaves were sold along with rice, needles and pins?

Slave Trade



TO BE SOLD & LET
BY PUBLIC AUCTION,
On *MONDAY* the 18th of *MAY*, 1829,
UNDER THE TREES.

FOR SALE,
THE THREE FOLLOWING
SLAVES,

VIZ.
HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 35 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.
The MEN belonging to "LEECH'S" Estate, and the WOMAN to Mrs D. SMIT

TO BE LET,
On the usual conditions of the Hire finding them in Food, Clothing, and Medical Attendance,
THE FOLLOWING
MALE and FEMALE
SLAVES,

OF GOOD REPUTATION:
ROBERT BAGLEY, about 20 Years old, a good House Servant.
WILLIAM BAGLEY, about 18 Years old, a Labourer.
JOHN ARMS, about 18 Years old.
JACK ANTONIA, about 40 Years old, a Labourer.
PHILIP, an Excellent Fisherman.
HARRY, about 27 Years old, a good House Servant.
LUCY, a Young Woman of good Character, used to House Work and the Nursery.
ELIZA, an Excellent Washerwoman.
CLARA, an Excellent Washerwoman.
FANNY, about 14 Years old, House Servant.
SARAH, about 14 Years old, House Servant.

Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons &c. &c.

AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE
BLUCHER,

ARTHUR PRINTER GOVERNMENT

Bid 'Em In: by Oscar Brown Jr.



Musical Interlude: to listen to a song about a slave auction and complete its lyrics.

Bid 'em in! Get 'em in!
That sun is h__ and plenty bright.
Let's get down to business and get home tonight.
Bid 'em in!

Auctioning s _____ is a real high art.
Bring that young g ____, Roy. She's good for a start.
Bid 'em in! Get 'em in!

Now here's a real good buy only about 15.
Her great grandmammy was a Dahomey queen.
Just look at her face, she sure ain't homely.
Like Sheba in the Bible, she's _____ but comely.
Bid 'em in!

Gonna start her at three. Can I hear three?
Step up gents. Take a good look see.
Cause I know you'll want her once you've seen her.
She's young and ripe. Make a darn good _____.
Bid 'em in!

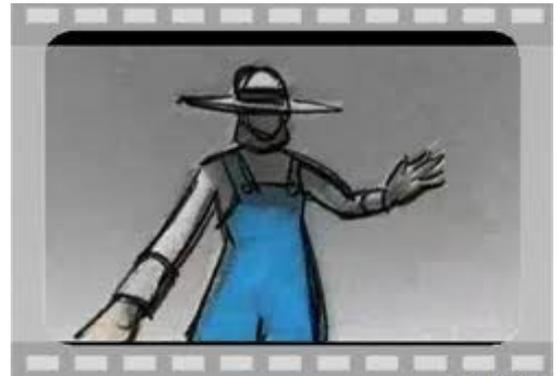
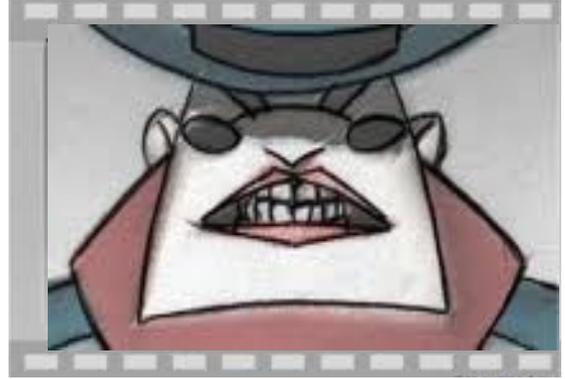
She's good in the _____. She can sew and cook.
Strip her down Roy, let the gentlemen look.
She's full up front and ample behind.
Examine her _____ if you've got a mind.
Bid 'em in! Get 'em in!

Here's a bid of three from a man who's thrifty.
Three twenty five! Can I hear three fifty?
Your money ain't earning you much in the banks.
Turn her around Roy, let 'em look at her _____.
Bid 'em in!

Three fifty's bid. I'm looking for four.
At four hundred dollars she's a _____ sure.
Four is the bid. Four fifty. Five!
Five hundred dollars. Now look alive!
Bid 'em in! Get 'em in!

Don't mind them t _____, that's one of her tricks.
Five fifty's bid and who'll say six?
She's healthy and _____ and well equipped.
Make a fine lady's maid when she's properly w _____.
Bid 'em in!

Six! Six fifty! Don't be slow.
Seven is the bid. Gonna let her _____.
At seven she's going, going gone!
Pull her down Roy, bring the _____ one on.
Bid 'em in! Get 'em in! Bid 'em in!



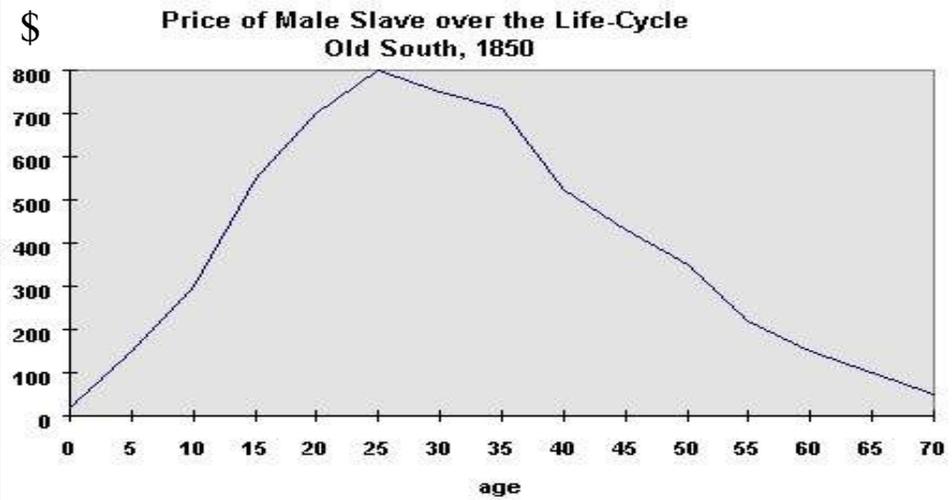
My Verse

The Statistics of Slavery

Mission: to look at slavery through statistics, graphs and data.

Jot down the answers using the graphs, charts and statistics....

- 1: Which year saw the most number of slaves in the USA / How many?
- 2: At what age was a slave worth the most money in 1850?
- 3: How much was a 70 year old slave worth in 1850?
- 4: What was the most likely numbers of slaves owned in 1850?
- 5: What was the most / least common crop produced by slaves in 1860?
- 6: What year did the least slaves produce the most cotton?
- 7: Complete the box on the slave crops in 1860 map.
- 8: How much does a 25 yr old slave cost in modern currency?

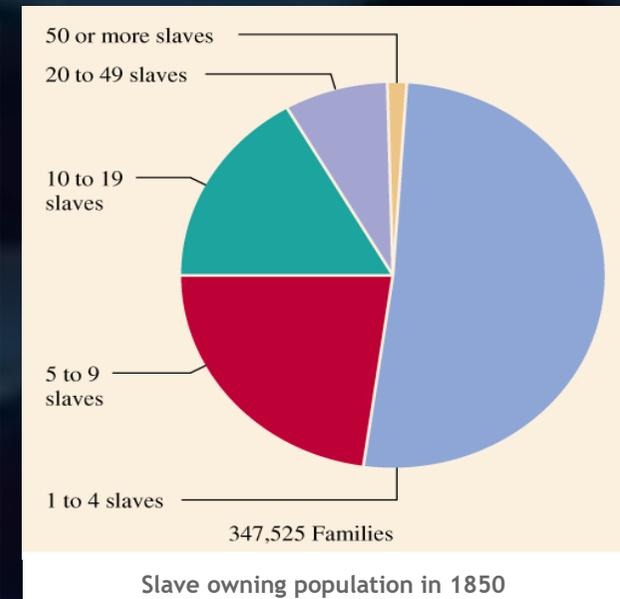
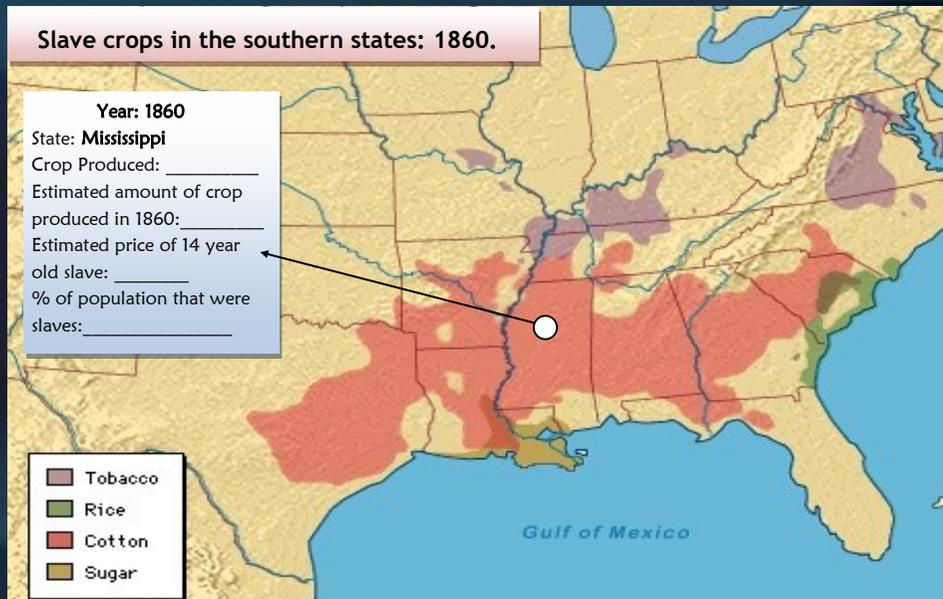


Year	White	Free Blacks	Slaves
1800	1,691,892	61,575	851,532
1820	2,867,454	130,487	1,509,904
1840	4,601,873	207,214	2,481,390
1850	6,184,477	235,821	3,200,364
1860	8,036,700	253,082	3,950,51



Year	Slaves	Cotton Produced in USA
1790	750,000	3,000 bales
1800	1,000,000	75,000
1810	1,375,000	178,000
1820	1,775,000	335,000
1830	2,325,000	732,000
1840	2,875,000	1,348,000
1850	3,650,000	2,136,000
1860	4,450,000	3,841,000

State / Year	1790	1810	1860
Delaware	15.04	5.75	1.60
Georgia	35.45	41.68	43.72
Kentucky	16.87	19.82	19.51
Maryland	32.23	29.30	12.69
Mississippi			55.18
North Carolina	25.51	30.39	33.35
South Carolina	43.00	47.30	57.18
Virginia	39.14	40.27	30.75
Overall	33.95	33.25	32.2



A Day in the Life of a Plantation Slave.



<p>Task : Below are a list of sources, both primary and secondary. They contain very different information about the daily experience of a slave working on a plantation. So how can we tell what the average slave's day was like?</p>	<p>Work Hours</p>	<p>No. meals</p>	<p>Food Eaten</p>	<p>Sunday Off ?</p>
<p>Optional : Use the following website: http://abolition.e2bn.org/ and click on 'a day in the life'. Observe the itinerary of the 'field slave' and insert your findings for the heading in the columns right..</p>				
<p>A Louisiana field slave worked from sun up to sun down, sometimes later. They worked from Monday through Saturday. They rested or went to church on Sunday. NOTE: how can we find out the sun up and sun down times in the state of Louisiana?</p>				
<p>In ordinary times we had two regular meals in a day: breakfast at twelve o'clock, after labouring from daylight, and supper when the work of the remainder of the day was over. In harvest season we had three meals.</p>				
<p>The main food of those upon my master's plantation consisted of corn-meal and salt herrings (fish); to which was added in summer a little buttermilk, and the few vegetables.</p>				
<p>Being a field slave was not at all easy. They worked from sunrise to sunset, but during harvest, they worked an eighteen-hour day. A field worker was out in the field when the first sign of light shone until it was too dark to see. Women worked the same hours as men.</p>				
<p>Slave were usually given one day off, a Sunday in each month.</p>				
<p>Louisiana slave owners were able to work their slaves for up to 21 hours in a day.</p>				
<p>Field slaves lived mostly on a diet of cornmeal, salt herring, and pork. They had two meals a day. There was breakfast at twelve and dinner much later.</p>				
<p>"We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. Work, work, work. The longest days were too short for him, and the shortest nights too long for him.</p>				
<p>Most slaves had to work from sunrise to sunset. Some owners made their slaves work every day, others allowed slaves one day a month off and some allowed their slaves to have Sundays as a rest-day.</p>				
<p>Slaves were in the fields from sunrise to sunset and at harvest time they did an eighteen hour day.</p>				
<p>In those 18 hours, most slaves worked on cotton plantations. Kids would pull weeds, feed chickens, scare crows away from the cornfields, keep hawks from stealing young chickens, pick insects off the crops, or carry water to other workers.</p>				
<p>We had but two meals a day, of corn meal bread, and soup, or meat of the poorest kind. Very often so little care had been taken to cure and preserve the bacon... In the summer breakfast was about nine o'clock in the morning and lunch at two in the afternoon.</p>				
<p>Would you like to work 18 long and painful hours from about 6:00 a.m. to midnight? This is what most slaves had to do. In fact, by the time a slave got back to the slave quarters (where they ate and slept), it was about 2:00 a.m.! That meant three hours of sleep, if they fell asleep.</p>				
<p>Every Monday morning slaves had a quantity of Indian corn handed out to them; this they grind with a hand mill, and boil or use the meal as they like. The adult slaves have one salt herring allowed for breakfast, during the winter time. Breakfast is usually from ten to eleven o'clock.</p>				
<p>Slaves began work about 7am and If slaves finished their work they could finish early, about 6pm.</p>				
<p>5 AM start, whipped if late, 8 AM breakfast of boiled ham and oca, 830 AM back to work. 12 lunch of salted meat of fish, then rest, 2PM back to work, 6PM back to the huts for rest, supper and sleep.</p>				
<p>Use corroboration to decide which was the more common experience for a plantation slave .</p>				
<p>Now compare a slave's day to your own school day.</p>				

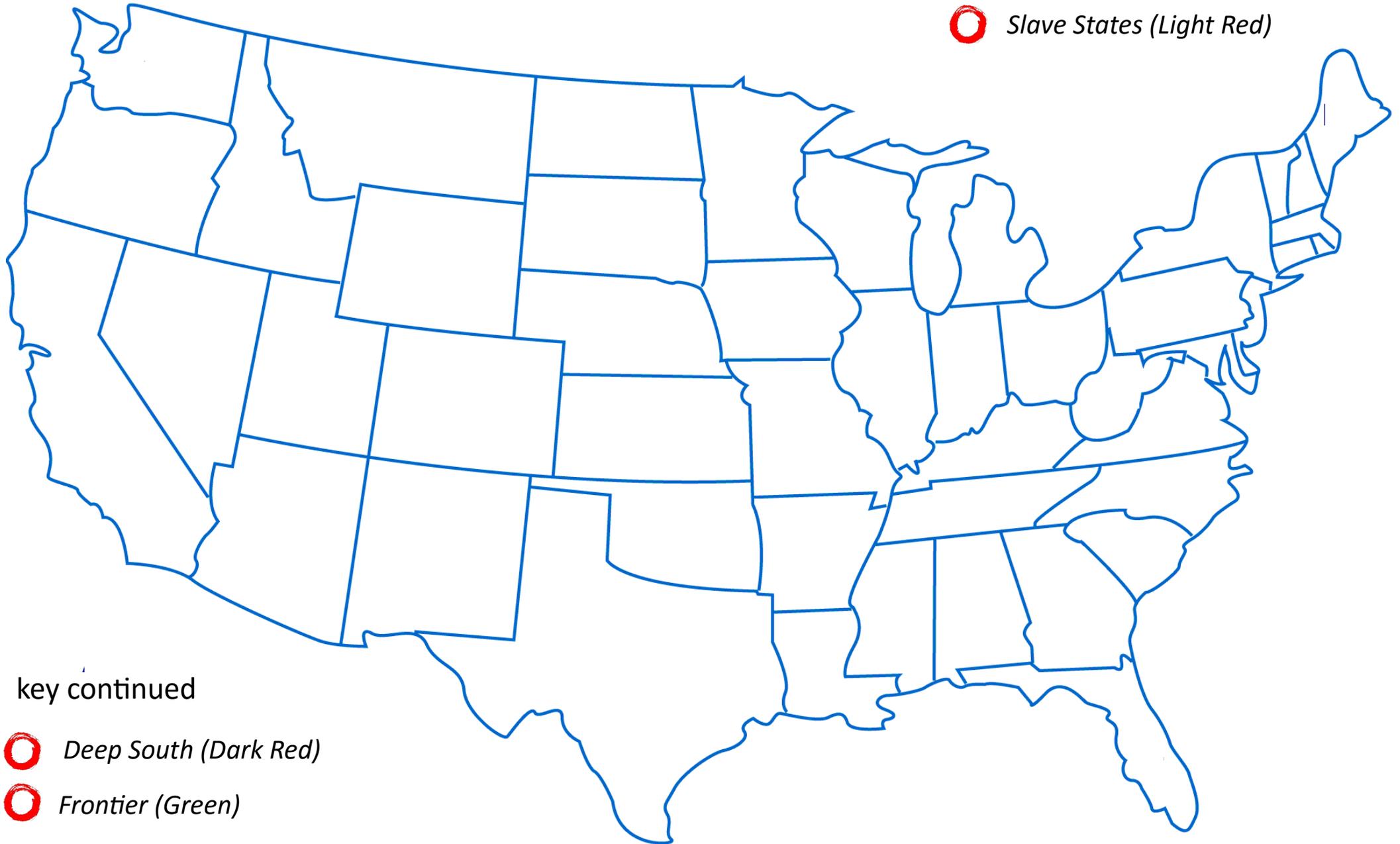
A Regional Map of the USA in c1850

Mission: to identify the different regions of the United States in c1850.

www.learner.org/biographyofamerica/prog10/feature/index_text.html

Map Colour Key

-  *Free States (Blue)*
-  *Mississippi (Black)*
-  *Slave States (Light Red)*



key continued

-  *Deep South (Dark Red)*
-  *Frontier (Green)*

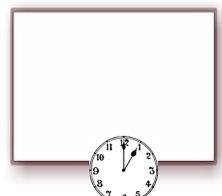
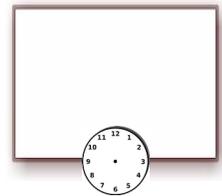
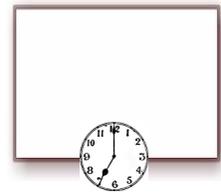
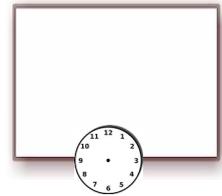
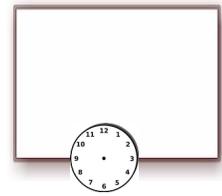
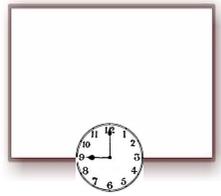
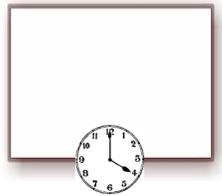
A Day in the Life of A Planation, House Slave and a Slave Owner.



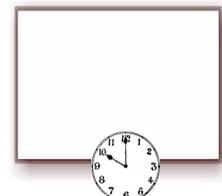
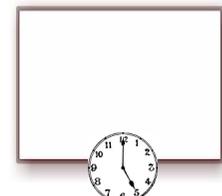
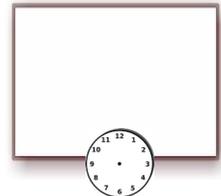
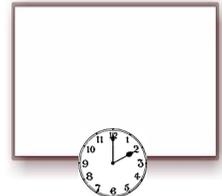
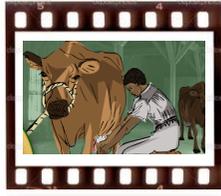
Task : use the website provided and wright a sentence to match each image. abolition.e2bn.org/



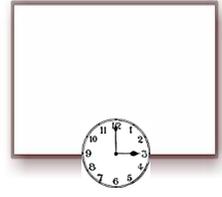
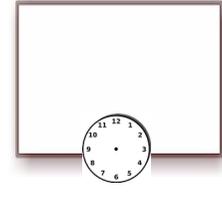
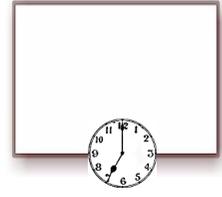
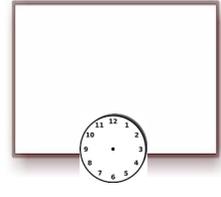
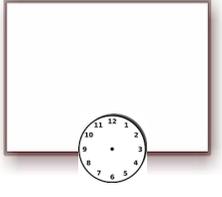
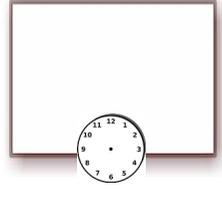
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A Punishment To Fit The Crime.

Discover: the types of punishments used on slaves **Explore:** the slave codes and why different punishment were used **Skill:** empathy.

Slaves had NO rights. They were the property of their owner who could treat them however he or she liked. There were many 'laws' or slave codes that slaves had to live by. Imagine you are an overseer. Listed below are ten scenarios and it is your job have to decide how to respond to them. There are some ideas provided in the images below but you should also devise suitable punishments of your own. You can only use each punishment once and remember, the punishment should fit the crime.



'Slave code' broken	Why was this not allowed?	The punishment I would use (if any).	/ 10
1: You discover that one of the slaves has a reading book and is teaching herself to read.			
2: One of the plantation slaves was 10 minutes late returning from lunch. He said he was sick.	X		
3: You find 3 of the plantation slaves sitting down talking when they should have been picking cotton.	X		
4: One of the three slaves argues with you when you told them to start working again.			
5: When you were whipping a field slave he tries to grab hold of your whip and pushes you to the ground.	X		
6: A house slave tried to run away but was caught and returned to you by a slave catcher.	X		
7: You see a slave selling some of the vegetables he grew in his garden to a slave from another plantation.			
8: You find a drum hidden under one of the slave huts. All the slaves say they don't know who put it there.			
9: It is Sunday afternoon, the slaves' day off. You notice several of your slaves talking with slaves from other plantations.			
10- When checking the Slave Quarters one evening, your hear one slave, a father of three , encouraging the others to rebel.	X		

THE SLAVE TRADE

Part 1 OF 2

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