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The following webquest will provide you with a comprehensive overview of main topics that pertain to the Atlantic Slave Trade. You will be using hyperlinks to take you to different websites that include primary sources that will help create a full picture of the Atlantic Slave Trade. At the end of this lesson, you will need to apply the information that you learned in a culminating project that demonstrates accuracy of the information, application and empathy.

**Day 1: Experiences of the Enslaved People**

**1. The Capture: Song of the Bornu Slave**

The following is a song that was sung by Bornu women that were captured and sold into slavery. As you read this song, try to imagine the pain and sorrow that the women were experiencing as they were leaving the happiness and familiarity of their home and being taken to a foreign and unknown new land. 



2. **The Voyage**

Click on [Account of a Slave Trade on the Coast of Africa](http://www.recoveredhistories.org/pamphlet1.php?page=1&orderby=MaxID&catid=602&page=70) (an excerpt from The African Slave Trade and Its Remedy, by Sir Fowell Buxton, 1810)

Read *at a minimum* pages 125-127 of the primary source document provided. Then, develop a paragraph that explains at least THREE facts that surprised you about the life on a slave ship. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. **Slavery in the North**

We study history in order to dispel stereotypes. Many of you have heard about plantation slavery in the South, but many times slavery in the North is overlooked. Before you click on the link, jot down 2-3 generalizations that you have about slavery in the North: [slavenorth.com/slavenorth.htm](http://slavenorth.com/slavenorth.htm)

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| What you know before reading the link | What you learned after reading “Slavery in the North”-**read paragraphs 4-7 only** |
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**4. Images of the Atlantic Slave Trade**

Instructions: For each gallery, browse several images (7 or 8 minimum). Then write a 3 - 5 sentence reflection about what you learned about each part of the slave trade.

Visit: [Capture](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=3&categoryName=Capture%20of%20Slaves%20and%20Coffles%20in%20Africa): (Look up the word “coffle”, and be sure to use it in your reflection)

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Visit: [Slave Ships and the Middle Passage](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=5&categoryName=Slave%20Ships%20and%20the%20Atlantic%20Crossing%20(Middle%20Passage))

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Visit: [Slave Auction](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas)

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Look closely at the image of the sugar plantation mill yard on Antigua from 1823. Describe the scene: men, women, animals, what are they carrying, technology being used, etc. <http://campuses.fortbendisd.com/campuses/documents/Teacher/2014%5Cteacher_20141117_0721.pdf>

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Now tour the Danish Annaberg Sugar Plantation by clicking on the following link. [www.**cyark**.**org**/**projects**/**annaberg**-**sugar**-**plantation**](http://www.cyark.org/projects/annaberg-sugar-plantation) It is located on the the island of St. John’s, USVI, but was originally settled as a Danish sugar island.

Click on the interactive icons on the model of the windmill. By using the text and visual information on the site, describe the process of making sugar and work conditions.

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Click on the “In-Depth” tab on the top of the page. For each of the following, write down 3 facts that you learn. Also, *make sure you explore this site by clicking on the Annaberg sugar plantation image/tour to the right of this section of information.*

**Daily Life:**

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**The Work Day:**

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**Repression and Resistance:**

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**Day 2: Resistance and Abolition of slavery**

**5. Music of Resistance**

Read the following excerpt from the website The Music of Slavery and Freedom, by Jacqueline Mendygral.

*“Masters in the south were so concerned about slaves playing music and singing that they didn't allow slaves to beating on drums. They thought the rhythms would start fighting and rebellions. In protest, slaves began using different objects as drums including their own bodies. This style was known as "patting juba" or "slapping juba”.*

*The slave masters figured that slaves would always fight for freedom and try to escape. They had to come up with a way to convince the slaves that they belonged to the white man. The masters used religion to come up with excuses to keep them from trying to escape. They made them go to church and become Christians. The slaves did become Christians and would enjoy singing in church. Little did the masters know that this plan would actually help the slaves to find freedom.*

*Slaves created songs called "spirituals," which told details about their lives as slaves. Many songs were about how they wanted to live in a "free country," which they called "my home" or "Sweet Canaan, the Promised Land." The land was located on the Northern side of Ohio River, which they called "Jordan." They sang spirituals that talked about freedom and what they would do if they were ever free. The slaves wanted freedom and would try an get it at any cost. They would be willing to give up their lives. Their music kept secrets from everyone they didn't trust.*

*Work songs were created as a call back system to help the slaves work as team. One group would call out a verse and another group would say it back to them. This is to show that the second group heard the other group. Then the groups would work together to haul a heavy load away. Sometimes they would just sing to help get through a tough day****.”***

**Click on each of the following links below and answer the questions provided.**

1. <http://jmendysse6115.weebly.com/document-e---work-songs.html> Choose one of the work songs to listen to and study. ***What do you think the slaves are talking about in this song?***

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2. <http://jmendysse6115.weebly.com/document-f---spirituals.html> ***Do you believe that these enslaved people have become Christian or are they faking it for another purpose? Why or Why not? Give evidence to support your answer.***

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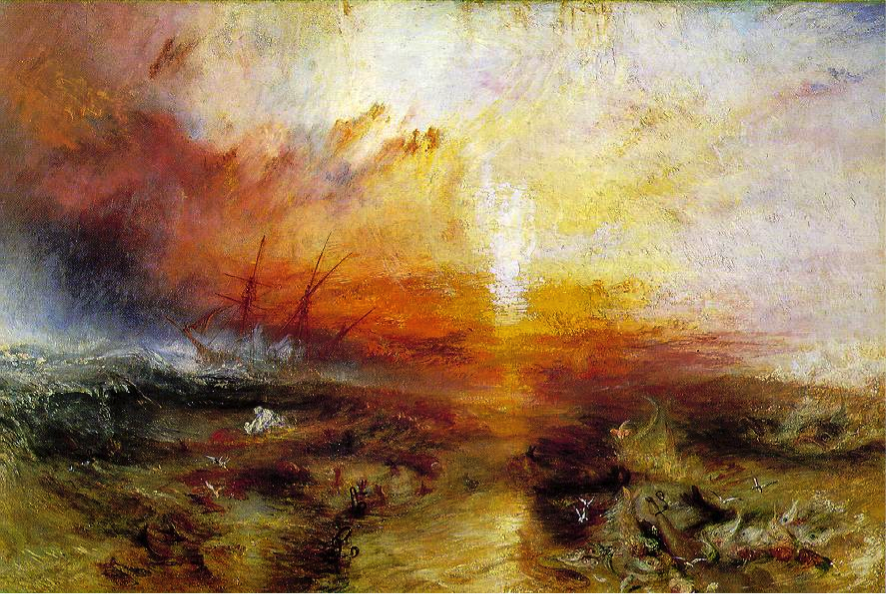
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3. <http://jmendysse6115.weebly.com/document-g---secret-codes.html> Choose one of the secret code songs to listen to and study. ***Do you think that these songs may mean something else? Why or Why not? Give evidence to support your answer. Do you feel as though these songs would be effective to help the slaves escape to freedom? Why or Why not? Give evidence to support your answer.***

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**6. Paintings That Helped to Publicize the Inhumanity**



J.M.W. Turner's Slave Ship (1840)

Turner was inspired to paint the scene after reading Abolitionist literature. He chose the timing of the exhibition of the painting with a meeting of the British Anti-Slavery Society at which Prince Albert would be speaking and would thus be inspired to increase the British government’s action on abolition of slavery.

The picture shows a ship caught in a storm, which has evidently thrown a large number of slaves overboard because slave ships would receive insurance compensation for slaves lost at sea. The slaves can be seen in the water in the foreground.

The scene is representative of common practices on slave ships, particularly as having been practiced by the slave ship Zong.

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| **Read the following information about The Zong Case from** [**http://web.utk.edu/~gerard/romanticpolitics/zongcase.htm**](http://web.utk.edu/~gerard/romanticpolitics/zongcase.htm)**.**  **l**  “The trial of *Gregson v Gilbert* (or, the Zong Case) is a noteworthy case because it exemplified the horrors of the slave trade, and was paid attention to by Granville Sharp and Olaudah Equiano. While the *Zong*, a slave-ship, was en route from West Africa to Jamaica with a cargo of slaves, Captain Luke Collingwood worried that the ship was running out of supplies. The ship had already encountered disease, and so as to save supplies and attempt to slow the spread of pestilence, Cullingwood decided to drown a large number of slaves. A total of 121 slaves were thrown overboard in three days, many of whom were perceived to be sick and dying, and an additional 10 committed suicide, thinking they would be killed next.   |  | | --- | | When the *Zong* case was put to trial in 1783, it was over insurance claims, and Lord Mansfield presided. The case got its name because "Gregson, the shipowners, were claiming for the loss of their slaves (£30 each) from their underwriters (Gilbert). The latter refused to pay, and thus the case was a simple matter of maritime insurance" (Walvin 16). Despite efforts by Granville Sharp to bring murder charges into the trial, ***the case continued to recognize the slaves only as property. Eventually, Mansfield would say he "had no doubt (though it shocks one very much) that the case of the slaves was the same as if horses had been thrown overboard" (Walvin 17).***  The Zong case served in part to further illustrate to the people of England the legal definition of slaves as chattel property. For Lord Mansfield, his final decision in the case left no doubt that he had not freed all slaves through his ruling in the Somerset Case.  **What was the ruling from this case, and what does it tell us about how the enslaved people were viewed?** | |

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**How would the painting and this information help the abolitionist movement?**

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**7. Boycotts and Social Action**

The majority of people who used sugar to sweeten their tea and eat cakes, drink rum, and wear cotton had no idea where their sugar and cotton came from or the conditions under which it was produced.

Click on the following link. <http://abolition.e2bn.org/campaign_17.html> Read the short section on “Consumer Action” that led to a 30% drop in the sale of sugar in Great Britain and the growing awareness of the immorality of the link between sugarcane products and slavery. ***What is a contemporary issue that also involves social activism, an ethical issue, divided views on the subject, and a change in legislature.***

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**8. Timeline: Global Changes in Legislation Involving Slavery up to Today**

Look over the following timeline paying special attention to the bold information.

1. 1590: Toyotomi Hideyoshi bans slavery in Japan. However, it continued as a punishment for criminals.

2. **1706: In the case of Smith v. Browne & Cooper, Sir John Holt, Lord Chief Justice of England, rules that "as soon as a Negro comes into England, he becomes free. One may be a villein in England, but not a slave."**

3. 1723: Russia abolishes outright slavery but retains serfdom.

4. 1772: Somerset's case held that no slave could be forcibly removed from Britain. This case was generally taken at the time to have decided that the condition of slavery did not exist under English law in England and Wales, and emancipated the remaining ten to fourteen thousand slaves or possible slaves in England and Wales, who were mostly domestic servants.

**5. 1775–83: Britain's rebellious North American Colonies ban or suspend the Atlantic slave trade. Smuggling of slaves continues the institution of slavery.**

6. 1783: New Hampshire begins a gradual abolition of slavery..

7. 1792: Denmark–Norway declares transatlantic slave trade illegal after 1803 (though slavery continues in Danish colonies to 1848 (for example, the Annaberg Plantation on St. John’s).

**8. 1794: France abolishes slavery in all its possessions. (However, slavery is restored by Napoleon in 1802.**

9. 1794: The United States bans American ships from the trade and prohibits export by foreign ships in the Slave Trade Act but smuggling continues the trade.

10. 1799: New York State passes gradual emancipation act freeing future children of slaves, and all slaves in 1827.

11. 1802: Emperor Napoleon re-introduces slavery in French colonies growing sugarcane..

**12. 1803: Denmark–Norway: abolition of transatlantic slave trade takes effect 1 January 1803. (For example, St. John’s Island, Annaberg Plantation)**

13. 1804: New Jersey begins a gradual abolition of slavery, freeing future children of slaves. Those born prior to the Act remain enslaved for life. The process later becomes complete with the ratification of the 13th Amendment in 1865.

**14. 1804: Haiti declares independence and abolishes slavery.**

15. 1807, 2 March: The US makes international slave trade a felony in Act Prohibiting Importation of Slaves; this act takes effect on 1 January 1808.

**16. 1807, 25 March: Abolition of the Slave Trade Act abolishes slave trading in British Empire. Captains fined £120 per slave transported.**

17. 1807: The British begin patrols of African coast to arrest slaving vessels. The West Africa Squadron (Royal Navy) is established to suppress slave trading; by 1865, nearly 150,000 people freed by anti-slavery operations.

**18.** **1808: The US bans only the importing of new slaves.**

19. 1811: Slave trading made a felony in the British Empire, punishable by transportation for British subjects and foreigners.

**20. 1811: Spain abolishes slavery at home and in all colonies except Cuba, Puerto Rico, and Santo Domingo.**

21. 1817: New York State sets a date of 4 July 1827 to free all its ex-slaves from indenture.

**22. 1818: France abolishes slave trading.**

23. 1822: Liberia founded by American Colonization Society (USA) as a colony for emancipated slaves.

**24. 1831: Brazil adopts the Law of 7 November 1831, declaring the maritime slave trade abolished, prohibiting any form of importation of slaves, and granting freedom to slaves should they be illegally imported into Brazil.** In spite of its adoption, the law was seldom enforced prior to 1850, when Brazil, under British pressure, adopted additional legislation to criminalize the importation of slaves.

**25. 1834: The British Slavery Abolition Act comes into force, abolishing slavery throughout most of the British Empire.** Legally frees 700,000 in West Indies, 20,000 in Mauritius, and 40,000 in South Africa. The exceptions, territories controlled by the East India Company and Ceylon, were liberated in 1843 when they became part of the British Empire.

26. Slave owners are paid by the government of Great Britain to compensate for their loss of “property”. Amount paid is equal to 50% of Great Britain’s GDP.

27. 1836: Republic of Texas is established. Slavery is made legal again.

28. 1838, 1 August: Enslaved men, women, and children in the British Empire finally became fully free after a period of forced apprenticeship following the passing of the Slavery Abolition Act in 1833.

29. 1845: 36 British Royal Navy ships are assigned to the Anti-Slavery Squadron, making it one of the largest fleets in the world.

30. 1847: Slavery is abolished in Pennsylvania, thus freeing the last remaining slaves, those born before 1780 (fewer than 100 in 1840 Census).

31. 1848: Slavery abolished in all French and Danish colonies.

**32.** **1859: Trans-Atlantic slave trade completely ends.**

33. 1861: Russia frees its serfs in the Emancipation reform of 1861.

**34. 1861: Starting April 12, the American Civil War was fought between the United States and a Confederacy of breakaway slave states.**

35. 1862: Cuba abolishes slave trade.

**36. 1863: In the United States, Abraham Lincoln issues the presidential order the Emancipation Proclamation declaring slaves in Confederate-controlled areas to be freed. Most slaves in "border states" are freed by state action; separate law freed the slaves in Washington, D.C.**

37. 1865, December: US abolishes slavery with the Thirteenth Amendment to the United States Constitution; about 40,000 remaining slaves are affected..

38. 1888, 13 May: Brazil enacts the Golden Law, decreeing the total abolition of slavery with immediate effect, without indemnities to slave owners. This is the last state to ban slavery with its roots in the colonial period.

**40. 1948: UN Article 4 of the Universal Declaration of Human Rights bans slavery globally.**

**41. Although slavery is now illegal in all countries, practices similar to slavery continue today in many places throughout the world**

**Using the timeline above, answer the following questions.**

1. During what years are there major legislative acts to abolish (end) slavery and the slave trade?

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2. What might be reasons for why slavery and the slave trade took so long to fully end in different countries?

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**9. Atlantic Slave Trade Timeline (CyArk and Trimble)**

Click on the following link: <http://www.cyark.org/themes/atlantic-slave-trade>.

Manipulate the **timeline bar** at the top to see the growth and conclusion of the Atlantic Slave Trade.

Now, move the timeline bar all the way over to **1900**.

1. Click on the **RED circles** that represent **“Total Slaves Transported”**. Write in the total number of people captured as slaves for each area/port. The table is organized from north to south, West Africa to East Africa.

|  |  |
| --- | --- |
| Spain |  |
| Madeira (Atlantic island) |  |
| West Central Africa & St. Helena |  |
| Bight of Biafra |  |
| SE Africa & Indian Ocean islands |  |
| East Africa & Asia |  |

2. Compare the data from West Africa to that of East Africa, and use the Timeline of Legislation in this document above to answer the following question.

***What explains the dramatic drop in the number of slaves coming from West Africa and similar dramatic increase in East Africa between 1800 and 1850?***

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3. Make sure the **timeline bar** is still on the year **1900**. Now click on the **BLUE circles** that represent “Total Slaves Arrived”. Write in the total number of people that arrived as slaves for each area/port. The table is organized from north to south.

|  |  |
| --- | --- |
| North America |  |
| Caribbean |  |
| Brazil |  |

4. Why do you think that more enslaved people were brought to the Caribbean and Brazil?

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**10. The Legacy**

Read the following blogpost written by Michelle Obama and information about the monument created by the United Nations.

Michelle Obama: <https://www.whitehouse.gov/blog/2013/06/27/flotus-travel-journal-visiting-goree-island>

United Nations:

[**http://www.un.org/en/events/slaveryremembranceday/memorial.shtml**](http://www.un.org/en/events/slaveryremembranceday/memorial.shtml)

**What is your reaction? How does what you read connect to what you see happening in the world today?**

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***Extension*: Economic Issues Pertaining to Slavery**

**Review the following information and be prepared for our discussion.**

**The Cost of a Slave**

[https://www.measuringworth.com/slavery.php#footstar](https://www.measuringworth.com/slavery.php%23footstar)

**Why does anything have value?**

A monetary value can be measured by a transaction when something is bought and sold, or as an expected value of an asset currently held. Some assets have value because of the potential income they can generate. An example would be a piece of capital equipment, such as a cotton gin for which planters would pay to have their cotton processed, or a slave who would pick the cotton.

Other assets may have value because of their potential resale value, such as land or a rare painting. The owners of a painting choose to have part of wealth invested in something that does not generate current income, either because of an expectation that it will appreciate or because they wish to "consume" the pleasure of owning it.

**What is the motivation for owning a slave & what determines the price of a slave at a given point in time?**

The demand for a slave is a derived demand, as is that for any productive resource. It is derived from the demand for the output that resource helps to produce. At the time the South seceded from the Union, the purchase of a single slave represented as much as $130,000 and more in today's prices. This was twice the average of 14 years earlier, indicating a sustained growth in the demand for slaves. Economists would say that these observations alone indicate that the profitability of "investing" in a slave was increasing substantially.

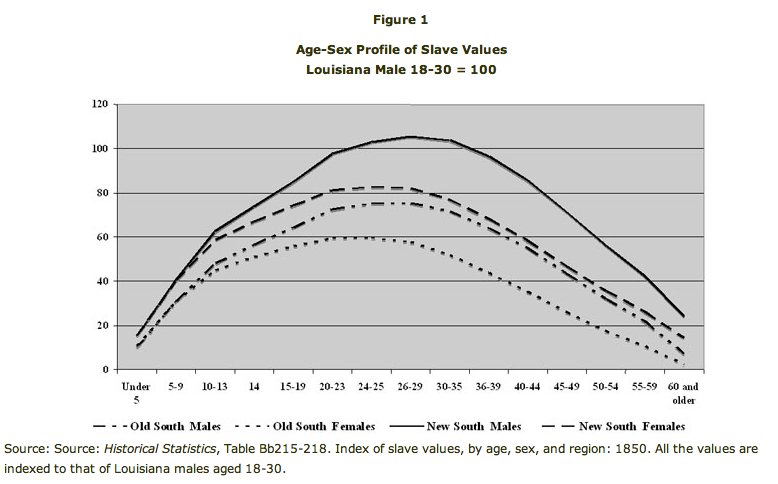
Why would a slave have so much value? A short answer is the value of a slave is the value of the expected output or services the slave can generate minus the costs of maintaining that person (i.e., food, clothing, shelter, etc.) over his or her lifetime. A quick list of the data that have to be considered in determining the value of a slave's expected revenue would include sex, age, location, how much he or she is likely to produce (a factor that included a slave's health and physical condition), and the price of the output in the market. For a female slave, an additional thing to consider would be the value of the children she might bear.

In general, most economic historians believe that slavery was profitable, even at these expensive prices.

**Figure 1**

“Old South” = states along the Atlantic coast

What slaves were the most expensive to buy? Why might that be?

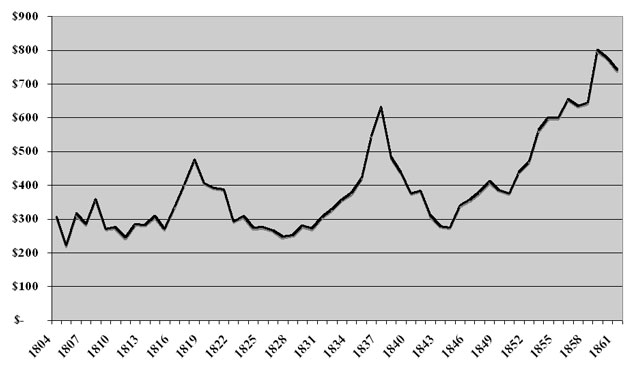


**Figure 2: How would the following events affect the price of a slave**?

* · War of 1812
* · Increase in land prices
* · Panic of 1837 & economic depression
* · Worldwide demand for US cotton
* · Growing abolition movement & awareness of atrocities associated with slavery

**Figure 2**

**Average Price of a Slave Over Time  (\*not in current dollar value)**



**Culminating Project**

Using the information that you learned from the Atlantic Slave Trade Webquest, and possibly the extension discussion, complete one of the following projects to demonstrate your understanding of the material & present it to your class. You are encouraged to work as a team: one person designs the monument and one person writes the letter.

1. Using *SketchUp*, design a modern day monument that is based on 3 concepts:

1) interactive - the viewer is able to interact with the monument in some way (walk through it; touch it, etc).

2) the design is representative of some aspect of the Atlantic slave trade.

3) acknowledges the tragedy of the Atlantic slave trade & shows evidence of compassion.

B) Write a persuasive letter to an actual person of responsibility at the local, state or federal level making a case for an appropriate monument to the memory of the Atlantic slave trade and its victims. You do not have to design the monument; instead, you need to be the persuasive voice to initiate the project. Your letter should show evidence of research: why the monument is necessary, where the monument should be located and why that location.