Lesson Title: Triangular Trade

Purpose: In this lesson students will individually read for information in order to examine the history of the Atlantic Slave Trade. In cooperative groups, they will analyze primary and secondary documents to determine the costs and benefits of the trade to the nations and peoples involved. As an individual assessment, students will write and deliver a speech by a member of the British Parliament who wished to abolish the slave trade.

Grade Level/Content Area: Middle, Social Studies

Time Frame: 3-5 class periods

Maryland Content Standards:
WH 3.10.12.4 Describe the origins of the transatlantic African slave trade and the consequences for Africa, America, and Europe, such as triangular trade and the Middle Passage

GEO 4.3.8.8 Describe how cooperation and conflict contribute to political, economic, geographic, and cultural divisions of Earth’s surface

ECON 5.1.8.2 Analyze opportunity costs and trade-offs in business, government, and personal decision-making

ECON 5.1.8.3 Analyze the relationship between the availability of natural, capital, and human resources, and the production of goods and services now and in the past

Social Studies VSC:
2.A.3.a (Grade 6) Explain how the development of transportation and communication networks influenced the movement of people, goods, and ideas from place to place, such as trade routes in Africa, Asia, and Europe and the spread of Islam

3.A.1.a (Grade 6) Identify ways, such as domesticated agriculture, Nile River Trade and the gold/salt trade, people throughout world history have used available natural, capital, and human resources to meet economic wants

3.A.1.c (Grade 7) Analyze opportunity costs and trade-offs made in the production, distribution, and consumption of goods and services
Reading VSC:
1.E.1.a (Grade 6) Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socioeconomic background

1.E.3. (Grade 6) Use strategies to make meaning from text (during reading)

1.E.1.a (Grade 7) Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socioeconomic background

1.E.3 (Grade 7) Use strategies to make meaning from text (during reading)

Objectives:
• Students will describe the benefits and costs of the Triangular Trade to the nations and peoples involved.

Vocabulary/Concepts:
Abolition - put an end to a condition or cause, as in the abolition of slavery
Barracoon - An enclosure or barracks used for temporary confinement of slaves.
Goods - Physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.
Middle Passage – term used to describe the transatlantic voyage of slaves from Africa to the Americas.
Slave Coffle - A train of slaves fastened together.
Slavery - the institution of owning slaves or holding individuals in a condition of servitude
Triangular Trade – shipping routes connecting Africa, the West Indies and North America in a transatlantic commerce of slaves and manufactured goods
Voluntary - Having power of free choice.

Materials:
For teachers:
Teacher Resource Sheet #1, “An Act for Extending and Improving the Trade to Africa, 1750)
Teacher Resource Sheet #2, “An Act for the Abolition of the Slave Trade”

For each student:
Student Resource Sheet #1, “History of the Atlantic Slave Trade”
Student Resource Sheet #2, “History of the Atlantic Slave Trade Target Notes”
Student Resource Sheet #3, “The Atlantic Slave Trade”
Student Resource Sheet #4, “Letter from William Fitzhugh to Mr. Jackson”
Student Resource Sheet #5, “The Trade in Loango”
Student Resource Sheet #6, “The Slave Ship”
Student Resource Sheet #7, “Rum”
Student Resource Sheet #8, “Sugar”  
Student Resource Sheet #9, “Saint Dominque”  
Student Resource Sheet #10, “The North American Colonies”  
Student Resource Sheet #11, “Slaves in a Caribbean Sugar Cane Mill”  
Student Resource Sheet #12, “King Alfonso of Kongo”  
Student Resource Sheet #13, “Hoeing Rice”  
Student Resource Sheet #14, “The Middle Passage”  

Document Set #1:  
Student Resource Sheet #15, “Slave Coffle”  
Student Resource Sheet #16, “Wooden Yokes Used in Slave Coffles”  
Student Resource Sheet #17, “Slave Barracoon, The Congo”  
Student Resource Sheet #18, “Captured!”  

Document Set #2:  
Student Resource Sheet #19, “Plan of British Slave Ship “Brookes”, 1789”  
Student Resource Sheet #20, “Dancing the Slaves”  
Student Resource Sheet #21, “The Slave Deck on the Wildfire”  
Student Resource Sheet #22, “The Voyage”  
Student Resource Sheet #23, “Africans Thrown Overboard from a Slave Ship”  

Document Set #3:  
Student Resource Sheet #24, “Slave Auction-Richmond, Virginia”  
Student Resource Sheet #25, “Advertisement for a Slave Sale- Charleston, South Carolina”  
Student Resource Sheet #26, “Sold!”  
Student Resource Sheet #27, “Slave Sale-Richmond, Virginia”  

Resources:  

Lesson Development:  
1. **Motivation:** Display Teacher Resource Sheet #1, “An Act for Extending and Improving the Trade to Africa, 1750.”  
   Ask:  
   o In what country was this act passed?  
   o What goods are being traded? Why?  
   
   Explain to students that the Slave Trade was a very profitable venture for many nations, not just Great Britain.

2. Distribute Student Resource Sheet #1, “History of the Slave Trade” and Student Resource Sheet #2, “History of the Slave Trade- Target Notes.” Students should read and take notes on the resource sheet.
3. After all students have completed the reading, discuss the article.
   Ask: Why do you think so many nations were involved in the Slave Trade?
   Lead students to the conclusion that they were involved because they thought that they would benefit.

4. Tell students that they will be focusing on the Slave Trade and the benefits that various nations obtained from it. Display a map of the triangular trade.
   Ask: What shape does this trade resemble?
   What areas did this trade involve?
   What goods were involved?
   Discuss.

5. Explain to students that they will be examining this exchange of goods in order to illustrate the fact that people trade because they expect to benefit.

6. Distribute Student Resource Sheet #3, “The Atlantic Slave Trade” and packets containing Student Resource Sheets #4-11. In pairs or small groups, students should analyze the documents and complete the graphic organizer.

   After students have finished completing their chart, discuss their answers.
   Ask: Did all nations benefit? If so, how?
   Discuss.

8. Explain to students that enslaved Africans were traded as property or goods, just like the guns, sugar, tobacco and other products that were traded. While that Triangular Trade was beneficial to those doing the trade, it was not at all beneficial to the Africans who were enslaved and unwillingly became a part of the trade. Explain to students that they will be examining the Middle Passage to learn about the horrible conditions that enslaved Africans faced on their “leg” of the Triangular Trade.

9. Have students return to their partner (or small group). Distribute Student Resource Sheet #14, “The Middle Passage.” Divide Document Sets 1-3 among the various groups. Students should analyze the documents and complete the corresponding section of the graphic organizer.

10. After all groups have completed their section of the graphic organizer, bring the class together as a group. Display a transparency of Student Resource Sheet #14, “The Middle Passage.” Lead a discussion of the Middle Passage by having groups report on their findings, making sure that students have completely filled in their graphic organizer.

11. Explain to students that the horrific conditions of the Middle Passage and the institution of slavery that followed, caused many people to doubt that the benefits of the slave trade were greater than the cost in human misery. One of the ways that
they chose to express their concerns was through the political arena. In that arena, they advocated for the passage of laws that would abolish the slave trade.

12. **Assessment:**
   It is 1806. You are a member of the British House of Commons who is trying to pass an act that will abolish the slave trade. Write a 2-3 minute speech to convince your fellow Members of Parliament (MP's) to vote for the act abolishing the importation of slaves. Be sure to include the following:
   - acknowledge the benefits of the trade to the parties concerned
   - accentuate the evils of trading people and the horrors of the Middle Passage and how the benefits of outlawing that trade far outweigh the benefits received in trading them

13. **Closure:** Display Teacher Resource Sheet #2, “An Act for the Prohibition of the Slave Trade.” Have students hypothesize the effect of this act on all of the parties concerned in the Triangular Trade. Ask:
   - Do you think that this act stopped the participation of British merchants in the slave trade? Why or why not?
   - How do you think people in the Americas acquired slaves if they could no longer get them by purchasing them from British merchants?
   - What do you think the impact of this act was on the institution of slavery in the Americas?
   - Examine the “black market” in slave trading after the 1807 Act.

**Thoughtful Application:**
- Have students compare their hypotheses of the results of the prohibition of the slave trade with what actually happened.

**Lesson Extensions:**
- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture
An Act for Extending and Improving the Trade to Africa, 1750

Whereas the Trade to and from Africa is very advantageous to Great Britain, and necessary for supplying the Plantations and Colonies thereunto belonging with a sufficient Number of Negroes at reasonable Rates; and for that Purpose the said Trade ought to be free and open to all his Majesty’s Subjects: Therefore it be enacted, and it is hereby enacted by the King’s most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the Authority of the same, That it shall and may be lawful for all his Majesty’s Subjects to trade and traffick to and from any Port or Place in Africa, between the Port of Sallee in South Barbary, and the Cape of Good Hope, when, and at such Times, and in such Manner, and in or with such Quantity of Goods, Wares or Mechandizes, as he or they shall think fit, without any Restraint whatsoever.

Source:
An Act for the Abolition of the Slave Trade
Great Britain
March 25, 1807

'Whereas the Two Houses of Parliament did, by their Resolutions of the Tenth and Twenty-fourth days of June One Thousand eight hundred and six, severally resolve, upon certain grounds therein mentioned, that they would, with all practicable expedition, take effectual measures for the abolition of the African Slave Trade in such manner, and at such period as might be deemed advisable, and whereas it is fit upon all and each of the grounds mentioned in the said resolutions, that the same should be forthwith abolished and prohibited, and declared to be unlawful';

Be it therefore enacted by the King's most excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, That from and after the first day of May One thousand eight hundred and seven, the African Slave Trade, and all and every manner of dealing and trading in the purchase, sale, barter, or transfer of slaves, or of persons intended to be sold, transferred, used, or dealt with as slaves, practiced or carried on, in, at, to or from any part of the coast or countries of Africa, shall be, and the same is hereby utterly abolished, prohibited, and declared to be unlawful; and also that all and every manner of dealing, whether by way of purchase, sale, barter, or transfer, or by means of any other contract or agreement whatever, relating to any slaves, or to any persons intended to be used or dealt with as slaves, for the purpose of such slaves or persons being removed or transported either immediately or by transshipment at sea or otherwise, directly or indirectly from Africa, or from any island, country, territory, or place whatever, in the West Indies, or in any other part of America, not being in the dominion, possession, or occupation of His Majesty, to any other island, country, territory, or place whatever, is hereby in like manner utterly abolished, prohibited, and declared to be unlawful; and if any of His Majesty's subjects, or any person or persons resident within this United Kingdom, or any of the islands, colonies, dominions, or territories thereto belonging, or in his Majesties occupation or possession, shall from and after the day aforesaid, by him or themselves, or by his or their factors or agents or otherwise howsoever, deal or trade in, purchase, sell, barter, or transfer, or contract or agree for the dealing or trading in, purchasing, selling, bartering, or transferring of any slave or slaves, or any person or persons intended to be sold, transferred, used, or dealt with as a slave or slaves contrary to the prohibitions of this act, he or they so offending shall forfeit and pay for every such offence the sum of one hundred pounds of lawful money of Great Britain for each and every slave so purchased, sold, bartered, or transferred, or contracted or agreed for as aforesaid, the one moiety thereof to the use of His Majesty, His Heirs and Successors, and the other moiety to the use of any person who shall inform, sue, and prosecute for the same.

http://home.planet.nl/~pbdavis/Legis_06.htm
History of the Atlantic Slave Trade

**Introduction**

The origins of the African Slave Trade can be traced back to the Age of Exploration in the 15th Century. Europeans had become quite addicted to the luxuries of exotic spices, silks and porcelain that could only be found in Asia. Unfortunately for them, Muslim traders had a complete monopoly over the trade routes to the Far East. Unsuccessful in the attempt to break that monopoly, they started to explore water routes that would enable them to bypass the Muslims. The Portuguese took the lead in that exploration and sent voyages down the west coast of Africa in hopes of finding a new route to the source of traded goods. On those voyages they found a new type of good—human beings.

**Portugal**

Trafficking of human beings did not begin with the Portuguese in the 1400s. Indeed, slavery had existed throughout the world since ancient times. When the Portuguese arrived in West Africa, they found a flourishing slave trade; one that existed between the sub-Saharan African states as well as one that existed between Sub-Saharan Africa and North Africa. Those slaves often even found their way to the Middle East. Recognizing the potential profit in such a trade, the Portuguese initially tried to capture Africans through raiding expeditions along the coast. Faced by tremendous opposition from the natives, the Portuguese decided to develop a trading system with the Africans in which they traded as equals. Using the Africans’ already successful and time-tested trading patterns, the Portuguese soon established a thriving commerce in slaves as well as gold and ivory. By the end of the 15th Century, they had built a fort on Africa’s Gold Coast and been granted exclusive rights to the slave trade by the Pope. They supplied the Spanish and Portuguese settlements in Central and South America and the Caribbean with African slaves throughout the 16th Century.

**Spain**

Spain, which was excluded from colonizing Africa by a Papal Act of 1493 and the Treaty of Tordesillas in 1494, was only able to carry slaves to the colonies. By 1518 the demand for slaves in the Spanish New World was so great that King Charles I of Spain sanctioned the direct transport of slaves from Africa to the American colonies. In 1538 the Spanish Government began to issue individual licenses to traders to supply slaves to their colonies. This process became too cumbersome and Spain soon changed its method and instead sold the right to import slaves (*asiento*) to a single contractor.

**Holland**

After Holland became independent of Spain in the late 16th Century, it concentrated on seizing control of commercial routes to the New World. The Dutch West India Company was organized in 1621 and held a monopoly over the African trade and the trade with Dutch Colonies in the New World. Because the English were preoccupied by a Civil War at home, the Dutch were able to provide a real challenge to the Portuguese. Most of the Africans that went to the American colonies during the 17th Century were taken on...
Dutch Ships. Dutch slave traders were able to make tremendous profits before their influence declined by the end of the 17\textsuperscript{th} Century.

**England**

English participation in the slave trade came later. It wasn’t until Captain John Hawkins made several voyages to Africa in the mid-16\textsuperscript{th} Century that they began to see the real benefit of participation. Despite his initial success, the English did not become fully active in the trade until the Spanish Armada was defeated and the Spanish stranglehold over the Atlantic broken.

In many European nations, the monarch had to give formal permission (a Royal Charter) for overseas trade to be considered legal. England was no different. There, merchants petitioned the King to form joint companies that would have sole rights to trade with a particular area. In 1618, the Company of Adventurers of London was established which had a monopoly over the gold and ivory trade on the West African Coast. Despite their interest in the profits that the trade could bring them, political instability kept England’s participating minimal until 1692. With the restoration of the throne in that year, the king chartered the Royal African Company. The company that had the most influence and participation in the African Slave Trade was the Royal African Company. The Royal African Company jealously guarded its monopoly over the trade and successfully drove the French and Dutch out of West Africa. As the sole legal provider of slaves to the colonies, the Royal African Company established and administered trading posts on the West African coast and was authorized to seize English ships, other than their own, involved in the trade. Eventually the Royal African Company’s monopoly was ended in 1698. From that time on, private traders were allowed to operate freely in and out of Africa on the basis of a 10 percent duty on the value of their cargoes. England obtained the *Asiento* through the 1713 Treaty of Utrecht that negotiated the end of the War of Spanish Succession and gained the right to take slaves to the Spanish Colonies for 30 years. With this, England completely dominated the African Slave Trade.

As the profitability of the slave trade became more apparent, independent British merchants began to clamor for their right to participate in it. In 1750, Great Britain passed an act allowing for free and open trade in Africa.

**Conclusion**

By the 18\textsuperscript{th} Century, European merchants controlled over 1,000 miles of the West African coast and the transatlantic slave trade that accompanied it. Between the 14\textsuperscript{th} and 18\textsuperscript{th} Centuries, at least 10 million African captives were transported across the Atlantic. Half of the enslaved were transported in the 18\textsuperscript{th} century alone on ships owned by the Portuguese, British, and French. Brazil and the Caribbean islands took receipt of approximately 90\% of the Africans who survived the Middle Passage.
History of the Atlantic Slave Trade
Target Notes

Portugal
Spain
Holland
England

Introduction
Conclusion
The Atlantic Slave Trade

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Letter from William Fitzhugh (Virginia Planter and Merchant) to Mr. Jackson (Portsmouth, New Hampshire), 1683

Mr. Jackson:
As to your proposal about the bringing in Negroes next fall, I have this to offer and you may communicate the same to your owners and Employers, that I will deal with them for so many as shall amount to 50,000 lbs of Tob’o [tobacco] and cask [rum] which will be about 20 hhd. [hogsheads, large containers] under the condition and at these ages and prices following, to say- to give 3000 lbs Tob’o for every negro boy or girl, that shall be between the age of Seven and Eleven years old; to give 4000 lbs Tob’o for every youth or girl that shall be between the age of 11 to 15 and to give 5000 lbs Tob’o for every young man or woman that shall be above 15 years of age and not exceed 24, the said Negroes to be delivered at my landing some time in September next, and I to have notice whether they will so agree some time in August next. And I do assure you and so you may acquaint them that upon your delivery and my receipt of the Negroes, according to the ages above mentioned and that they be sound and healthfull at their Delivery, I will give you such sufficient caution for the payment of the Tob’o accordingly by the 20th Decr. then next following as shall be approved of. The ages of the Negroes to be judg’d and detemin’d by two or three such honest and reasonable men here as your self shall nominate and appoint…. 

William Fitzhugh

Source:
...Though the different kingdoms of which we are speaking be not far distant from each other; the manner of valuing goods and turning slaves to account is not uniform among them...in the kingdoms of Kakongo and n’Goio, they reckon by goods; and in Loango by pieces; what they call goods, is a piece of cotton or Indian cloth ten or fourteen ells long. The negroes before striking a bargain go and mark off at the captain’s store...the pieces of stuffs they choose to take; and he who has sold four slaves at fifteen goods a head, goes to receive sixty pieces of the stuffs marked off. In the kingdoms where they buy by goods it is customary to give fore each slave what is called ‘the over and above,’ which commonly consists of three or four guns and as many swords; fifteen pots of brandy, fifteen pounds of gunpowder, and some dozens of knives. If these artless be not always given them, others are substituted as an equivalent.

At Loango they reckon by pieces, and every sort of goods is entered in a line of the account with the stuffs to form the piece; thus, when they say a slave costs thirty pieces, it does not mean he cost thirty pieces of stuffs, but thirty times the ideal value which they think fit to fix on, and call a piece; so that a single piece of stuff is sometimes estimated at two or three pieces, as sometimes several objects must form a single piece...

I have paid at Ma-nboukou, for the slave Makviota, twenty two years of age, whom he has sold me at thirty pieces,

An indienne of fourteen ells valued at two and a half pieces.......................... 2 ½

Two guineas (blue cotton cloths)
Each valued at two and a half pieces.......................... 5

A girdle of red cloth estimated at a piece......................... 1

Two common guns, valued at two pieces.......................... 2

Two barrels of gunpowder, valued at two pieces............... 2

Two swords, valued at each a quarter of a piece............... ½

Two bars of iron, valued at a piece.......................... 1

Four barrels of brandy, valued at four pieces............... 4

Ten strings of bugles (glass beads), valued at half a piece...... ½
Miscellaneous items……………………………………………………11 ½

Total……………………30 pieces

I have paid moreover to the broker for his trouble the value of six pieces in guns, powder, swords, and brandy.

Besides the pieces determined on for each slave, the captain must also, ere the bargain be closed, make a present to… the brokers who have served him best, and whom he is very glad to attach himself: these presents are made in coral, services of plate, carpets, and other moveables, more or less precious….

Source:
The Slave Ship
Henrich Heine

Six hundred niggers I bought dirt-cheap
Where the Senegal River is flowing
Their flesh is firm, and their sinews taught
As the finest iron going.

I got them by barter, and gave in exchange
Glass beads, steel goods, and some brandy;
I shall make at least eight hundred percent
With but half of them living and handy.

Source:
Rum

In 1770, just before the American Revolution, rum represented over four-fifths of New England’s exports. About eleven million gallons of Rhode Island rum were exchanged for slaves in Africa between 1709 and 1807, with about 800,000 gallons being the annual average marketed in the last years before 1807…A specially strong “Guinea Rum” was distilled in Newport for the Africa Market. The rum trade on the coast of West Africa was by then a “virtual monopoly of New England.” In 1755, Caleb Godfrey, a slave captain from Newport, Rhode Island, bought four men, three women, three girls, and one boy for 799 gallons of rum, two barrels of beef, and one barrel of pork, together with some smaller items…The Africans with whom Rhode Island captains had traded, especially along the Gold and Windward coasts, had also become addicted to North American rum, a fact which gave captains from Rhode Island a definite advantage…

Source:
Sugar

Sugar had been widely known and consumed in medieval Europe, but its high price and exotic origin meant that it was considered as either a spice or a drug... It had reached Christian Europe via the Islamic world, and it had been a crusader dynasty... who had made the first attempt to domesticate it for production on Cyprus. But sugar cane is native to the tropical monsoon regions of Southeast Asia from New Guinea to the Bay of Bengal, and to reach it mature height of 8 feet, it needs the combination of drenching, daily rainfall and hot temperatures. It was precisely the difficulty of establishing it in the drier Mediterranean regions, under optimal growing conditions, that kept yields relatively low and prices comparatively high. So for centuries sugar remained a drug or a spice, in both cases an exotic luxury rather than a daily commodity. But its Portuguese shippers and growers, abetted by Dutch and Jewish traders and refiners, were constantly moving west, out into the warmer... latitudes of the Atlantic... In search of the perfect combination of heat and rain. Famously... they found what they were looking for in the former Portuguese colony of Brazil.

But there was something else that sugar cane needed if its golden juice was going to pay off, and that was intensive, highly concentrated, task-specific applications of manpower. For the cane was an unforgiving and volatile crop. It could not be farmed and harvested in a single growing year since it took at least fourteen months to ripen. But once it had reached maturity, the cumbersome grass needed to be harvested quickly to prevent the sugar going starchy. Once stripped and cut, the cane in its turn had to be speedily taken to the ox-powered vertical crushing rollers before the sucrose concentration of the juice self-degraded. Every subsequent stage of production—the boiling of the juice, the arrest of the boiling process at the precise moment for optimum crystallization, the partial refining in clay-stopped inverted cone moulds, the lengthy drying process—demanded the kind of strength, speed and stamina in tropical conditions that indentured white Europeans or captive Native Americans were ill equipped to provide.

Source:
Saint Domingue
(Modern Haiti)

“By the middle of the eighteenth century, it was clear that Saint Domingue was the dominant island in the Caribbean. It was the greatest sugar-producing colony in America, it now held the largest West Indian slave population, and it was also quickly becoming the world’s largest producer of coffee, which had only been introduced into the island in 1723. By the late 1780’s Saint Domingue planters were recognized as the most efficient and productive sugar producers in the world. The slave population stood at 460,000 people, which was not only the largest of any island but represented close to half of the 1 million slaves then being held in all the Caribbean colonies…In any one year well over 600 vessels visited the ports of the island to carry its sugar, coffee, cotton, indigo, and cacao to European consumers.”

Source:
The North American Colonies

“The Chesapeake became the primary tobacco producer for the world, exporting some 38 million pounds by 1700 and effectively liquidating English West Indian production. It was also the most important slave zone in continental North America, holding some 145,000 slaves (or 60 percent of the total in the thirteen colonies) by 1750. The Georgia-South Carolina region became a major rice producer on coastal plantations, with some slave-produced indigo in backland areas. The slave-based rice plantations absorbed 40,000 slaves by mid-century. By 1790 there were an impressive 698,000 slaves in what was now the United States, 94 percent of who were in the so-called southern states from Maryland south….

…but rice and tobacco would soon pale in significance to the production of cotton. Although long-and short-staple cotton had been grown in the southern region for some time…only the introduction of mechanical cleaning of the short-staple and heavily seeded cotton in the 1790’s with the cotton gin permitted cotton planting to penetrate into the interior of the county and also to become a competitive crop on the world market. Starting in the rice regions, cotton spread inland quickly, and as early as the 1830’s half of the cotton was being produced in the newly settled regions of Alabama, Mississippi, and Louisiana… By the middle of the nineteenth century this was the largest single export from the United States, more valuable than all other exports combined, and it was an overwhelmingly slave-produced crop. Moreover, U.S. cotton dominated the world market and reduced cotton production for export in most of the other American regions.”

Source:
Slaves in a Caribbean Sugar Cane Mill

http://encarta.msn.com/media_461539907_761595721_-1_1/Slaves_in_a_Sugarcane_Mill.html
King Alfonso of Kongo

“No king in all these parts esteems Portuguese goods as much as we do. We favour the trade, sustain it, open…roads, and markets where the pieces [slaves] are traded.”

Hoeing Rice
Southern United States, 19th Century

Student Resource Sheet #14

The Middle Passage

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<tr>
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<th>Voyage Across the Atlantic</th>
<th>Arrival in the Americas</th>
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Slave Coffle


Wooden Yokes Used in Slave Coffles

Thomas Clarkson, Letters on the slave-trade, and the state of the natives in those parts of Africa, . . . contiguous to Fort St. Louis and Goree (London, 1791), plate 2, facing p. 36, figs. 1-5. (Copy in Library Company of Philadelphia)

Student Resource Sheet #17

Slave Barracoon, The Congo

“Captured!”
Excerpt from:
Olaudah Equiano, The Interesting Narrative

“I was born in the year 1745, in a charming fruitful vale, named Essaka [The Benin Kingdom of Africa]…My father was one of [the] elders or chiefs…As I was the youngest of the sons, I became, of course, the greatest favourite with my mother, and was always with her; and she used to take particular pains to form my mind…In this way I grew up till I was turned the age of eleven, when an end was put to my happiness in the following manner…

One day, when all of our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both; and without giving us time to cry out, or make resistance, they stopped our mouths, tied our hands, and ran off with us into the nearest wood: and continued to carry us far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound, but were unable to take any food…

The next morning we left the house, and continued traveling all the day…I had now some hopes of being delivered; for we had advanced but a little way before I discovered some people at a distance, on which I began to cry our for their assistance; but my cries had not other effect than to make them tie me faster, and stop my mouth, and then they put me into a large sack…”

Source:
Plan of British Slave Ship “Brookes”, 1789

Broadside collection, Rare Book and Special Collections Division, Library of Congress (Portfolio 282-43 [Library of Congress, Prints and Photographs Division, LC-USZ62-44000]; also, Special Collections Department, University of Virginia Library and Library Company of Philadelphia.

“Dancing the Slaves” – Early 19th Century


Engraved from daguerreotype, published in Harper's Weekly (June 2, 1860), vol. 4, p. 344 (Special Collections Department, University of Virginia Library; also, Library of Congress, Prints and Photographs Division, LC-USZ62-41678)

“The Voyage”
Excerpt from:
Olaudah Equiano, The Interesting Narrative

“…The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship…waiting for its cargo…When I was carried on board I was immediately handled, and tossed up, to see if I was sound…When I looked round the ship too, and saw a large furnace of copper boiling, and a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate, and quite overpowered with horror and anguish, I fell motionless to the deck and fainted…

…I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life; so that with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the least friend, Death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands…and tied my feet, while the other flogged me severely…

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…The stench of the hold…was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship’s cargo were confined together, it became absolutely pestilential. 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, 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…This wretched situation was again aggravated by the galling of the chains…and the filth of the necessary tubs, into which the children often fell, and were almost suffocated…”

Source:
Africans Thrown Overboard from a Slave Ship

Copy in Library Company of Philadelphia; also Library of Congress, LC-USZ62-30833

Slave Auction - Richmond, Virginia

The Illustrated London News (Feb. 16, 1861), vol. 38, p.139. (Copy in Special Collections Department, University of Virginia Library)
Advertisement for a Slave Sale - Charleston, South Carolina

Library of Congress, Prints and Photographs Division, LC-USZ62-10293

“Sold!”
Excerpt from:
Olaudah Equiano, The Interesting Narrative

“…We were conducted immediately to the merchant’s yard, where we were all pent up together like so many sheep in a fold, without regard to sex or age…

We were not many days in the merchant’s custody before we were sold after their usual manner, which is this: -On a signal given, (as the beat of a drum), the buyers rush at once in to the yard where the slaves are confined, and make choice of that parcel they like best. The noise and clamor with which this is attended, and the eagerness visible in the countenances of the buyers, serve not a little to increase the apprehensions of the terrified Africans…In this manner, without scruple, are relations and friends separated, most of them never to see each other again…”

Source:
Slave Sale - Richmond, Virginia

The Illustrated London News (Feb. 16, 1861), p. 138. (Copy in Special Collections Department, University of Virginia Library)