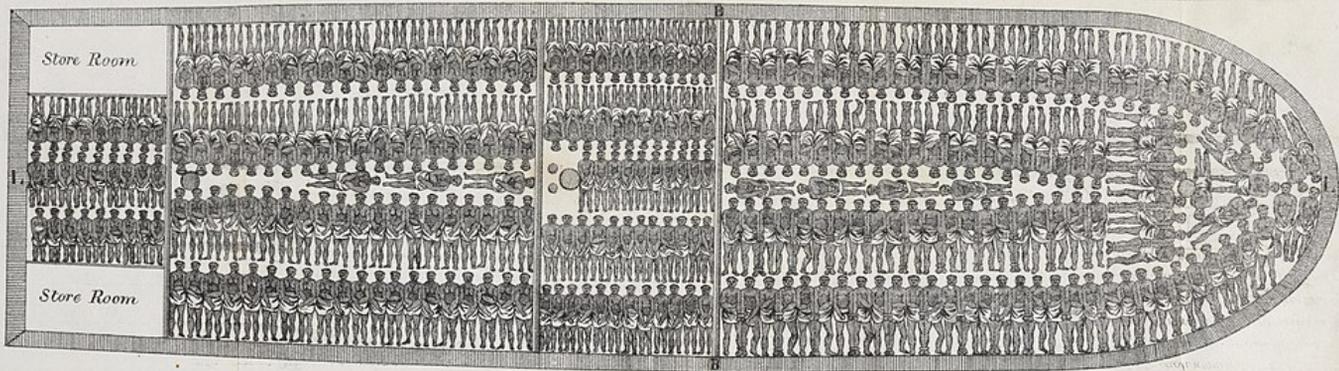


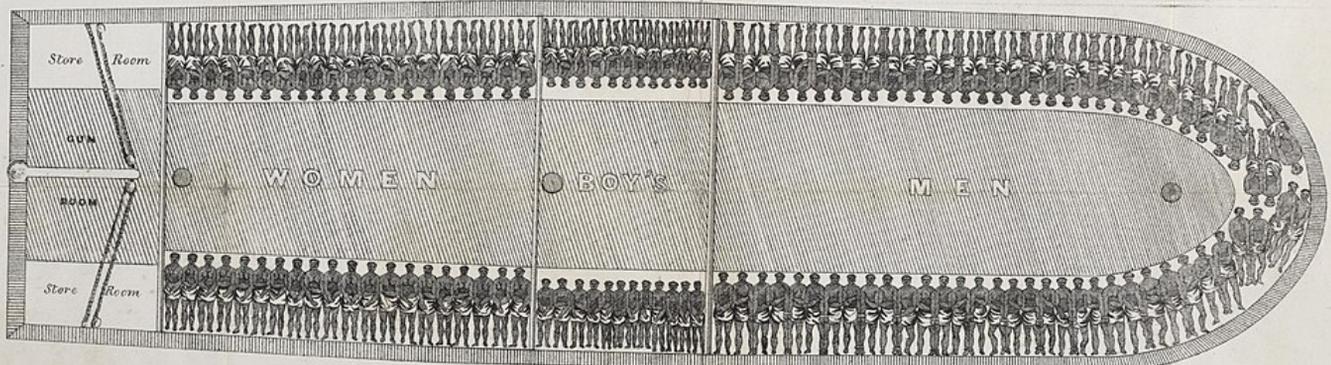
# Year 8 Home learning

## The Transatlantic Slave Trade

PLAN OF LOWER DECK WITH THE STOWAGE OF 292 SLAVES  
130 OF THESE BEING STOWED UNDER THE SHELVES AS SHEWN IN FIGURE D & FIGURE 3.



PLAN SHEWING THE STOWAGE OF 130 ADDITIONAL SLAVES ROUND THE WINGS OR SIDES OF THE LOWER DECK BY MEANS OF PLATFORMS OR SHELVES  
(IN THE MANNER OF GALLERIES IN A CHURCH) THE SLAVES STOWED ON THE SHELVES AND BELOW THEM HAVE ONLY A HEIGHT OF 2 FEET 7 INCHES  
BETWEEN THE BEAMS: AND FAR LESS UNDER THE BEAMS. See Fig 1.



**TASK:** Decide whether each of the statements below does or does not describe a slave. Tick the box to show your decision.

<b>Statement</b>	<b>Is a slave</b>	<b>Could be a slave</b>	<b>Is not a slave</b>
<b>They are owned by a master or mistress.</b>			
<b>They work long hours for money.</b>			
<b>They were born into this position.</b>			
<b>Their children may be taken from them and sold.</b>			
<b>They can travel wherever they want to.</b>			
<b>They are not paid.</b>			
<b>Their skin may be branded.</b>			
<b>They have no rights.</b>			
<b>They have been kidnapped.</b>			
<b>They can only be freed by their owner.</b>			

**TASK: Slavery has existed throughout History.** Read the information below and answer the following questions:

- What are the similarities between slaves in different time periods?
- What are the differences between slaves in different time periods?
- How has slavery changed over time?
- Which is slavery do you think was the “worst” and why?

### **Egyptian slavery – 3000BC**

- Egyptians employed huge numbers of slaves including Jews, Europeans and Ethiopians.
- Slaves could be made to work on farms, sowing and harvesting crops. More commonly, they would also be used by the wealthy as domestic servants.
- Slaves also provided the mass labour which built the pyramids and temples along the Nile Valley.
- Slaves in Egypt had some rights. They were able to buy and sell goods and they could work their way to freedom.

### **Roman slavery – 2<sup>nd</sup> century AD**

- Slaves were often used during Roman times.
- Women would be used as domestic servants. This could involve looking after children, washing, cleaning and cooking. If they were the slaves of people who lived in the countryside, they would be made to work in the fields as well.
- Gangs of male slaves might be bought and used to work in the mines where they would face harsh conditions and be whipped by overseers. They might be used in the fields, collecting harvests and looking after the animals. Other male slaves might be used as soldiers in ‘slave armies’.
- Male slaves might also be used in gladiator matches. The Roman Empire stretched through Africa and Europe. Prisoners of war and men would be captured throughout the empire and they would quite often be taken back to Rome to take part in the gladiatorial games. They would be trained and then pitted against highly trained gladiators, providing entertainment for the Romans and the Emperor.

Some slaves might do managerial roles; overseeing the farmers in the field or in banks

## **Slaves in Greece – 800 BC - 300BC**

- Slaves would often be prisoners of war, taken hostage during wars with other tribes. Within their own tribes, they would also have other types of slaves that would be made to do forced labour.
  - Female slaves would be involved being domestic servants: cooking, cleaning and looking after children.
  - Male slaves might act as house stewards, work on farms in the fields or be involved in building. They had a greater chance of higher roles and freedom than women and children, who the slave owners preferred as they were easier to control.
  - Treatment could be brutal, with many dying from the harsh working conditions.
- By the 5th century, Athens had more slaves than free people.

## ***Mediterranean slaves – 6<sup>th</sup> 17<sup>th</sup> centuries***

- There are many examples of slavery in the Mediterranean during this time. Most countries had slaves and would use prisoners of war from other countries to do forced labour or form part of their own army. Religion was no barrier to the slave trade – Christians, Muslims and Jews all took part in slavery and enslaved one another. Border warfare resulted in prisoners of war being captured and used as slaves. The tribes would also sell these prisoners to others for profit, making slavery into a trade
- Slaves would often be traded for profit, for example when the Vikings raided Britain from 800 AD, they sold their captives to markets in Istanbul and Spain.
- ‘Slave’ comes from the word slav. The slavs (Eastern Europeans) were taken as slaves by the Spanish during the ninth century AD
- Slaves were employed almost exclusively in households, offices and armies.
- In Russia, peasants were called ‘serfs’ and would be like slaves, forced to work on the land for their landlords with no freedom and little pay. They could not leave the farms and they could not own their own property. They were the property of the landowner and could be bought and sold, often being separated from their family.

## *The Portuguese slave trade – 15<sup>th</sup>-17<sup>th</sup> centuries*

- As a result of the age of ships and discovery, merchants would use their ships to set sail to new coasts to collect resources and set up trading posts.
- This meant that they now came into contact with new populations in these areas and they saw this as an opportunity to use them for forced labour, as seen in Cape Verde.
- Men and women from tribes would be captured and made to work on plantations, farming goods like cotton and working in factories to produce cloth to sell for the merchant's profit.
- Soon, slave trading became a business. Businesses were created where they would capture men, women and children from the tribes and then sell them to others for profit.
- This was the start of what became known as the 'Slaver's Coast' and soon merchants from other European countries began to travel to Africa to trade slaves to take to plantations being established in America.

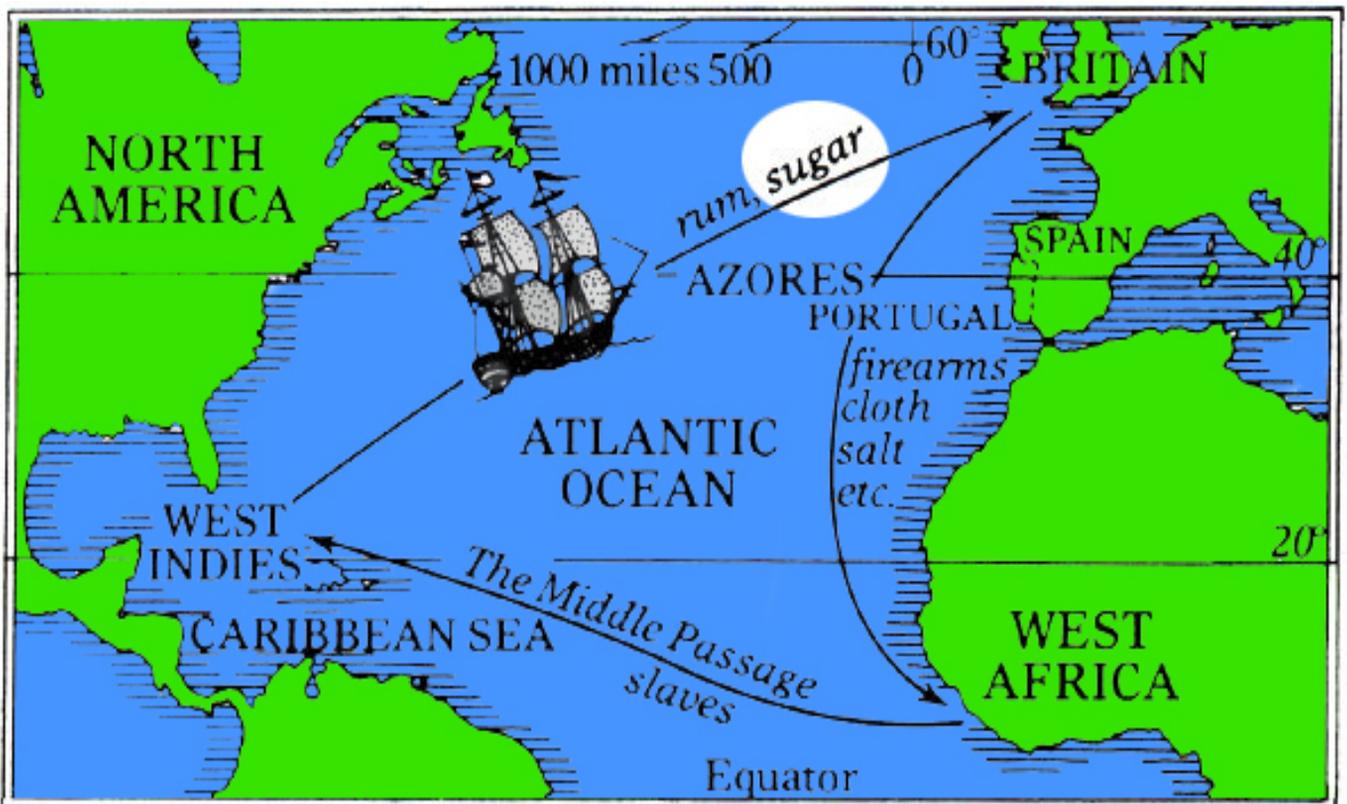


An image showing runaway slaves in Ancient Rome.

When we learn about slavery in school, we are usually talking about the Transatlantic Slave Trade. This involved the capture of men, women and children from Africa who were then sold as slaves in the Americas.

For over 300 years, slaves were captured along the west coast of Africa, often with the active help of African kings and merchants. Slaves were traded for beads, textiles, brandy, horses, and guns. Britain was the main slave trading nation after 1555.

After they were captured, slaves were taken by boat across the Atlantic Ocean to the Americas where they were sold at slave auctions. Slaves would usually end up working on a plantation, or farm. The goods that were made by slaves at these plantations were then transported back to Britain where they were needed. Sometimes this process is called the "Slave Trade triangle"



Area	Has	Needs
America	Sugar, Cotton, Tobacco	Manpower
Africa	Manpower	Cloth, Guns, Rum
England	Cloth, Guns, Rum	Sugar, Cotton, Tobacco

Countrymen, reflect a moment on what you are about! - the Sugar colonies, the trade of which is of more advantage to this country than most who talk on the subject are aware of, will soon be lost to us. The capital employed in the culture of the colonies it is said, and I believe truly, to amount to between sixty and seventy millions, two thirds or more of which, belong to the subjects residing in this kingdom. Can England in her involved situation, owing at this moment, 240,000,000l, afford to lose so immense a sum? For the lands cannot be cultivated, nor the manufacture of sugar, &c. carried on, without the trade your ill-judged zeal wants to put an end to. Are you prepared with a fund to make up a compensation to the planters, merchants, and thousands of annuitants, whose daily bread depends on the produce of this beneficial commerce with the West India Islands? ...I have good reason to believe, that nearly one third of the commerce of this kingdom depends on the African trade, directly or collaterally. - If you give up your trade, what must become of your navy, the bulwark of England?

*An article from the London newspaper called 'The Diary',  
Thursday 16<sup>th</sup> April 1789*

**TASK: Answer the following questions:**

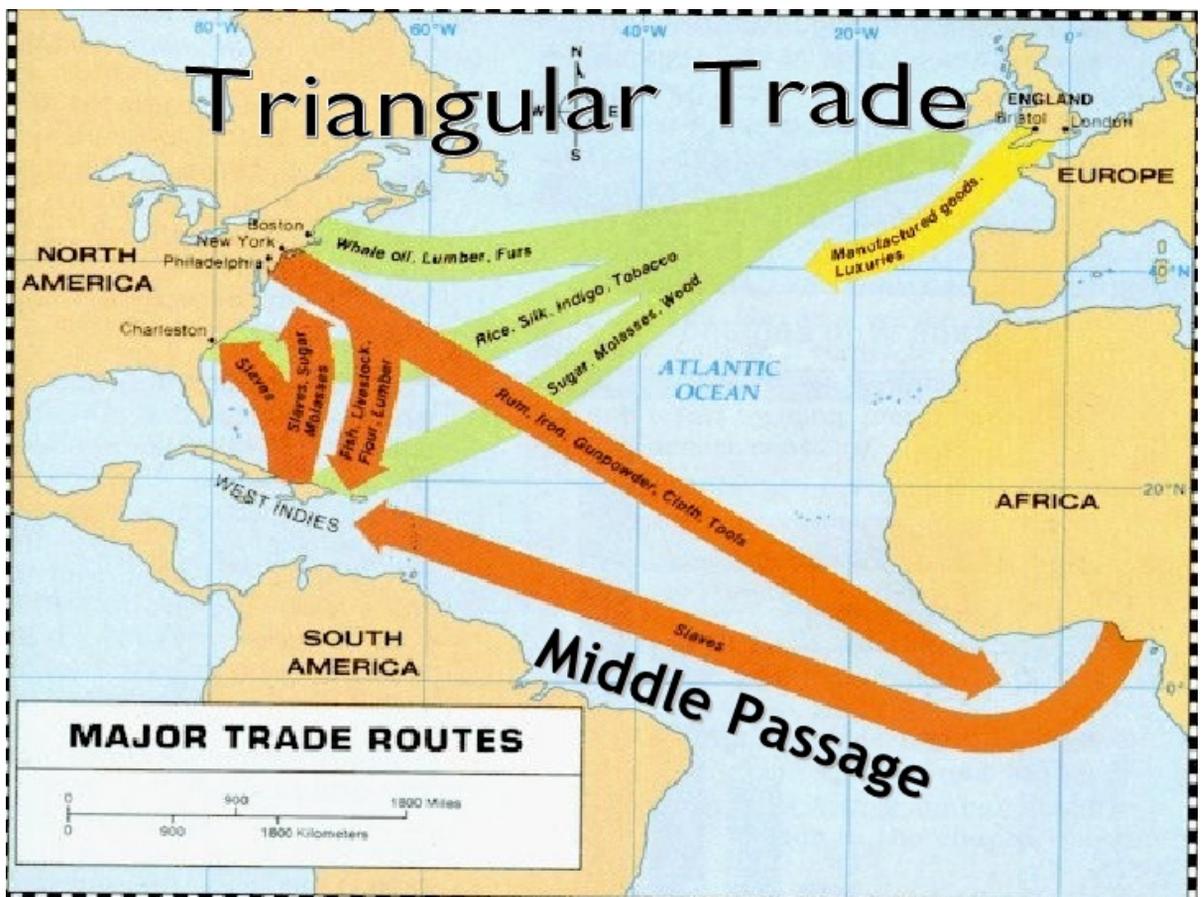
- 1) Who is the author addressing in this article?**
- 2) What is his main argument?**
- 3) What does this source tell us about attitudes towards the Slave Trade?**

## What was the Middle passage?

TASK: Make your own notes around the following aspects of life on the middle passage:

- Treatment of the slaves
- Life above deck
- Life below deck
- Food
- Punishments

The middle passage was the voyage the slaves had to take across the Atlantic. They were taken from their homes on the 'Slave Coast' of Africa and then put on board a ship and taken to the Caribbean (West Indies) or America.

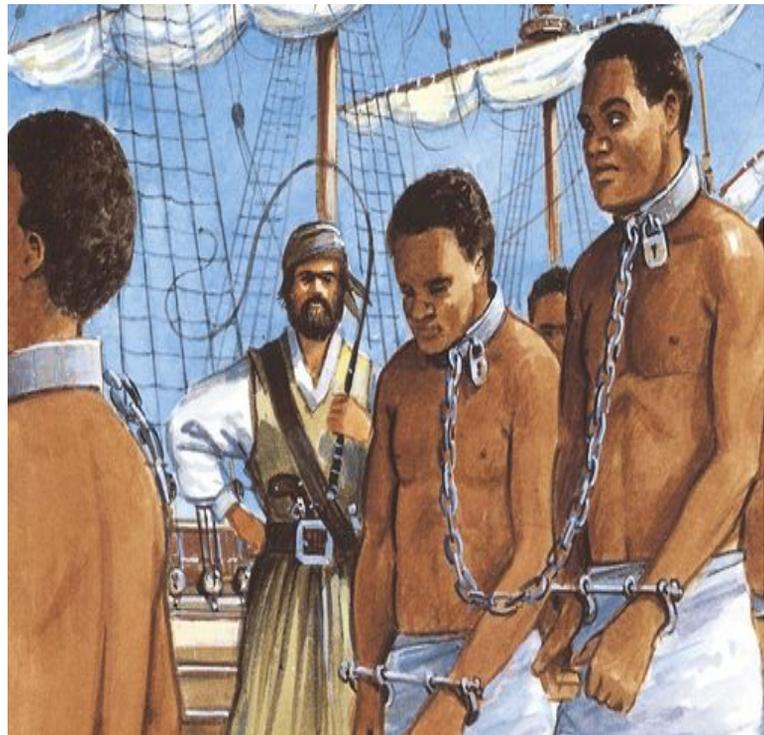


- The voyage that carried Africans into slavery across the Atlantic Ocean was called the '**Middle Passage**'.
- Having arrived at the African coast captains were anxious to make their stay as short as possible to avoid any disease and mutiny.
- Slaves were taken from the holding forts, shackled together in pairs with leg irons and carried to the ships in dugout canoes.
- Once aboard they were branded with a red hot iron, like cattle, to show who owned them and their clothes were removed.



- Slaves were housed in the ship's hold like any other cargo.
- The men were kept in chains while women and children were sometimes allowed to go free.
- Slaves lay on specially built shelves with about **0.5 metres of vertical space**, the men were chained in pairs.
- Once the available spaces were filled the captain set sail.

- Once at sea, the slaves were brought up out of their steamy dungeon each morning.
- The men's leg irons were linked to a chain running down the centre of the ship's deck to prevent them jumping overboard.
- On some ships they were made to dance for exercise.
- The slaves would receive their meal, usually a kind of porridge made from maize or millet. A second meal might be provided in the afternoon, usually the same as the first.
- While on deck, a good captain had the slaves washed down with warm vinegar and scrubbed.
- Some did not bother and in rough weather the slaves would not be allowed out at all.
- Shackled in darkness and filth, seasickness and disease were rife.
- The heat in the hold could be over 30 degrees and the slaves would have no access to toilets or washing facilities.
- Other vessels stayed clear of the slave ships as the smell was so bad.
- In these terrible conditions, disease spread easily and many slaves died.



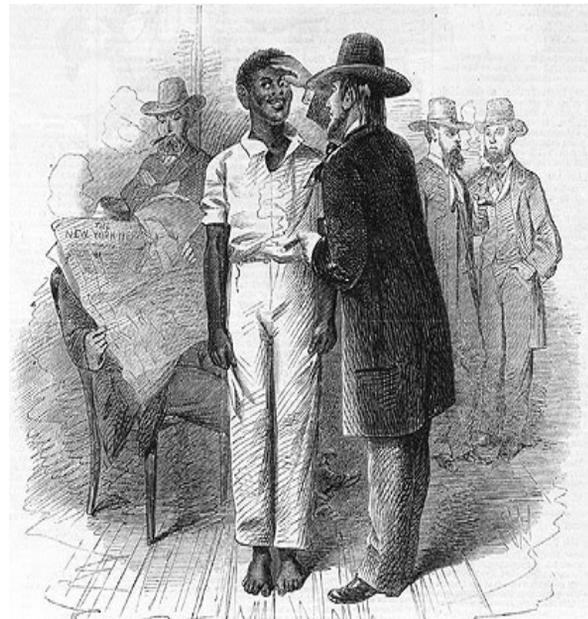


## What happened when slaves reached the Americas?

- When ships carrying slaves arrived in the Caribbean, they would be taken to slave auctions
- An auction is when goods or products are sold to the highest bidder.

## How were slaves prepared for auction?

- They were washed with water
- They were rubbed with oil
- Gunpowder, hot tar or rust was rubbed into wounds
- Teeth were inspected
- There were lots of brutal remedies, e.g. for diarrhoea
- Slaves were also branded with their owners initials to show whose property they were and if they ran away, they were easier to return to their owners.



## How much would slaves sell for?

**This article is from the 21 April 1854 edition of *The Liberator*, a newspaper which fought to abolish slavery.**

“Woman and small child, \$1050; man aged 19, \$950; man and wife aged 18 and 17, \$2000; boy aged 14, \$640; girl, aged 10, \$525; man aged 24, \$860; boy aged 11, white, \$585; boy aged 11, white, \$625; woman, aged 25, \$900; man and little boy, aged 50, \$1020; woman, aged 46, \$395; man, with the *flu* aged 19, \$700; man, perfect, aged 40, \$1600; woman 40, girl 8, \$600; man, aged 27, \$1410; boy aged 12, \$725; girl aged 4, \$400; girl good looking, aged 14, \$855; girl, a little blacker, aged 15, \$845.

## What was life like on a plantation?

TASK: Complete the table to include information about life for “big house slaves” and life for “field slaves”.

Life in the big house	Life in the field

## Life on a plantation

“They were about a hundred men and women of different ages all digging ditches in a cane field the majority of them naked or covered with rags. The sun shone down with force on their heads. Sweat rolled from all parts of their bodies. Their limbs, weighed down by the heat, tired with the weight of their picks and by the resistance of the soil baked hard enough to break their tools, a mournful silence reigned. Exhaustion was stamped on every face but the hour of rest had not yet come, several foreman armed with long whips moved between them, giving stinging blows to all who, worn out by fatigue, had to take a rest.”

- Slaves were divided into three classes called gangs.
- The first was the most healthy and strong, both males and females who had to clear and plant the ground and cut the cane.
- The second gang is made up of young boys, girls and pregnant females, who do light work.
- The third is made up of really young children who collect food for the pigs and sheep and weed the garden.
  
- All of these gangs were supervised by a slave-driver, a more favoured and trusted slave who had to ensure that the slaves were worked as hard as possible.
- The slave-driver would be under a white overseer and both would both punish those who they thought were not working hard enough.

## Working hours

“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. Our masters’ motto was work, work, and work. The longest days were too short for him, and the shortest nights too long for him.”

5:30 Am. Go to the field taking breakfast with them, register called, then work till 8:00am

8:00-8:15am. Breakfast: Boiled Yam, eddoes (root of a plant), okra (vegetable) all seasoned with salt and pepper. Latecomers were whipped.

8:15-12:00 noon. Work

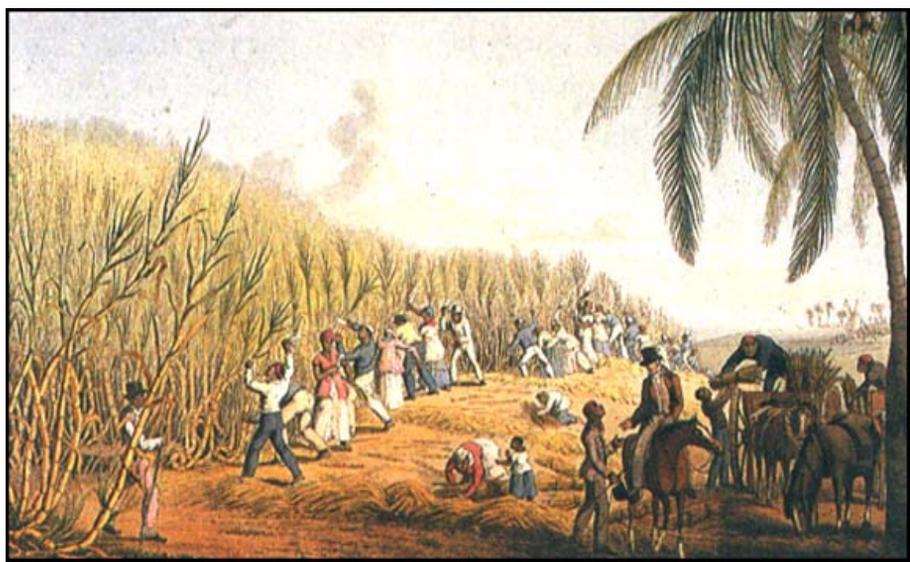
12:00-2:00pm. Rest and dinner: salted meat or pickled fish.

2:00-6:00pm. Work

6:00pm. Return to their huts.

6:00pm-5:30am. Sleep. But during the harvest season work in the mill and boiling houses continued throughout the night.

*A sugar plantation in  
1823*



## Working in the “big house”

“I was taken into the house to learn to **wait at table**, which was good for me, since I had a better opportunity of getting food. I shall never forget my first day in the kitchen. I was delighted to see some bread in the pantry. I took piece after piece to skim the fat from the top of the boiling-pot, overjoyed that I could have enough food. My main jobs were to wait on the white people this included **cooking and cleaning and looking after the masters children.** “

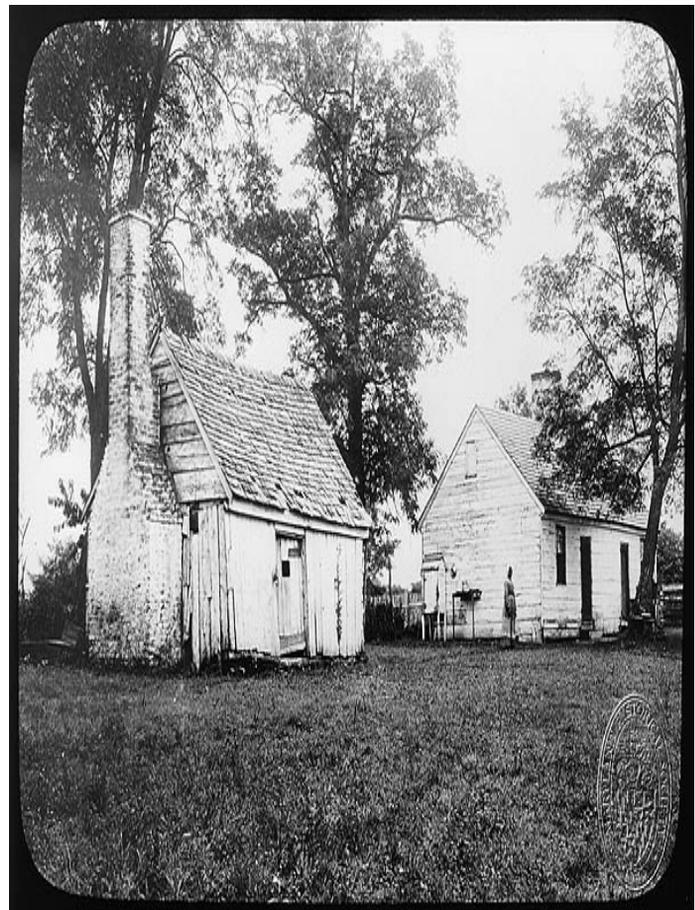
- Working in the house was in some ways was better than working in the field.
- Slaves often had better food and were sometimes given cast off clothes to wear.
- However women and girls had to say yes to whatever sexual advances the owner and other white men made. If they refused they would be punished and be sent back to work in the fields



*The plantation house, also known as the “big house”*

## Living conditions

- Most houses were **simple wooden huts with basic furniture inside**.
- Slave quarters could often be cramped and unpleasant. Families usually had their own rooms but shared fireplaces and kitchens with others.
- They had dirt floors and often one small cramped room.
- The houses were usually constructed around a common yard, with plots and gardens either attached
- Most plantation owners tried to house the slaves away from the main plantation house where they lived as they wanted them close to the field where they work.
- Slaves who worked in the plantation house (**big house**) generally had slightly better housing nearer to the house and were given better food and clothing than those slaves that worked in the fields. Their houses usually were of better construction than field quarters and some were made of stone.



TASK:

The slave trade was finally abolished in 1807.

Why?

Match the reasons to the facts

Political and legal	Economic	Religious	Key individuals	Beliefs and ideas	Media
 <p>Christian groups, such as the Quakers, thought that slavery was a sin against God and religion. They spread the anti-slavery message amongst the people of Britain.</p>	 <p><b>William Wilberforce</b> campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up.</p>	 <p><b>Thomas Clarkson</b> collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches.</p>	 <p>The Society for the Abolition of the Slave Trade was set up in 1787. Its aim was to let Africans live free from the risk of capture, and outlaw their sale and slavery.</p>	 <p>Anti-slavery petitions were signed in British towns, e.g. in 1792 alone 519 petitions were handed to Parliament demanding the abolition of the slave trade.</p>	 <p>An ex-slave called <b>Olaudah Equiano</b> wrote a book of the story of his life as a slave. Many British people read the book and as a consequence opposed slavery.</p>
 <p>In 1791 Toussaint L'Ouverture led a slave revolt on the French island of St Dominique. The English tried to capture the island, but they were also defeated in 1798.</p>	 <p>Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid.</p>	 <p>In 1795 the slaves of Grenada led a violent rebellion against the English. Although the rebellion failed, it convinced people that slavery should end.</p>	 <p>Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free. The law of the land was turning against the idea of slavery.</p>	 <p>On March 25<sup>th</sup> 1807 the Abolition of the Slave Trade Act received its royal assent after the Houses of Parliament voted in favour of ending the practice.</p>	 <p><b>Josiah Wedgwood</b> joined the anti-slavery side and designed a logo for it. The design appeared on bookplates, coat buttons, wax seals, jewellery etc.</p>
 <p><b>Hannah More</b> was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade, and convinced many of the need to ban it.</p>	 <p><b>Granville Sharp</b> used the law courts to try and give slaves their freedom. He fought many court cases, e.g. the <u>Zong</u> ship. Slavery was becoming legally unacceptable.</p>	 <p><b>Granville Sharp</b> used the law courts to try and give slaves their freedom. He fought many court cases, e.g. the <u>Zong</u> ship. Slavery was becoming legally unacceptable.</p>	 <p>On March 25<sup>th</sup> 1807 the Abolition of the Slave Trade Act received its royal assent after the Houses of Parliament voted in favour of ending the practice.</p>	 <p>On March 25<sup>th</sup> 1807 the Abolition of the Slave Trade Act received its royal assent after the Houses of Parliament voted in favour of ending the practice.</p>	 <p>On March 25<sup>th</sup> 1807 the Abolition of the Slave Trade Act received its royal assent after the Houses of Parliament voted in favour of ending the practice.</p>