



## **Slavery in North America and Brazil**

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This curriculum unit is recommended for: Social Studies, Literacy, and Grade 5

**Keywords:** Slave Trade, Moral dilemma, Middle Passage, Triangular Trade, Slave Auctions, Overseer, Griot, Sugar Plantations, Slave Castles, Dahomey, Underground Railroad, Cotton Gin, Ouidah, Coffles, Tupi, Creoles

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards. For directions on how to insert a hyperlink, see Fellows Handbook, p. 28.)

**Synopsis:** This unit is in line with the 5th grade Social Studies standards explaining how the movement of goods and various cultural groups influenced development of regions in the United States. Specifically, how Africans were affected culturally, mentally, and physically from the Slave Trade. My students will compare and contrast the slave trades of the United State and Brazil. Students will understand that the enslavement of Africans was not just an American phenomenon, but rather it was an economic reality in many countries around the then-known world. Students will compare and contrast the motivations of Brazilians and American slave trades, understand the different economies and labor factors, and understand slavery was not only an American phenomenon. The economic impact of slavery was too great for countries to ignore. Africans were merely considered property.

*I plan to teach this unit during the coming year to **52** students in **Fifth Grade Social Studies**.*

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## **Slavery in North America and Brazil**

*Jaclyn Peterson*

### **Student Background/ Demographics**

My school is one of 164 schools that make up the Charlotte Mecklenburg Schools district. My school has approximately 750 students with 70 teachers and support staff. The school population is 73% African American, approximately 11% Hispanic, and 10% White. Within our school population 5% of the students that are certified as academically gifted, and 8% are identified as ELL (English Language Learners). This is the second year we have maintained our Title 1 status.

The Principal allows 5th grade to departmentalize. This year we have four teachers, two teams, and an average class size of about 26 students. I teach Literacy and Social Studies on my team.

### **Unit Goal**

Since literacy is the primary focus in my district it is important that literacy standards are embedded in this mainly Social Studies unit. The topic of slavery, in 5th Grade United States Social Studies, is first introduced after comparing and contrasting the thirteen newly established England colonies. Students learn the historical reference of where slaves were captured and how they were shipped to the Americans via the Middle Passage. It is important to note that Africans were also being captured and sold in Brazil to work on sugar plantations.

I want students to understand the economic impact of slavery was too great for countries to ignore. This was not only an American phenomenon; it existed and was practiced by many countries beginning in 16th century. This unfortunate phenomenon led people to view Africans as mere property.

This unit covers the 5th grade Social Studies Essential Standards overall objective 5G.1. It helps student understand how human activity has and continues to shape the United States. The slave trades in Brazil and America will highlight the clarifying objective 5. G1.3. This exemplifies how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. I want to compare the motivations of slavery in the United States to slavery in Brazil. How the effects of race and cultural mixing contributed to the diversity of each country.

### **Sugar and Brazil**

Sugar has always been a valuable commodity, but the work it takes to cultivated into the sweet treat we know and love takes back-breaking work. The production and cultivation of the sugar plant is said to have begun in ancient India. Lisbon, the capital of Portugal, was the center of exploration. These explorers traveled to Brazil and did not discover

gold or tribes to conquer, but they found precious wood and plenty of land. It was then they realized that the sugarcane could flourish in this climate and space.<sup>1</sup> In addition; sugar was found to be the only crop with profitable export potential. It could be boiled and milled down to a concentrated block easily packed and shipped. Sugarcane became a valuable commodity in Europe. The cultivation of sugar required massive amounts and land and labor. Portuguese bribed indigenous Brazilians, the Tupi, with metal tools only to enslave them to work the sugarcane fields.<sup>2</sup>

The Tupis lived in a communal society where they did not overwork the land, nor work for someone else. Tupi men usually hunted and fished, and regarded farming as women's work. They also did not understand why they should toil in the hot sun for meager wages when they could just revert to the forest which gave them the resources they wanted.<sup>3</sup>

Tupis were exposed to deadly diseases from Europeans. It was not uncommon for large plantations to have their work force cut in half within a year due to death from diseases.<sup>4</sup> Although one in ten people in Lisbon were slaves from North Africa it did not provide a large enough labor pool for the amount of cultivation necessary. A larger work force was needed.

Sugar Plantations were emerging up and down the coast of Brazil. A plantation called "Pernambuco" on the northeastern coast became the model of success. A partnership between the captain of the exploring ship and the local chief arranged an alliance with an arranged marriage. Again this was the exception because by 1540 rebellions were taken place up and down the coast of Brazil. It had gotten so bad that the Portuguese king decided to appoint a royal governor, increase the colonization, and build a capital city.<sup>5</sup>

In 1600, the Portuguese had colonized modern day Angola, and looked to Southwestern Africa for a new labor force. The shipment of slaves from Angola to Brazil took about 40 days and the conditions were deplorable. The Portuguese created a law that required slave ships to provide 2.6 liters of water, 3 meals a day, and medicine to each captive. This was the Law of 1684, and for economic reasons it was gradually ignored.<sup>6</sup> The amount of water required for each captive took up a tremendous amount of space which could be used for more captives.

### **Cotton**

According to the video, "Modern Marvels", cotton as well as sugar, was believed to be imported from India. When Vasco de Gama, a Portuguese explorer, was able to reach India by sea, his exploration gave Europeans a trade route to Asia making cotton a valuable commodity in Europe. Europeans were experiencing a textile boom, and cotton materials were becoming the fiber of the wealthy. Soon cotton materials outsold wool. This became a problem for the wool industry so much so that laws were crafted to make the production and possession of cotton punishable by death. However, wealthy

Europeans still needed their “fix” for cotton. Since cotton production in Europe was illegal, it is believed the desire for cotton fueled Europeans invasion of India during this time. Since Europeans made it illegal for native Indians to produce and manufacture cotton, Europeans decided to come to India, produced and profited from cotton while oppressing its citizens.<sup>7</sup>

In 1793 Eli Whitney’s cotton gin revolutionized the production and consumption of cotton. Separating the seed from the bulb of cotton was hard and time-consuming work, but the gin made separation much faster. Faster separation meant more production, and more production meant more money for plantation owners, and the need for more slaves. In 1793 southern states produced 10,000 bales of cotton a year; by 1835 the yearly production of cotton jumped to 1 million bales. Unfortunately Southerners did not practice crop rotation, which led to the land being over-worked. Over-worked land cannot produce a good crop of cotton. When land was not fit to harvest a crop of cotton the solution was to spread out over more land. This led to cotton plantations spreading west into the Mississippi Delta area<sup>8</sup>. This newly found area was perfect for cotton production because it was near a water way and the soil was rich requiring a large demand for more slave labor. This demand caused a second Middle Passage transportation for slaves. This second Middle Passage took slaves from places like Virginia, and North Carolina resold them to work in the newly created Mississippi Delta cotton plantations<sup>9</sup>.

Inspired by Eli Whitney’s cotton gin, the city of Manchester, England developed a cotton textile. This textile employed children and working conditions were horrible. The conditions of these textiles alarmed many British citizens. Most did not approve of the conditions, and began to question the value of cotton production and supply vs. human safety. England decided human safety was more important than cotton production. This decision initially hurt Southern states because when they decided to succeed from the Union in 1861 it came with the assumption that they would receive financial help from England. Based on what British citizens witnessed in their own cotton textiles, they decided they would not support an industry that abused its workers.<sup>10</sup>

### **African Slave Trade**

The African slave trade was concentrated in the region of West Africa near the equator, and south of the Sahara Desert. Its terrain is mostly grassland and rainforest. West Africans had various occupations, most were farmers, and some were miners, craftsmen, and traders. West Africans would trade ivory, and gold via camel caravan in exchange for salt, cloths and other goods.<sup>11</sup> Family was the center of everyday life. Members lived close to each other and history was passed down from generation to generation through stories. Villages had a hierarchical system where slavery existed. It was not uncommon to enslave rival tribe members after a defeat during wartime.

Kingdoms ruled various parts of West African territory. Some kingdoms were known for their brutality which included enslavement of other tribes but also human sacrifice. The Kingdom of Dahomey, (aka: Benin), was known as one of these brutal kingdoms.<sup>12</sup>

When European came to West Africa they realized a well-organized political economic system was in place. In order to establish a claim in these regions permission from tribal chiefs would have to be granted to any foreign governments that wished to conduct business in their kingdom<sup>13</sup>. As tribal leaders amassed prisoners of war and enemies from rival tribes, it was not uncommon for them to sell their rivals to European traders in exchange for guns and other goods. A Brazilian named Don Francisco de Souza became a famous nonwhite slave trader in the kingdom of Dahomey. He was the middle man between the tribal leaders and the European slave traders. Once Europeans had possession of Africans they would make them march hundreds of miles from inland villages to the coast shackled together in coffles to await boarding cargo ships. For many African the last stop before being boarded onto slave ships was the port city of Ouidah. Francisco was so successful in slaves negotiations Europeans named him Viceroy, or deputy, of Ouidah.<sup>14</sup> He was also honored by having the path Africans had to walk from the middle of town to the ships named in his honor.

Once slaves arrived in Ouidah they were placed in slave castles. Each European country had its own castle. These castles were small dark rooms that held as many as 200 potential slaves. The slaves were held for months until cargo ships arrived to transport them to their destinations. There were no windows, fresh air, or restroom facilities. Many who entered fell victim to diseases or death. Some, as soon as the castle doors were opened, tried to commit suicide<sup>15</sup>.

Before Africans were loaded onto the ships, they were examined. These examinations were conducted by the ship's captains and their physicians in public in order to detect those in good physical condition, absent of disease. The orders of worth for Africans were men, secondly women, and last children. Africans men, in 1756, were reported worth one hundred fifty gallons of rum, but women were only worth fifty gallons. As time went on the price of African slaves increased. In the late seventeen century British slave traders could buy Africans for close to three English pounds each, and sell them in the West Indies for sixteen to seventeen pounds. Centuries later the selling price for Africans in the West Indies grew to twenty to twenty-five pounds. Once the price of the enslaved African was secured, he or she was then branded by the expedition financier.<sup>16</sup>

### **Triangular Trade**

Although the English did not actively get involved in the Slave Trade until 1650, Sir John Hawkins, an Englishman, helped England dominate and make the slave trade more profitable. In 1562 Sir Hawkins attacked Spanish ships and captured 300 slaves. He then took the slaves and sold them to Spanish colonies in the New World. He traded the slaves for sugar, ginger, and hides. The trade was so successful, he needed to purchase

two more ships to carry his sugar, gold, and hide home to England where he sold them for large profits. Sir Hawking's trade route helped provide a large portion of wealth for the British Empire<sup>17</sup>.

The route of trade established by Sir John Hawkins was later known as the Triangular Trade. The trade begins in Europe. Europeans sailed to West African and traded Africans for guns and textiles. The next portion of the trade, known as the Middle Passage, took West Africans to the Caribbean. This portion of the trade took 21 to 90 days, but if the weather was bad it would often take longer. It is estimated that between thirty and sixty million Africans were savagely subjected to this brutal system, and only one third survived<sup>18</sup>. The next portion of the trade took West Africans from the Caribbean to North and South America. At each of these ports Africans were traded for sugar, cotton, grain, and various raw materials. The last portion of the trade bought ships back to Europe where raw materials were traded for goods to trade again with Africans for slaves<sup>19</sup>.

### **The Middle Passage**

Many Africans had no idea what was to become of them while they were held in the slave castles in West Africa. Rumor had it that Europeans were going to eat them. When it was revealed that they were going to travel overseas to work the land, many did not believe land existed across the ocean.

As Africans were ordered to board the slave ships a West African named Ottobah Cugoana described this account:

There was nothing to be heard but the rattling of chains, smacking of whips, and the groans and cries of our fellow-men. Some would not stir from the ground, when they were lashed and beat in the most horrible manner... And when we found ourselves at last taken away, death was more preferable than life and a plan was concerted amongst us that we might burn and blow up the ship and to perish altogether in the flames; but we were betrayed by one of our countrymen.<sup>20</sup>

The above quote helps us understand, firsthand, what conditions slaves had to endure during this journey, and how inhumane conditions were aboard some of these ships. Men, women/girls, and young boys were placed in separate section of the slave ships. People were sometimes packed so tight it was impossible to lie down without having other people's body parts on top of you. The space of two modern size single beds was often all the space five adult men had to share. The chains were worn at all time by the slaves.<sup>21</sup> Not only did this make movement impossible, it often linked living and dead people together.

Dysentery, diarrhea, and other diseases became lethal aboard slave ships. Africans were expected to relieve themselves in slop bucket or tubs that were not always placed in locations accessible to everyone. It was not uncommon for people to lie in their own or other's raw sewage for days at a time. It was often said that the smell of slave ships could be detected from as far as five miles away from shore.<sup>22</sup>

Africans sometimes organized shipboard revolts (mutinies), or attempted suicide by starvation. Many of the revolts occurred while Africans were still in sight of their homeland. The most common revolt or form of rebellion was refusing to eat. To combat rebellion ship hands would beat, burn or use mouth opening tools called a Speculum Oris to force Africans to eat<sup>23</sup>.

### **Life of a Slave in North America**

From the time slaves arrived in North America, their lives were filled with turmoil and suffering. As citizens of this continent it is hard to imagine how life must have been in mid-1500 for West Africans that were traded, and treated like animals all for the sake of profit. However, in the nineteenth century the American Anti-Slavery Society, along with other abolition groups, recorded the stories of thousands of escaped Southern slaves. The purpose of these stories was to convince reluctant Southerners to oppose slavery before the Civil War broke out.<sup>24</sup> Unfortunately, the narratives did not prevent the Civil War, but it gave the world a look into the lives of slaves.

The publication of these stories started to die out in the 1930's, so the Federal Writers' Project decided to go back and re-interview the same ex-slaves that were still alive and publish their stories. The difference between the narratives of the 1900's and the 1930's is the 1930 version is published in the exact language and speech pattern spoken by the interviewees. Here is an excerpt from the journal of Charles Ball as he re-counts the ordeal of having a new master separate him from his mother at the age of four.

My mother then turned to him and cried, "Oh, master, do not take me from my child!" Without making any reply, he gave her two or three heavy blows on the shoulders with his raw hide, snatched me from her arms, handed me to my master, and seizing her by one arm, dragged her back towards the place of sale. My master then quickened the pace of his horse; and as we advanced, the cries of my poor parent became more and more indistinct-- at length they died away in the distance, and I never again heard the voice of my poor mother. Young as I was, the horrors of that day sank deeply into my heart, and even at this time, though half a century.

This first-hand account attests to the horrors that families suffered while living under slavery.

Slaves were divided into two categories: field and house. Slaves who worked in the fields most likely worked on small plantations with 20 to 30 others in groups of 5 to

10 with an overseer, who was also a slave. The other category of slaves was the house slaves. These slaves were often referred to as domestics. Their jobs involved cooking, cleaning, childcare, and whatever the master and mistress of the house required.

Food rations for field slaves were often distributed weekly and consisted of lard, corn meal, molassas, peas, greens and flour. Clothing was distributed once a year, usually Christmas time. Small children were not clothed until adolescence. Older slaves were not given extra layer of clothes or shoes during the winter because they were no longer in the fields. House slaves were given hand-me-downs from the master and mistress<sup>25</sup>.

### **Life of a Slave in Brazil**

Slavery in Brazil was a bit more complex than slavery in North America. Slaves in North America usually worked on plantations and understood the relationship between master and servant was that of inequality, and no personal rights or freedoms afforded to the slave. In Brazil, however, slaves could work in one of three places: rural areas, mines, or urban areas. Rural areas included large Sugar plantations that required massive amounts of strong physical labor. Urban areas, which offered more autonomy for the slaves, and the mines where slaves were treated more like partners.<sup>26</sup>

Slaves who worked in the mines seemed to have a better chance of social mobility. The master generally only held temporary title of the land that was mined. Slaves were asked to provide a satisfactory amount of precious gems on a daily bases. When the miners produced the master's fortune, or the land was no longer useful, the master would either sell his slave or sell them their freedom. Working in the mines sometimes afforded slaves a way to build their own financial security. As the master rented various land space to mine it was not uncommon to make loyal slaves partners. Slaves could build their nest eggs from the metals mined.<sup>27</sup> Remember, a slave was only required to produce a satisfactory amount of metal daily; anything over the daily requirement was his to keep.

Slaves who worked in rural areas, such as sugar plantations, worked in some of the harshest environments. Obedience had to be maintained between the slave and the master at all times. Part of Brazil's wealth depended upon the large scale production of sugar. Production of sugar requires a vast amount of land and skilled workers who could cultivate the cane into the valuable commodity we know as sugar. The Portuguese crown would only grant farmers who could produce a profitable crop access to these lands.<sup>28</sup> It was this competitive drive for wealth that created exploitation, and a highly structured hierarchy that depended on obedience. Slaves were used until they were no longer able to produce their share of labor. Slaves were seen as dispensable items.

Urban had autonomy somewhere between the rural and mining slave. Brazil did not have many full flourishing cities outside those near the mining communities, but it did have small settlements. It was in these small towns slaves were assigned jobs that



Europeans refused. These small cities had a mix of low to medium level professionals. These professionals included low level clergy, merchants, and sailors. It was not uncommon for masters to hire out their slaves as artisans.<sup>29</sup> As an artisan a slave may reside miles away from his master allowing him a certain amount of autonomy.

Comparatively speaking, slavery in Brazil and North American shared many of the same horrors. Slaves were treated as object for upward mobility for households, cities, and often time entire countries. It seems like slavery in North America was mainly centered on the plantations. This is not to say that some slaves did not serve as artisans, or were freed men, but most worked on plantations. Brazilian slaves seemed to have a semi- accepted culture: “creoles”. These were slaves who were born in Brazil who spoke Portuguese that were raised in the master’s house that were somewhat accepted in white society. The mobility of these slaves, like miners, seemed better than slaves who worked in more rural societies.

### **Rebellion of Slaves**

Both Americans and Brazilian slaves developed ways of fighting against their masters. In America the Underground Railroad was a method in which slaves could escape their bondage in the south to hopefully regain their freedom in the north. Many whites and African Americans provided safe houses for escape slaves to inhabit until they reached the safety of the “North Star” Canada. Harriet Tubman was one of many “conductors” who assisted slaves to see their way to freedom in the north.<sup>30</sup> Frederick Douglas wrote speeches, and wrote books that detailed the horrific conditions of slavery.

Many white northerners were opposed to the idea of slavery. They were known as abolitionists. Two of the most publicly known abolitionists were William Lloyd Garrison, and Harriet Beecher Stowe. Garrison published an antislavery newspaper the Liberator. Harriet Beecher Stowe went even further and wrote a book Uncle Tom’s cabin that highlighted the horrible abuses of slavery. The goal of both writers was to enlighten Northerners of the horrific institution of slavery and convince them this practice had to end<sup>31</sup>.

Certainly slaves of North America were not alone in rebelling against the chains that bonded them. In Brazil there were many revolts, but none were able to create the well-established abolitionist movement like the United States had.

Even though there was not organized rebellions this did not mean that Brazilian slaves were not rebelling in their own way. Runaway slave communities called Quilombos, or Mocambos were comprised of runaway slaves that would assimilate in the urban areas near mining communities.<sup>32</sup> Remember slaves that worked in the urban areas had more autonomy and could move about the area as freed men.

Americans had abolitionist, Brazilians had Maroon. These were groups of individuals from the Americas and northern portion of South America that had gained political clout to force treaties. The Maroon split into a federation called the Palmares that developed a complex social and political structure. Unfortunately, Palmares influence that did not flourish or retain their political clout like abolitionists did in North America. However in 1988 the country's constitution was changed to give residents of Quilombos permanent title to the land they live on.<sup>33</sup>

American and Brazilians both suffered the horrific institution of slavery, and found small ways to organize against the system. Both countries ended slavery on paper in the late 19<sup>th</sup> century, however, its social and cultural practices lasted to the present day.

### **Instructional Implementation**

With the 5<sup>th</sup> grade Social Studies we discuss slavery in our text twice. The first time is the origins of the African slave trade. The chapter includes the capture of slaves from West Africa to North America via the triangular trade. We look at the horrific conditions of the Middle Passage and the slave auctions that took place as the slaves arrived to their America destination. We also discuss slavery when we discuss the causes of the Civil War.

Students will first be introduced to West Africa in the 1500s as a thriving, diverse region with many cultures. They will read an introduction of life in a typical West African village. Student will also learn that Africa had large cities such as Timbuktu, and kingdoms that ruled various part of the country. Africans spoke various languages and developed an intricate trade system that insured each kingdom's survival. Students will then learn about traders coming to West Africa in need of massive amount of manual labor to work as servants, or field hand on tobacco, and sugar plantations. African rulers faced a dilemma of selling rival tribesmen, who may have been prisoners of war, to Europeans for guns.<sup>34</sup>

### **Day One Lesson**

Students look at a map analyzing the country of Brazil and the continent of Africa (Appendix 2). Students will get a feel for the locations of countries and where slaves were taken and worked. They will answer the questions associated with the maps. Then students will read pages 99-101 and answer the following questions whole group:

1. What dilemma did the leaders of the West African Kingdoms face?
2. What choices did the newly enslaved Africans face?
3. What were some similarities and differences among West Africans?
4. How did traders from Europe change the way of life in West Africa?
5. Why did European traders come to West Africa?

As students get an understanding about the dilemma African leaders faced, they will begin to understand how the need for guns created a system of how Africans were

captured and shipped off the continent to various countries. Students will watch the video [“The Slave Kingdoms-The Ashanti, Pt. 1.”](#)

### *Activity*

These activities will be differentiated to meet three learning levels: Hummingbirds will be the higher learning level, Mockingbirds will be the medium level, and the Larks will be the lower group. When student finish watching the video they will complete the following activities:

#### Hummingbirds:

1. Explain how the visitors thought leaders of the Slave trade justified the brutal treatment even the death of slaves?
2. What is the connection the narrator gives between “Auschwitz” and the Slave Castles? Explain.

#### Mockingbirds:

1. What role did the ruling class play in the Slave trade in Ghana? Explain.
2. According to the professor of African Studies, would the Slave trade exist if Africans did not sell one another to the Europeans? Explain why or why not.

#### Larks:

1. Many Americans decided to return home to their homeland of Ghana, and threw their passports into the sea, only to search for them weeks later. What reason(s) might the African Americans have changed their minds and want to go back the US? Explain
2. How does the professor of African Studies describe the political and economic system in Africa before the Europeans arrived?

### Day Two Lesson

Students will read pages 102- 103. Students will learn about the Triangular Trade, and the voyage called the Middle passage. Students will answer the following set of questions:

1. Why did European traders come to West Africa?
2. What was the Middle Passage? Describe it?
3. What was the triangular trade, and what did it look like?
4. What products were imported, and exported from North America, Europe, and West Africa?

Students will watch the two videos [“The Middle Passage”](#) and [“The Middle Passage, The City of Birmingham”](#)

### *Activities*

#1 Clear a space in your room (approx. 10' x 10') have your students lay down one by one next to each other in tight rows head to foot. As the students are in position ask the following questions:

1. How well do you think you would survive in this position for four to six months?
2. What would happen if the person next to you, or even you, got sea sick?
3. What if they were dying? What would you do?
3. How would you use the bathroom? How would you eat?

As students finish thinking and answering these questions remind them that during most of this voyage they would be chained together below deck absent of fresh air and sunlight.

#2 Access this website:

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/#top](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/#top)

### Day Three Lesson

Students will begin by watching the video [“The History of Slavery In America \(part 2 of 3\)”](#) then they will watch [Brazil's Slave Past](#) “and answer the following questions in their notebook:

1. What had developed that Brazilian aristocracy used for experimentation purposes?
2. How was the experiment used against them?
3. Why was the Emperor’s daughter exiled to France?

Students would read pages 104-105 and answer the following questions:

1. Why did the ship’s captains want to keep the slaves alive?
2. Why might enslaved Africans be thrown overboard?
3. Describe a Slave auction?

### Activity

Have the students watch this short video [“Slave Auction”](#) . Have students turn and talk with their shoulder partner to answer the following questions from the video:

1. Why do you think the camera focused on the male slave as the woman was being auctioned off?
2. Why were the slave women screaming at the start of the auction?
3. Why did the auctioneers offer a period of inspection of the slaves before the bidding process?

### Day Four Lesson

Students will finish video series [“The History In American \(Part 3 of 3\)”](#) Student will read pages 106-107 and answer the following questions:

1. What was a slave’s first year like on the plantation?
2. Why did most slaves want to be house servants?

### 3. What was a day like in the life of a slave?

#### *Activity (Optional)*

Go to the website: <https://www.loc.gov/resource>

Choose an appropriate narrative and see if the students can understand and possibly transcribe them.

#### Day Five Lesson

Students will watch [“Slave Spiritual Story- Wade in the Water”](#) Students will read the final portion of the chapter pages 108-111.

#### *Activity*

Students will read the following excerpt from Frederick Douglas:

“I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are prompted by the same emotion.”

Students will be divided in their three learning groups, Hummingbirds, Mockingbirds, and Larks. The teacher will write the following question on a large piece of chart paper. “What did Frederick Douglass mean when he wrote the following words about the spiritual? Each group will first discuss the answer then write their agreed upon answer on a large size post-it and stick it to the chart paper. When all groups have posted their answer the teacher will read each answer and give each group a chance to explain their reasoning.

#### Day Six Lesson

This day of the lesson will serve as a review of the Triangular trade including its routes and products exchanged. Students will review the brutality of the Middle passage using the illustrations from “The Middle Passage” (Feelings 1995) picture book.

#### *Activity*

Students will break up into their three learning groups. Each group will have different scenarios about how they would handle a specific situation. Once the group decides how

they would respond they will present their solution to the class using reasons and evidence to support their decision. Here are the following scenarios:

Hummingbirds:

As a North American Colonists you see the shipment of human beings harsh and cruel. You want the shipment of slaves to end, and want to propose an alternative method of trading goods for people. How will North America survive without the free labor source enslaved Africans provide? Prepare a short speech that will convince the other countries to stop the shipment of humans, and offer solutions that will be profitable to their economic wellbeing. Please include three alternatives to persuade the other countries to stop the slave trade.

Mockingbirds:

As a ruler in the West Indies your roll in the Triangular Trade is important. The West African slaves are shipped to your island to be further exported to North America. You see the conditions of the slaves after the journey through the Middle Passage. You have also heard of some North Americans trying to outlaw the importing and exporting of slaves during this trade. Trading slaves provides valuable resources to your country; however, you do not like the conditions in which they are treated and transported. In your group decide whether you will support the ban on transporting slaves, or will you fight to continue the trade. Prepare a short speech defending your claim. Please include three reasons backed up with facts to support this claim.

Larks:

As a West African King you rely on the products you receive from North America and Europe in the Triangular Trade. You understand there are people in North America trying to stop the shipment of slaves to and from your country. If this trade does not continue it would severely hurt your country's economic future. Prepare a short speech convincing Americans and Europeans that the Triangular Trade is vital to West Africa's economy. Please include three reasons backed up with facts to support your argument.

## Day Seven Lesson

Students will compare and contrast pictures of a modern day Quilombo apartment complex in the West Zone of Rio de Janeiro to a Charlotte, NC neighborhood apartment. Students will use a T-chart to write their observations. See Appendix 3 for details.

<http://www.rioonwatch.org/wp-content/uploads/2014/05/bg.jpg>

<https://s-media-cache-ak0.pinimg.com/736x/d0/3c/bc/d03cbcb0961220ed3497e61f3b7da95e.jpg>

## **Appendix1: Teaching Standards:**

### **Social Studies**

5.C 1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of the regions in the US. The triangular trade is an example of how people were traded for goods for the development of US resources.

5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. For example, the invention of the cotton gin increased cotton production and the labor force for slaves.

5.E.1 Justify a nation's success and how it is linked to the resources and access to the goods and services it provides. The United States and Brazil became major trading partner in the world with their production of cotton and sugar.

### **Literacy**

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Student will infer what slaves went through as they experience the activity of semi-reenacting the positions slaves had to endure for the Middle Passage voyage.

RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will discuss the roles and interactions between European traders and African Kings at the beginning of the slave trade in West Africa.

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Students will understand the meaning of the following vocabulary words used in this lesson: dilemma, fugitive, overseer, codes, resist, seized, abolitionist, underground, spiritual, griot, slave castle.

RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Students will see actual advertisement and excerpts from articles featuring the selling of slaves at auctions. Students will read journals of ex-slaves and their experience. They will also see photographs of how slaves were boarded into ships for the Middle passage voyage.

RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Students will defend their position on their views about the quote, and scenarios given to them for day five and six activity.

## Appendix #2



### Student Questions

1. What do the red lines stand for?

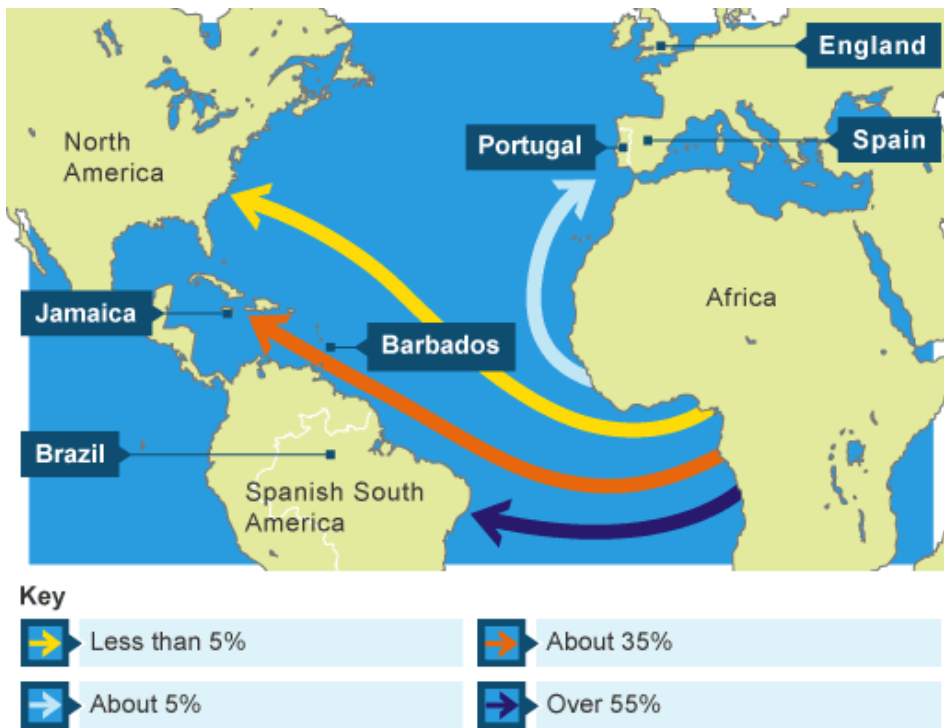
Answer: The lines indicate the gathering and trade routes Africans were forced upon beginning the Triangular trade.

2. What do the names in red indicate?

Answer: The kingdoms were most Africans were taken and bound for slavery



## Appendix #2 continued



### Student Questions

1. According to the key which two countries received the largest percentage of slaves?  
Answer: Jamaica and South America.
2. What industry was most exported from Brazil?  
Answer: Sugar from Sugar plantations

### Appendix #3

Students will view two pictures found on these websites:

<http://www.rioonwatch.org/wp-content/uploads/2014/05/bg.jpg>

<https://s-media-cache->

<ak0.pinimg.com/736x/d0/3c/bc/d03cbcb0961220ed3497e61f3b7da95e.jpg>

Quilombos Neighborhood	Similarities of the two Images	American Neighborhood

Students will use the T-chart below to list similarities and differences about the two images. After they have finished their charts put the students in groups of four their findings then have then discuss the following questions:

1. What did you like about both neighborhoods?
2. Which neighborhood would you like to live in? Why?
3. If you could change a neighborhood which one would you change and why?
4. Describe what you think life would be like for a 5<sup>th</sup> grader living in both neighborhoods?

## Appendix 4

Chapter test student will take to assess comprehension of the chapter.

### **Social Studies Chapter 3 Test**

#### *Big Ideas*

Circle the letter next to the best answer.

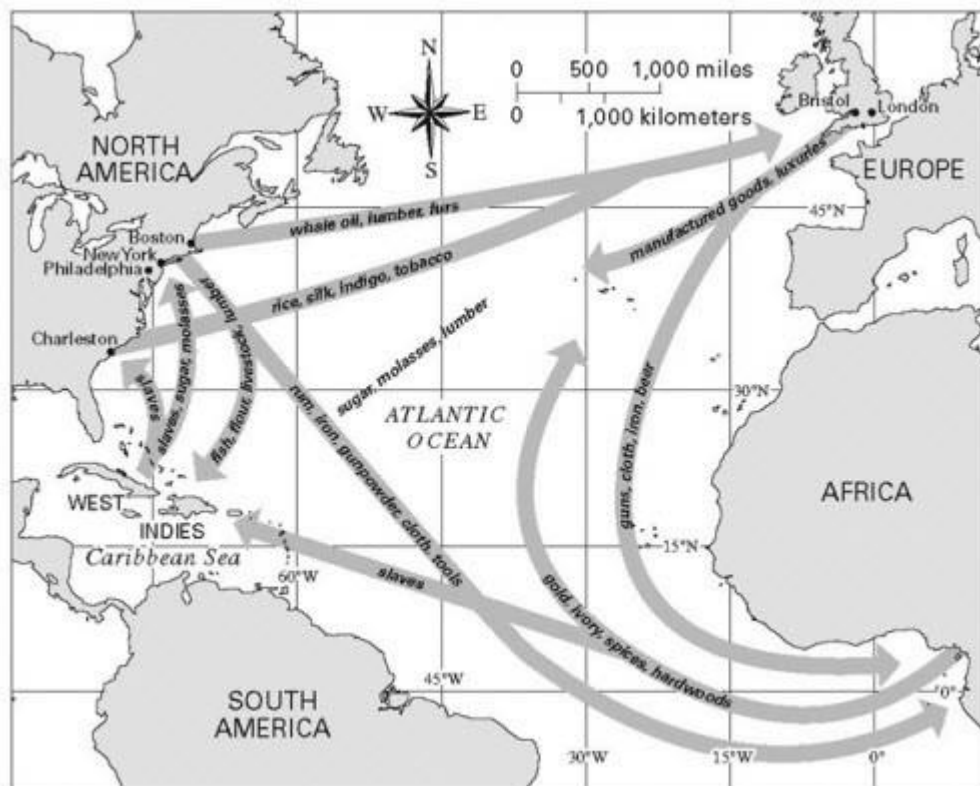
1. Which is the best example of a dilemma West Africans faced?
  - A. how to visit nearby villages
  - B. where to find camel caravans
  - C. whether to trade people for guns
  - D. when to sing songs and tell stories
  
2. Which of these was true of most West Africans in the 1500s?
  - A. They spoke the same language.
  - B. They were long-distance traders.
  - C. They were captured and enslaved.
  - D. They valued family and ancestors.
  
3. Where were most slaves in the West Indies and British North America put to work?
  - A. gold and silver mines
  - B. household kitchens
  - C. grain and textile mills
  - D. sugar and tobacco plantations
  
4. Slaves on a slave ship in the Middle Passage had a lot of
  - A. living space.
  - B. daily exercise.
  - C. serious illness.
  - D. successful revolts.
  
5. When Africans captured in the slave trade arrived in the American colonies, they were first
  - A. reunited with family members.
  - B. sold at scrambles or slave auctions.
  - C. taught English so they could follow orders.
  - D. told by the ship's captain where they would work.

6. What was an overseer's main job?  
A. to evaluate the price of slaves  
B. to supervise the work of slaves  
C. to teach slaves to use new tools  
D. to help slaves escape to the North

7. Why did some slaves pretend not to understand what they were told to do?  
A. It was a form of resistance.  
B. It spared their friends' feelings.  
C. It helped them learn English.  
D. It allowed them to buy freedom.

8. In general, which slaves had the hardest life?  
A. field workers  
B. house servants  
C. skilled carpenters  
D. kitchen gardeners

Use the map and your knowledge of social studies to answer questions 9- 11.



9. What is the name for the pattern of trade routes shown on the map?
10. Draw and label a dotted line along the route of the Middle Passage.
11. Use the information on the map to help you describe Great Britain's trade with Africa, the West Indies, and North America. Explain in your sentence the movement of people and goods.

Use the Map to answer questions 12 and 13.



12. About what percentage of slaves were imported to Brazil compared to the other countries?
13. What industry did Brazil have that required such hard labor?

### **Student Resources:**

Bound for America *The Forced Migration of Africans to the New World*- This is a nonfiction illustrated book that gives information about the slave trade, slave revolts, and conditions slaves faced during the Middle Passage voyage. It was written for older elementary to middle school students.

*The Middle Passages* - This is a great and moving picture book about the Middle Passage. There is a brief introduction, but the rest of the book is filled with moving black and white pictures. This book would be for upper elementary students.

Chromebooks- Some of the activities require student to access websites that have been hyperlinked to the lesson.

### **Teacher Resources:**

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[The Slave Kingdoms-The Ashanti, Pt. 1](#)- This video, narrated by Henry Louis Gates, Jr, gives the viewer information he learned about his root and how the intricate system of the slave trade developed.

[“The Middle Passage](#) and [“The Middle Passage, The City of Birmingham](#)- The first video is a music montage of how Africans were positioned in the boats during the voyage, with brief written statements explaining the conditions they faced. The second is Birmingham school kids getting a chance to see what it was like to be on a slave ship.

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u3/#top](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/#top) - This is an interactive map that helps students see the products and countries that participated in the triangular trade.

[“The History of Slavery In America \(part 2 of 3\)”](#) - This video discusses slavery in the United States just beginning soon after English colonists first settled in Virginia in 1607.

[Brazil's Slave Past](#)- Reporter Stephen Gibbs gives insight into its dark history and reports on a photo exhibition depicting slavery's final days in Brazil.

[“Slave Auction”](#) – This video is from the 1976 TV miniseries ‘Roots’ depicts a slave auction.

[“The History In American \(Part 3 of 3\)”](#) - This final installment speaks of the passage of the Thirteenth Amendment to the United States Constitution in 1865.

<https://www.loc.gov/resource> - The site from the Library of Congress gives narratives of ex-slaves in their own words from the Federal Writer project. There are many narratives and some use the “n” word as a matter of ex-slaves recounting their experience.

[“Slave Spiritual Story- Wade in the Water](#) - this is a music montage of images of the repercussions of slaves received if they did not obey their masters.

<http://www.rioonwatch.org/wp-content/uploads/2014/05/bg.jpg>- A picture of a modern Quilombo neighborhood in Brazil. The neighborhood consists of many homes built on a hillside and looks very crowded and uninviting.

<https://s-media-cache-ak0.pinimg.com/736x/d0/3c/bc/d03cbcb0961220ed3497e61f3b7da95e.jpg>- This is a picture of an apartment complex in Charlotte, NC. The complex looks more like an inviting group of homes side by side.



## Bibliography

“African History: The Slave Trade Of Africans To Brazil”, last modified June 8, 2014, <https://youtu.be/7qX25wTRa0?list=PLq4aHNnQemYfFU42fRQLLOeSrMDnUvBVx>.

This video gives the beginning history of how slavery was established in Brazil. It discusses how religion was used to oppress slaves. This video shows and discusses some graphic content not suitable for 5<sup>th</sup> graders, but the information is good for content.

*Benin women explain their kingdoms role in the slave trade*, last modified November 4, 2008, <https://youtu.be/PWoNTHm8T7s?list=PLq4aHNnQemYfFU42fRQLLOeSrMDnUvBVx>.

This video explains the diplomatic relationships between the Kingdom of Benin and Europeans during the slave trade between the years 1400-1600.

Chasteen, John Charles, *Born in Blood and Fir: A Concise History of Latin America*; Thrid Edition. New York/ London: W.W Norton & Company, 2011,2006,2001. 11-43

This chapter of the book discusses the indigenous people of Brazil, their lifestyle and how the Portuguese planned to enslave them. Also discussed are resources values of wood and sugarcane and how an additional labor from African was needed.

Feelings, Tom, *The Middle Passage*. New York: Dial Books, 1995.

This is large picture book with a short historical introduction explaining the Middle Passage. The majority of the book is black and white pictures depicting how Africans were treated by those involved in the slave trade. Some pictures are graphic, and require teacher discretion.

Haskins, James, Kathleen Benson, *Bound for America: The Forced Migration of Africans to the New World*. New York: Lothrop, Lee & Shepard Books, 1999.

This is an illustrated chapter book that begins with a brief history of slavery and ends with milestones in the history of slavery from 1441 to 1808. This book is appropriate for a 5<sup>th</sup> grade mentor text introducing different aspects of the slave trade.

Lester, Julius, *To Be Slave*, Puffin Books, 2000. 13-15

This book chronicles true accounts of ex-slaves lives during the years of slavery. Most of the book is transcribed interviews conducted by the Federal Writers Project. The language can be hard to read, and the “N” word is used when the ex-slaves talk about their lives as slaves. This book is a good example of primary source information, and requires teacher discretion.

Mattoso, Katia M. De Queiros, *To Be a Slave in Brazil, 1550-1888*. Washington D.C: Library of Congress, 1994.85-96

*PBS: The Slave Experience: Living Conditions, 2004*. (accessed October 23, 2016).

<http://www.pbs.org/wnet/slavery/experience/living/history2.html>

This website looks at how slavery shaped America through the live experiences and memories of slaves. The website contains some primary sources, but it is mostly secondary source information.

Teachers' Curriculum Institute: *Social Studies Alive, America's Past*. Palo Alto: Teachers' Curriculum Institute, 2010. 99-112; 256-259

This is the 5<sup>th</sup> grade Social Studies text book my school, David Cox Road, has used for the past 6 years.

*The History of Cotton / Cotton Documentary* - Documentary Films . July 28, 2015.

<https://youtu.be/N7ZJL34OY5w?list=PLq4aHNnQemYfFU42fRQLLOeSrMDnUvBVx>

This video explains the history of cotton, its popularity and value throughout the world. It shows modern day cotton harvest, as well as how cotton played an important role in the US slave trade and Civil War.

*The History of Slavery In America (part 2 or 3)*. January 2009,

<https://youtu.be/YPXHrMDvBm0?list=PLq4aHNnQemYcxYSfZf8BGEQD6j3vvQO1P>

This video discusses slavery in the United States just beginning soon after English colonists first settled in Virginia in 1607.

*The Slave Kingdoms* - The Ashanti, Pt 1 (YouTube).

<https://youtu.be/D2q4xWylnfk?list=PLq4aHNnQemYcxYSfZf8BGEQD6j3vvQO1P>

This video, narrated by Henry Louis Gates, Jr, gives the viewer information he learned about his root and how the intricate system of the slave trade developed.

## Endnotes

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- <sup>1</sup> (Mattoso 1994) pg. 9
- <sup>2</sup> (Chasteen 2011,2006,2001) pg. 23
- <sup>3</sup> (Chasteen 2011,2006,2001) pg. 24
- <sup>4</sup> (African History: The Slave Trade Of Africans To Brazil. 2014)
- <sup>5</sup> (Chasteen 2011,2006,2001) pg. 25
- <sup>6</sup> (Mattoso 1994) pg. 33
- <sup>7</sup> (The History of Cotton | Cotton Documentary - Documentary Films July 28, 2015)
- <sup>8</sup> (The History of Cotton | Cotton Documentary - Documentary Films July 28, 2015)
- <sup>9</sup> (The History of Cotton | Cotton Documentary - Documentary Films July 28, 2015)
- <sup>10</sup> (The History of Cotton | Cotton Documentary - Documentary Films July 28, 2015)
- <sup>11</sup> (Teachers' Curriculum Institute 2010) pg. 101
- <sup>12</sup> (The Slave Kingdoms - The Ashanti, Pt 1 (YouTube) 2011)
- <sup>13</sup> (The Slave Kingdoms - The Ashanti, Pt 1 (YouTube) 2011)
- <sup>14</sup> (The Cha-Cha of the Dahomey 2011)
- <sup>15</sup> (The Slave Kingdoms - The Ashanti, Pt 1 (YouTube) 2011)
- <sup>16</sup> (The History of Cotton | Cotton Documentary - Documentary Films July 28, 2015)
- <sup>17</sup> (Haskins 1999) pg. 16
- <sup>18</sup> (Teachers' Curriculum Institute 2010) pg 103
- <sup>19</sup> (Teachers' Curriculum Institute 2010) Map pg. 103
- <sup>20</sup> (Haskins 1999) pg. 30-31
- <sup>21</sup> (Haskins 1999) 31
- <sup>22</sup> (Haskins 1999) pg. 31
- <sup>23</sup> (Haskins 1999) pg. 33
- <sup>24</sup> (Lester 2000) pg. 14-15

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<sup>25</sup> (PBS 2004)

<sup>26</sup> (Mattoso 1994) pg. 96

<sup>27</sup> (Mattoso 1994) pg.94

<sup>28</sup> (Mattoso 1994) pg.97

<sup>29</sup> (Mattoso 1994) pg.96

<sup>30</sup> (Teachers' Curriculum Institute 2010) pg.251

<sup>31</sup> (The History of Slavery In America (part 2 or 3) January 2009)

<sup>32</sup> (Jose and Santos 2001)

<sup>33</sup> (Jose and Santos 2001)

<sup>34</sup> (Teachers' Curriculum Institute 2010) pg.100