



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Sample Pages

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at

www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit

<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at

<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at

<http://socialstudies.com/newsletter/>

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

I Think : U.S. History

The African American Experience



By Sharon Coletti

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Kendra Corr

Cover graphics by Sharon Coletti and Print1 Direct

Copyright © 2009 by InspirEd Educators, Inc.

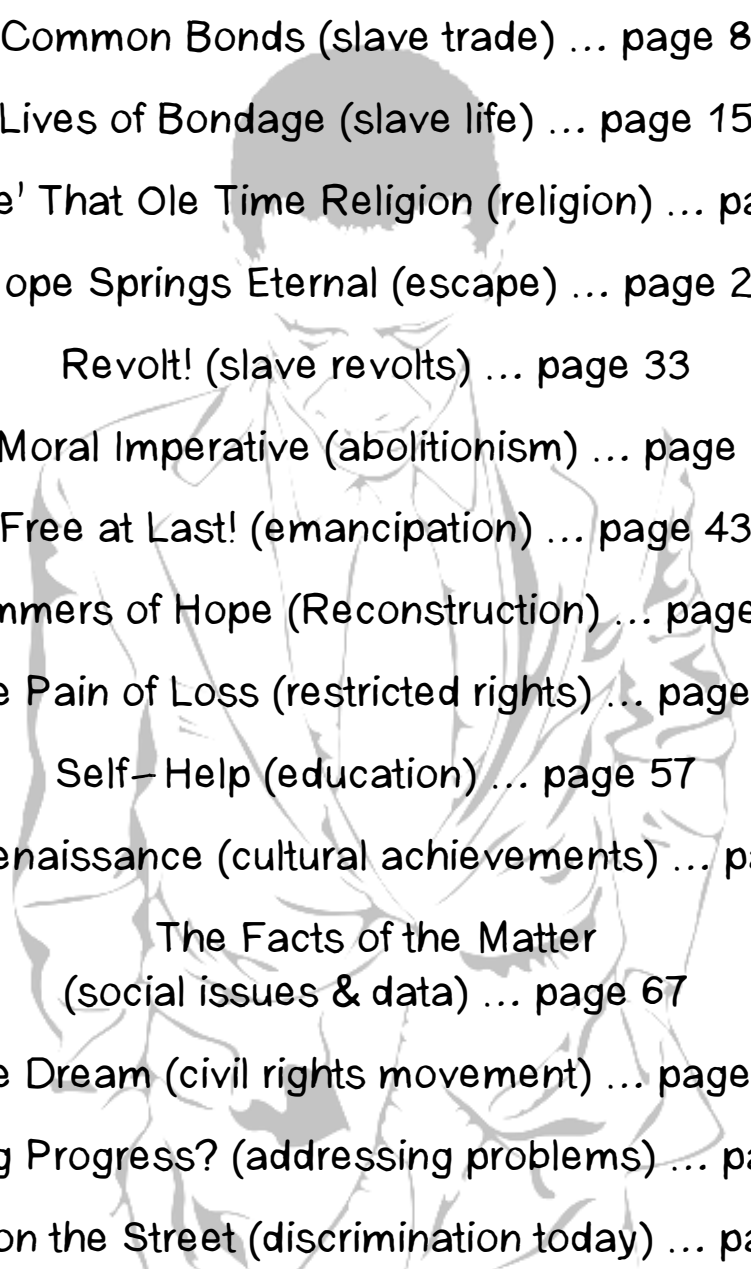
ISBN # 978-1-933558-78-3

**** FOR INDIVIDUAL TEACHER / PARENT USE ****

All rights reserved. It is unlawful to reproduce all or part of this publication without prior written permission from the publisher. **Student pages only** (handouts and / or transparencies) may be photocopied or created for individual teacher or parent use. It is a breach of copyright to reproduce part or whole of this publication for any other purposes. Violators will be prosecuted in accordance with United States copyright law.

Printed in the United States of America

Table of Contents



Objectives (terms, questions, and answers) ...	page 6
Common Bonds (slave trade) ...	page 8
Lives of Bondage (slave life) ...	page 15
Gimme' That Ole Time Religion (religion) ...	page 23
Hope Springs Eternal (escape) ...	page 28
Revolt! (slave revolts) ...	page 33
A Moral Imperative (abolitionism) ...	page 38
Free at Last! (emancipation) ...	page 43
Glimmers of Hope (Reconstruction) ...	page 48
The Pain of Loss (restricted rights) ...	page 52
Self-Help (education) ...	page 57
The Renaissance (cultural achievements) ...	page 63
The Facts of the Matter (social issues & data) ...	page 67
The Dream (civil rights movement) ...	page 74
Making Progress? (addressing problems) ...	page 81
Word on the Street (discrimination today) ...	page 85
The Dream Fulfilled? (future) ...	page 89
Reviewing Terms (vocabulary puzzle) ...	page 92
Differentiated Content and Skills Assessments A-modified; B-average; C-accelerated) ...	page 94
Resources (bibliography) ...	page 99



Common Bonds

Springboard:

Students should read “The Door of No Return” and answer the questions.

Objective: The student will be able to explain the common experiences of Africans who were captured by slavers and taken across the ocean for lives in slavery.

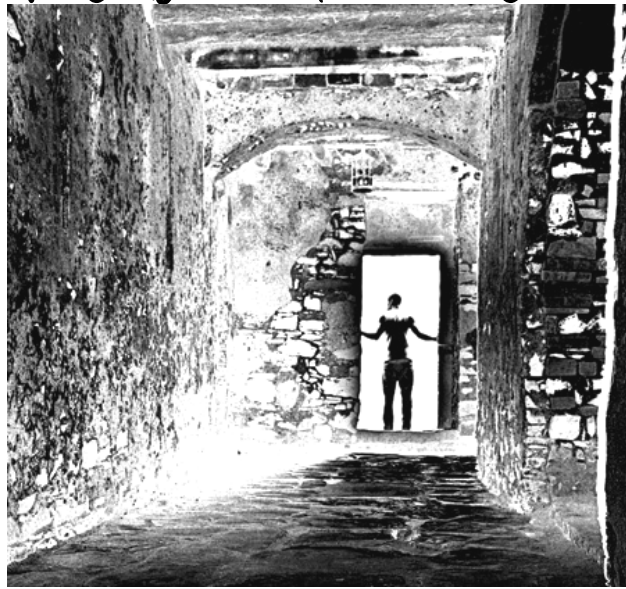
Materials: The Door of No Return (Springboard handout)
Account of the Slave Trade, 1788 (2-page handout)
Sources of Pain (2-page handout)

Terms to know: **bondage** - slavery
primary source - a written or visual firsthand account of a situation or event

Procedure:

- During discussion of the Springboard, have the student(s) share their words and suggest what the captives must have felt. *(Answers may vary but should reflect the fear, hopelessness, worry about families; homesickness for loved ones, tribes, and villages left behind, etc.)* Go on to explain that this lesson examines the experiences of the people captured to be sold into slavery.
- Distribute “Account of the Slave Trade, 1788” and “Sources of Pain.” Explain that though the backgrounds and individual circumstances of Africans sold into slavery varied, once captured, their torment was similar, as described in the primary source by a doctor on a slave ship who became an outspoken campaigner against slavery after what he witnessed. The student(s) should work individually, in pairs, or small groups to read the narrative and create their own passages, poems, fictitious “primary sources,” etc. in response to each visual source.
- Have them share their writings and discuss. During the discussion, have the student(s) summarize the experiences of Africans sold into slavery. *(Most were kidnapped from tribes and, if inland, sold from trader to trader until they arrived at the west coast of the continent, where they were sold to traders who sailed the ships across the Atlantic. They were kept in horrible, tight, smelly quarters, fed disgusting food and forced to eat it, killed “as needed,” and lived in terror amidst unfamiliar peoples under control of brutal sailors.)*

The Door of No Return



Ripped from family
Torn from the familiar
Fear of our captors
The chains, the tears, the unknown.

Linked together and legs shackled
Strangers herded toward The Door:
Many peoples, one fate
But where and what? God knows.

Would we ever see our villages again? No.
But one certainty among all:
The future, a grim, dark place
Of terror.

The “Door of No Return” led to

- A. Africa. B. bondage. C. a dark place. D. villages.

Based on the poem, the people going through the door were probably NOT

- A. familiar. B. shackled. C. African. D. terrified.

What inference can be made based on the poem?

- A. The people will board a ship. C. The poet was a slave.
B. Those chained were related. D. The captors are African.

All of these statements are supported by the poem, EXCEPT

- A. Captured tribespeople were badly mistreated.
B. The continent of Africa is a very diverse place.
C. Africans were taken unaware into unknown fates.
D. Those captured knew they were going to America.

Make a list of words that come to mind when you think about the “Door of No Return.”

The Door of No Return - Answers & Explanations



Ripped from family
Torn from the familiar
Fear of our captors
The chains, the tears, the unknown.

Linked together and legs shackled
Strangers herded toward The Door:
Many peoples, one fate
But where and what? God knows.

Would we ever see our villages again? No.
But one certainty among all:
The future, a grim, dark place
Of terror.

The “Door of No Return” led to

- A. Africa. B. bondage. * C. a dark place. D. villages.

(Even if students don’t know the meaning of “bondage,” A and D are false and C is too literal. They were not going to “a dark place,” but into slavery.)

Based on the poem, the people going through the door were probably NOT

- A. familiar. * B. shackled. C. African. D. terrified.

(The line “Many peoples, one fate,” indicates diversity and unfamiliarity.)

What inference can be made based on the poem?

- A. The people will board a ship. * C. The poet was a slave.
B. Those chained were related. D. The captors are African.

(The topic should suggest the fate of the captives for most students.)

All of these statements are supported by the poem, EXCEPT

- A. Captured tribespeople were badly mistreated.
B. The continent of Africa is a very diverse place.
C. Africans were taken unaware into unknown fates.
D. Those captured knew they were going to America. *

(Points A-C are at least implied, but D is opposite of the poet’s point.)

Make a list of words that come to mind when you think about “The Door of No Return.”

(Words may vary.)

Account of the Slave Trade, 1788

An excerpt by British Doctor Alexander Falconbridge



From the time of the arrival of the ships to their departure, which is usually near three months, scarce a day passes without some Negroes being purchased, and carried on board; sometimes in small, and sometimes in larger numbers. The whole number taken on board depends, in a great measure, on circumstances... Previous to my being in this employ I entertained a belief, as many others have done, that the kings and principal men bred Negroes for sale as we do cattle... There is great reason to believe, that most of the Negroes shipped off from the coast of Africa, are kidnapped. But the extreme care taken by the black traders to prevent the Europeans from gaining any intelligence of their modes of proceeding... I have, however, by means of occasional inquiries, procured some intelligence relative to the point ...

While I was in employ on board one of the slave ships, a Negro informed me that being one evening invited to drink with some of the black traders, upon his going away, they attempted to seize him. As he was very active, he evaded their design, and got out of their hands. He was, however, prevented from his escape by a large dog, which laid hold of him... These creatures are kept by many of the traders for that purpose; and being trained to the inhuman sport, they appear to be much pleased with it.

I was likewise told by a Negro woman that as she was on her return home, one evening, from some neighbors... she was kidnapped; and, notwithstanding she was big with child, sold for a slave. This transaction happened a considerable way up the country; and she had passed through the hands of several purchasers before she reached the ship.

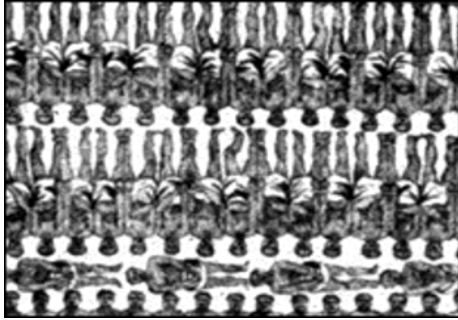
When the Negroes, whom the black traders have to dispose of */sell/*, are shown to the European purchasers, they first examine them relative to their age. They then minutely inspect their persons and inquire into the state of their health; if they are afflicted with any disease or are deformed or have bad eyes or teeth ... It matters not whether they are refused on account of age, illness, deformity or for any other reason. At New Calabar, in particular, the traders have frequently been known to

put them to death. Instances have happened at that place, when Negroes have been objected to, that the traders have beheaded them in sight of the captain...



Nor do these unhappy beings, after they become the property of the Europeans (from whom, as a more civilized people, more humanity might naturally be expected), find their situation in the least amended. Their treatment is no less rigorous. The men Negroes, on being brought aboard the ship, are immediately fastened together, two and two, by handcuffs on their wrists and by irons riveted on their legs. They are then sent down between the decks and placed in an apartment partitioned off for that purpose. The women also are placed in a separate

apartment between decks, but without being ironed. An adjoining room on the same deck is appointed for the boys. Thus they are all placed in different apartments.



But at the same time, however, they are frequently stowed so close, as to admit of no other position than lying on their sides. Nor will the height between decks, unless directly under the grating, permit the indulgence of an erect posture; especially where there are platforms, which is generally the case...In each of the apartments are placed three or four large buckets ...to which, when necessary, the Negroes have recourse. It often happens that

those who are placed at a distance from the buckets, in endeavoring to get to them, rumble over their companions, in consequence of their being shackled ... unable to proceed and prevented from getting to the tubs, the necessities of nature are not to be resisted, ease themselves as they lie...

The diet of the Negroes while on board consists chiefly of horse beans boiled to the consistency of a pulp; of boiled yams and rice and sometimes a small quantity of beef or pork... They are commonly fed twice a day; about eight o'clock in the morning and four in the afternoon. Their food is served up to them in tubs about the size of a small water bucket. They are placed round these tubs, in companies of ten to each tub, out of which they feed themselves with wooden spoons others ... with their hands. In favourable weather they are fed upon deck but in bad weather their food is given them below. Upon the Negroes refusing to take sustenance, I have seen coals of fire, glowing hot, put on a shovel and placed so near their lips as to scorch and burn them...

They are far more violently affected by seasickness than Europeans. It frequently terminates in death, especially among the women. But the exclusion of fresh air is among the most intolerable. For the purpose of admitting this needful refreshment, most of the ships in the slave trade are provided, between the decks, with five or six air-ports on each side of the ship, of about five inches in length and four in breadth... whenever the sea is rough. And the rain heavy it becomes necessary to shut these the Negroes' rooms soon grow intolerable hot. The confined air produces fevers and fluxes which generally carries off great numbers of them.

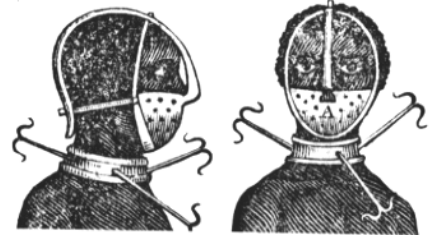
During the voyages I made, I was frequently witness to the fatal effects of this exclusion of fresh air. ... on board at Bonny at least six hundred Negroes ... the slaves were so crowded that they were obliged to lie one upon another. This caused such mortality among them nearly one half of them died before the ship arrived in the West Indies...

The mode of selling them by scramble having fallen under my observation the oftenest, I shall be more particular in describing it. Being some years ago, at one of the islands in the West Indies, I was witness to a sale by scramble, where about 250 Negroes were sold ... As soon as the hour agreed on arrived, the doors of the yard were suddenly thrown open and in rushed a considerable number of purchasers, with all the ferocity of brutes. Some instantly seized such of the Negroes as they could conveniently lay hold of with their hands.... It is scarcely possible to describe the confusion of which this mode of selling is productive...

From: Falconbridge, Alexander, Accounts of the Atlantic Slave Trade, London, 1788.

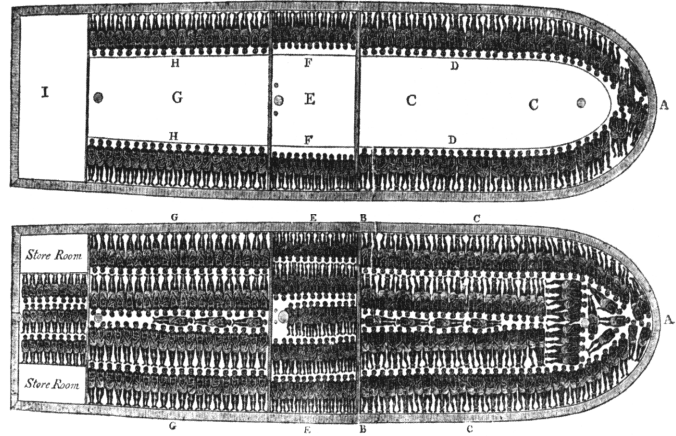
Sources of Pain

DIRECTIONS: Study each visual source and considering what you've learned about the captives' experiences, write a poem, diary entry, or other narrative explaining or responding to it. You can write as yourself, an expert, a slave, a slaver, a bystander, etc., or respond to each picture differently.

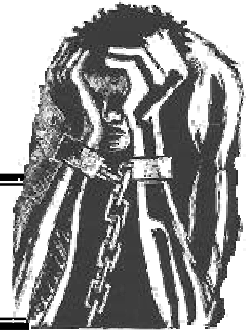








Lives of Bondage



Springboard:

Students should study the “Slave Auctions” information and answer the questions.

Objective: The student will be able to explain aspects of life for slaves in America.

Materials:

Slave Auctions (Springboard handout)
A Day in the Life ... (5 handouts)

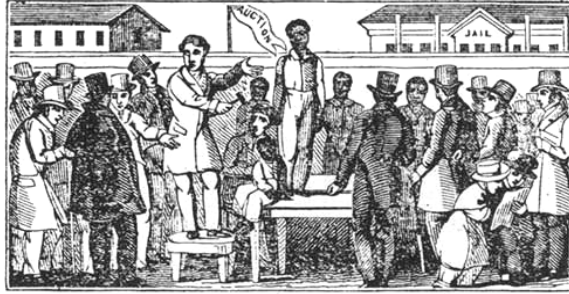
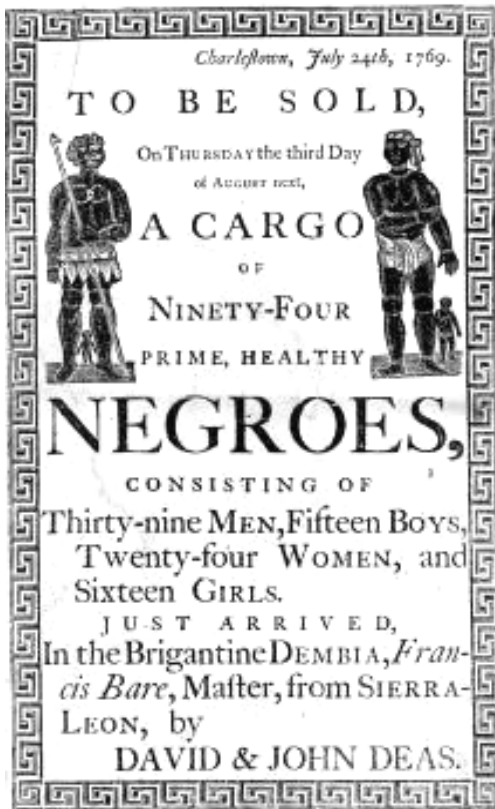
Terms to know:

archaeology - study of artifacts (tools, graves, etc.) left behind to learn about the past
excavation - an archaeological dig site

Procedure:

- After reviewing the Springboard, explain that this lesson looks at several aspects of slaves' lives after they were sold in America.
- **For group instruction** the room should be arranged in stations with one “A Day in the Life...” handout at each; the students should rotate to the five stations to complete them all. **For individualized instruction** the five “A Day in the Life...” handouts can be completed as a packet.
- Have the student(s) share their answers and ideas and discuss. *(Responses to most pages may vary, but should be logical and supported. The issue of female slaves is tricky, so discuss as you feel comfortable. The point should be made, however, that they were MOST valuable for breeding especially after the Trans-Atlantic trade was outlawed! It is reported that in many instances pregnant slaves were treated better than normal, given a bit more to eat and a little more rest. Therefore, it was not uncommon for women to become pregnant just to have slightly improved lives, if only for a little while. Answers to slave treatment will also vary but should reflect an understanding that the vast majority of slave owners did not think of their slaves as equal, or even as adult humans. They viewed them as investments, property to mistreat at will, selling them as desired, or even kindhearted slaveholders viewed their slaves as childish, needing their guidance.)* **NOTE:** Much of the content of this and other lessons is generalized. Individual slaves' situations could vary widely.

SLAVE AUCTIONS



Slaves in America were sold at auctions. There were two main types of these: sales to the highest bidder and sales “by scramble.”

In the first form, an auctioneer displayed each person being sold and took bids until the bidding stopped. In a scramble anyone who wanted to buy a slave paid a set price and was given a ticket. At the sound of a drum, a “slave pen” door opened and the buyers would grab the number of slaves purchased ahead of time.

People interested in buying slaves

- A. always paid a set fee up front to purchase some.
- B. could find them at well-publicized slave auctions.
- C. were mainly prime, healthy Negro men and women.
- D. stood on platforms and tried to force the bids higher.

What kind of slave auction would **MOST LIKELY** have sold slaves for higher prices, and why?

- A. Highest-bidder auctions because people competed to outdo others.
- B. Sale by scramble auctions sold more slaves at one time and place.
- C. Highest-bidder auctions were better advertised than scrambles.
- D. Sale by scramble auctions because they took place in slave pens.

Which statement do you think would have been said by a captive African being sold at a slave auction? (Choose a letter and briefly explain your answer below.)

- A. “I cannot understand their speech and do not know what is going on, but I am so afraid!”
- B. “I am going to wait until the perfect moment and kill these terrible men who chain us!”
- C. “I want to die! I just want to die and not have to live another moment like this!”
- D. “I will not go with you! I don’t care how much you’ve paid for me! I will not go!”