

# History



## The Slave Trade

Knowledge and Assessment Organiser

Student name: .....



**What was the slave trade and what was its impact?**

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# What's the story?



My name is Michael, I'm a Colton Hills student in Year 9. My parents are from Ghana in Africa, but I was born in New Cross Hospital in Wolverhampton. I remember in Year 8 when my teacher told me that we were going to be studying the slave trade, I was unsure about it. I already knew bits about it from work I'd done in primary school, and I have to admit to feeling

uncomfortable before the topic started because I thought other students in the class would be looking at me to see what my reaction would be to everything. My teacher said that it was impossible to understand the Britain we live in today with having an understanding of the slave trade, but I still wasn't looking forward to it.

I was surprised by the lessons. There were some horrible things that we studied – the awful way that black people were treated, for reasons of racism and greed. However, I was impressed with the bravery, resilience and determination of the kidnapped Africans. My favourite bit was hearing about the essential part played by black people in bringing the whole of slavery in the British Empire to an end – the inspirational role played Olaudah Equiano and the *Sons of Africa* movement.

I liked the way that my teacher was always making links with modern Britain such as the #BlackLivesMatter movement and the debates around whether statues of famous slave owners should be taken down. Now I believe that the slave trade is something that everyone should know about – to know how horribly racist people can be and also how the country that we live in made so much money from so much tragedy. I learnt that black people weren't just victims but courageously and tirelessly fought for their freedom. We go to a school, and live in a city, where there are lots of different races and religions. Understanding the horrors of the slave trade helps us to be anti-racist and work together to build a better world.

## Why does this matter?

- We need to know about this very dark period in Britain's history because it helps us understand the country that we live in.
- Unfortunately, there are still some forms of slavery that still exist in the world today (although not in the same way as we are about to study). We need to know how badly humans can behave so we can play our part in making sure nothing like this ever happens again.
- We have been studying the Industrial Revolution – the slave trade is an important part of how Britain gains wealth and power at this time.

## Sounds familiar?

This is a topic that many primary schools cover in their history lessons. The topic of slavery is also covered briefly in your study of the Roman, Medieval life, and the Crusades from Year 7 and the Tudors from Year 8.

It will feature again briefly in your study of life in Europe during World War Two in Year 9.

# Slave Trade Glossary

Key word	Definition
Slave	Someone who belongs by law to another person as their property and has to obey them and work for them, often in very bad conditions and without pay.
Abolition	The official end to a law, system or practice.
Abolitionist	someone who supported the abolition of slavery in the 18 <sup>th</sup> and 19 <sup>th</sup> century
Lucrative	Bringing a lot of money
Act	A law that has been passed by the government
Colonies	Countries that are controlled by another country
Auction	a public occasion when things are sold to the people who offer the most money for them
plantation	a large farm where crops such as tea, coffee, cotton, and sugar are grown

# Curricular Concepts

*Have you ever noticed how some of the things you study in one subject appear in another subject too?*

Students are able to understand their work more and remember more if there are clear links between subjects. Throughout your learning at Colton Hills, we will be asking you to think about some of the most important ideas in the world to enable you learning to be deeper than ever before. Look for these 'curricular concepts' in your learning.



**SOCIAL  
JUSTICE**



**CULTURAL  
DIVERSITY**



**CIVIC  
RESPONSIBILITY**



**TECHNOLOGICAL  
PROGRESS**



**PRECIOUS  
PLANET**



**HEALTHY  
LIVING**



**ETHICAL  
ENTERPRISE**



**CREATIVE  
ARTISTRY**

Student notes:



# What was the slave trade and what was its impact?



1. What was the slave trade?



2. How did the slave trade grow?



3. What was it like to be involved in the slave trade?



4. What was the 'Middle Passage' and what was it like?



5. What happened at the slave auction?



6. What was life like for slaves?



7. How did the slave trade come to an end?



8. What was the impact of the end of the slave trade?



9. Why is this topic so important to us today?

# Summary of the Triangular Slave Trade



At least 12 million Africans were taken to the Americas as slaves between 1532 and 1832 and at least a third of them in British ships.

For the British slave traders it was a three-legged journey called the 'triangular trade':

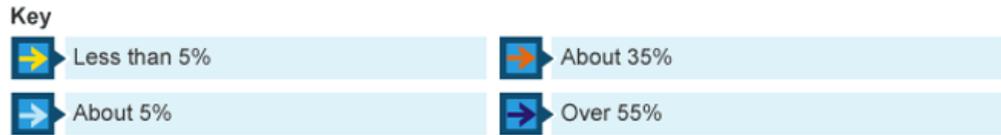
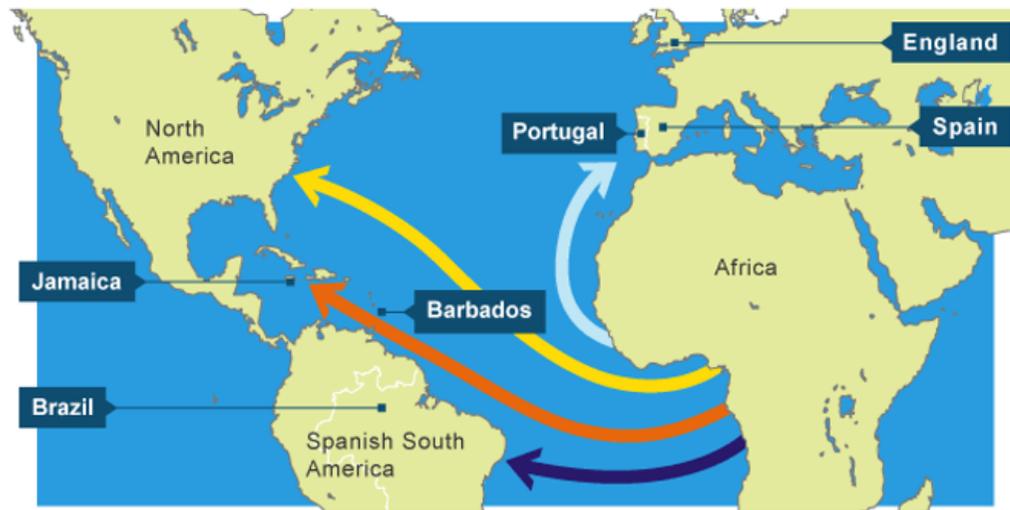
- West African slaves were exchanged for trade goods such as brandy and guns.
- Slaves were then taken via the 'Middle Passage' across the Atlantic for sale in the West Indies and North America.
- Finally, a cargo of rum and sugar taken from the colonies, was taken back to England to sell.

The slave trade began with Portuguese (and some Spanish) traders, taking mainly West African (but some Central African) slaves to the American colonies they had conquered in the 15th century. British sailors became involved in the trade in the 16th century and their involvement increased in the 18th century when the Treaty of Utrecht (1713) gave them the right to sell slaves in the Spanish Empire. The slave trade made a great deal of profit for those who sold and exchanged slaves. Therefore, they often ignored the fact it was inhuman and unfair.

Did you know...?

Many slave traders saw nothing wrong with the slave trade and proudly displayed images of captured slaves on their family crests and even sometimes carved into their furniture at home.

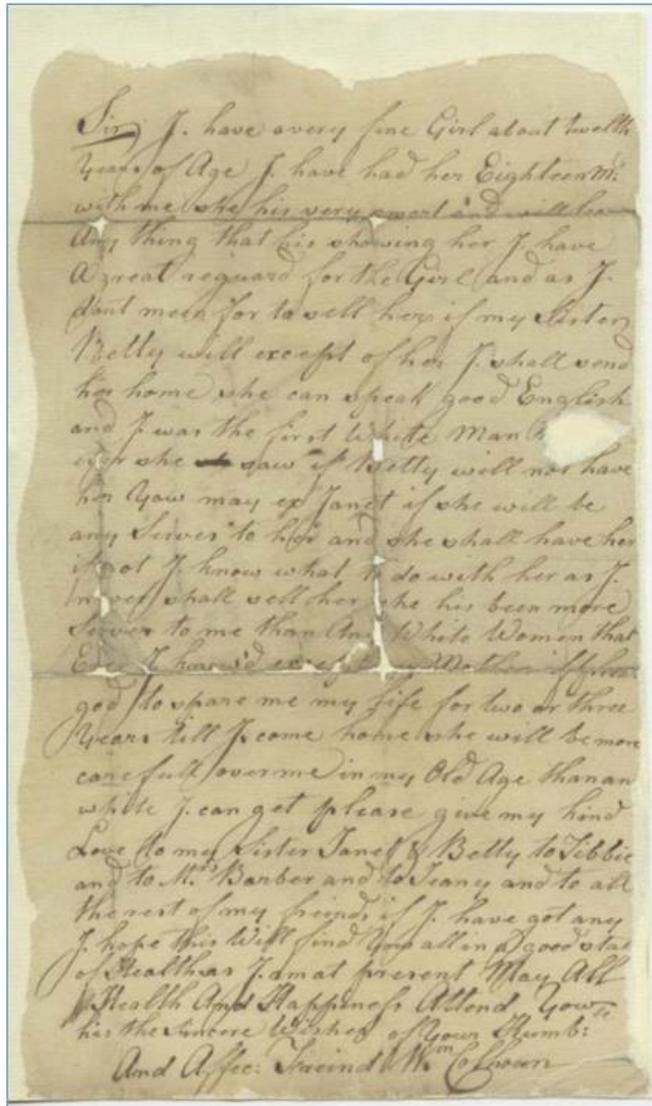
# The beginning of the slave trade



## Thinking point

Slavery was a huge international business involving many countries across the world. The Slave Trade transformed the world as is one of the reasons why you find people of different races all over the planet. Why did something that was so horrible and morally long go on for such a long time?

- In the 16th and 17th centuries, Portuguese traders took slaves from Africa to work in the Portuguese colony of Brazil and the Spanish colonies of South America. As many as 350,000 Africans were taken in this way as slaves to the Americas.
- In the 16th century, English pirates started selling slaves to the Spanish colonies. Sir John Hawkins was the first English sea-captain to do this, starting in 1562.
- In 1625, the British captured Barbados in the West Indies and in 1655 they secured Jamaica. English slave traders started supplying African slaves to the English colonies.
- In 1672, the Royal African Company was set up to trade African slaves to the sugar plantations of the West Indies.
- In 1713, Spain gave British slave traders the contract, known as the Asiento, to trade 144,000 slaves a year to Spanish South America. This contract was part of the Treaty of Utrecht.



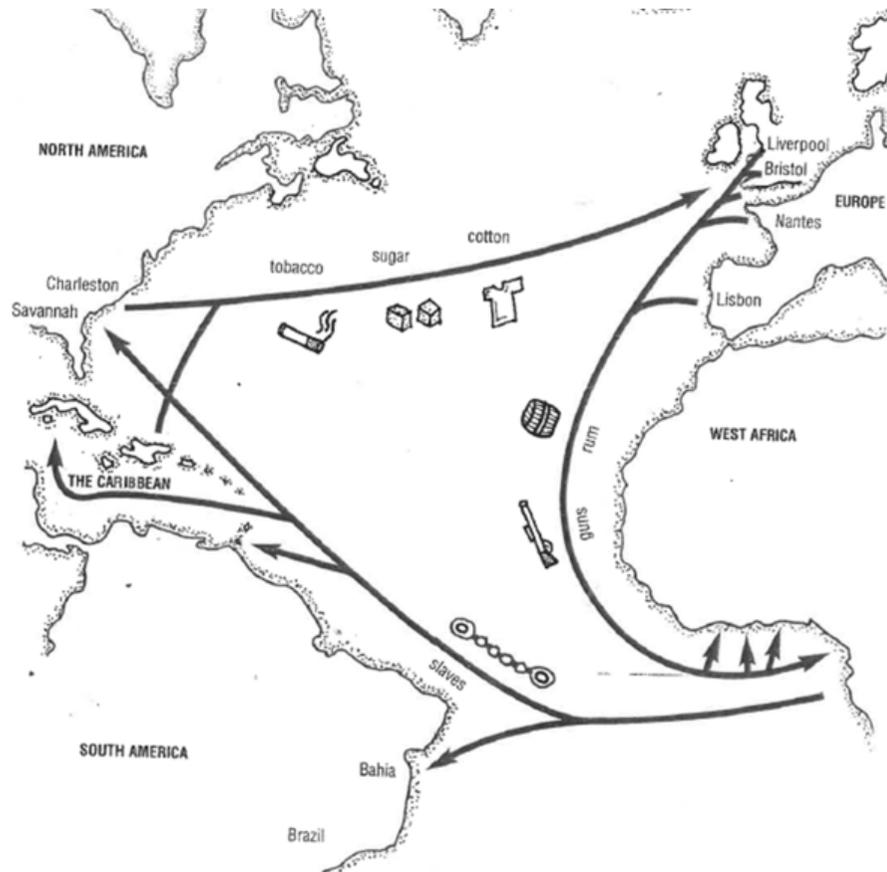
From 1768 to 1776, William Colhoun was a chief mate on slave ships that sailed from Glasgow to West Africa, the Caribbean and the British colonies of Maryland and Virginia. Below is one of a series of letters he wrote to his sister Betty, who was back in Glasgow. In this letter, he promises his sister a young slave girl as a servant.

“I have a very fine girl about twelve years of age. I have had her eighteen months with me and she is very smart and will learn anything... Betty will accept her in her home...she can speak good English.”

## Attitudes to Slavery

# The Triangular Trade

After 1700, the numbers of slaves being transported increased greatly. Perhaps 8.5 million Africans were taken as slaves to the Americas.



A British slave ship set off from Liverpool, Glasgow or Bristol, carrying trade goods and sailed to West Africa.

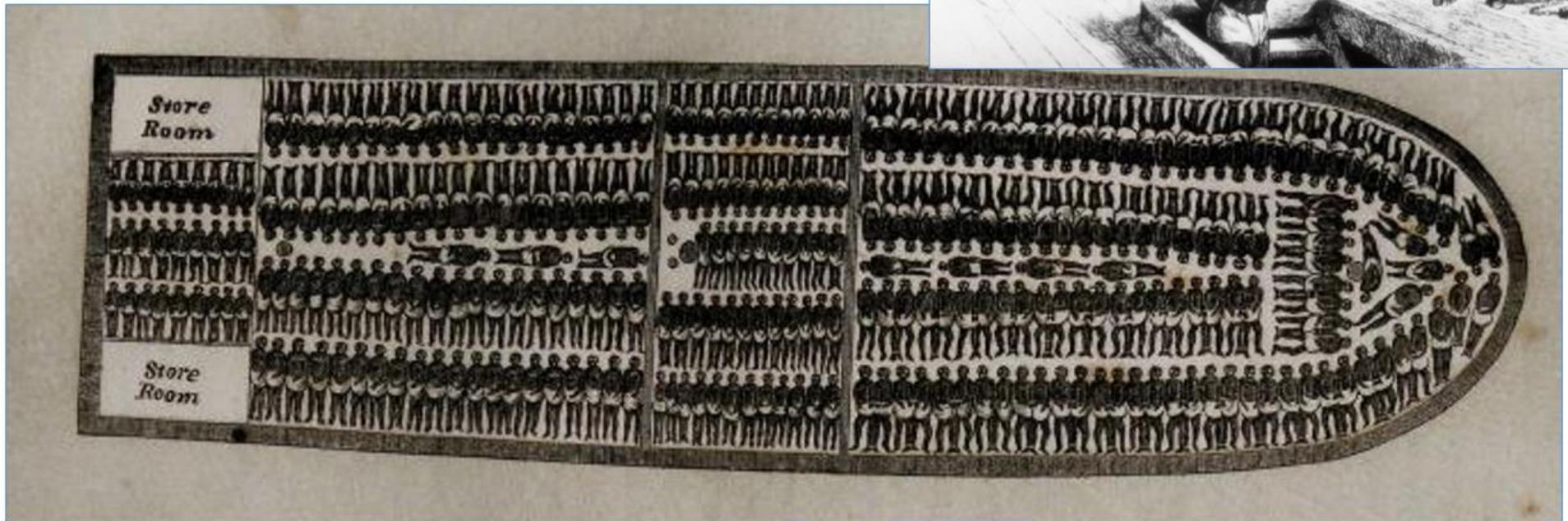
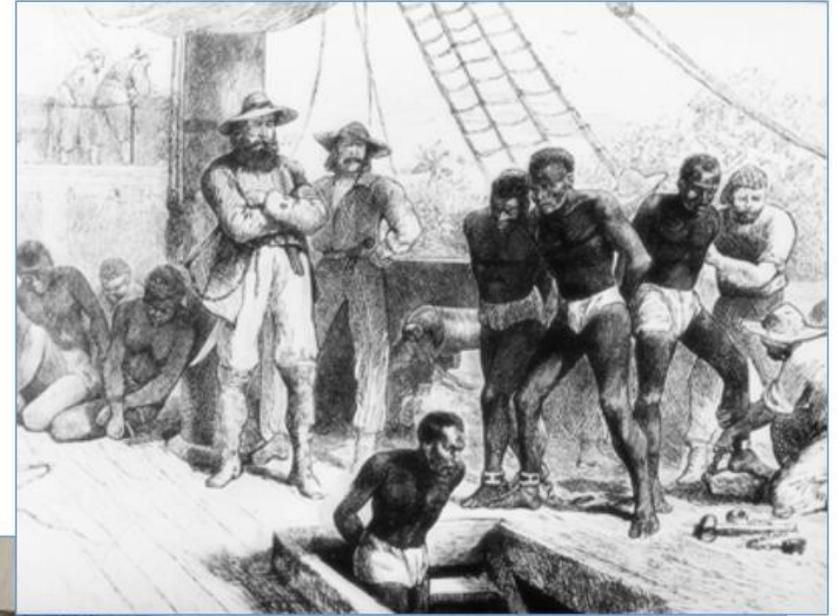
- Some slaves were captured directly by the British traders. They ambushed and captured local people in Africa.
- Most slave ships got their slaves from British 'factors', who lived full-time in Africa and bought slaves from local tribal chiefs. The chiefs would raid a rival village and sell their captured enemies as slaves.
- In 1700, a slave cost about £3-worth of traded goods, e.g. cloth, guns, gunpowder and brandy.
- The slaves were marched to the coast in chained lines called coffles, where they were held in prisons called 'factories'.

The slave ship then sailed across the Atlantic to the West Indies – this leg of the voyage was called the 'Middle Passage'.

- In the West Indies the slaves were sold at an auction called a 'scramble'. Some were sent to 'seasoning camps' to be trained to obey, often using brutal methods.
- The selling price of a slave in the West Indies in 1700 was £20, so there was a good profit to be had, which made the risks of long journeys and possible harsh weather worthwhile.
- Some ships, but not all, then loaded up with sugar and rum to sell in Britain, before making the voyage back home.

# The Middle Passage

As many as 2 million slaves died during the journey via the Middle Passage. Journeys lasted from as little as six weeks to several months, depending on the weather. The ships were often too small to carry the hundreds of slaves on board. Slaves were tightly packed into cramped spaces with one person's right leg chained to the left leg of another person. Conditions on the ships were terrible and slaves died from diseases such as smallpox, scurvy and measles.



Before any sale could take place, slaves were cleaned up. They were washed down with water and were given oil or fat to rub into their skins. This made them look shiny and healthier. Hot tar was rubbed into any sores or ulcers to disguise them. One ship's captain, whose slaves were suffering from terrible diarrhoea, instructed the doctor to push a thick piece of rope up the backside of each of them to block it for a while. Nobody would buy a sick slave so hopefully, the captain thought, this would be enough to fool his customers into a sale.

There were two main ways to buy a slave: auction or scramble

**'Auction'** – slaves were paraded in front of buyers and examined like cattle. They were then made to stand on an auction box and buyers would 'bid' for them. They were sold to the person who paid the most. Unhealthy, unsold slaves were left to die without food or water.

**'Scramble'** – the slave trader would set a fixed price for his slaves. At a given signal, usually a horn or a drumbeat, the buyers would rush into the cage and grab the slaves they liked the best. You can probably tell why it was called a scramble!

## The Slave Auction

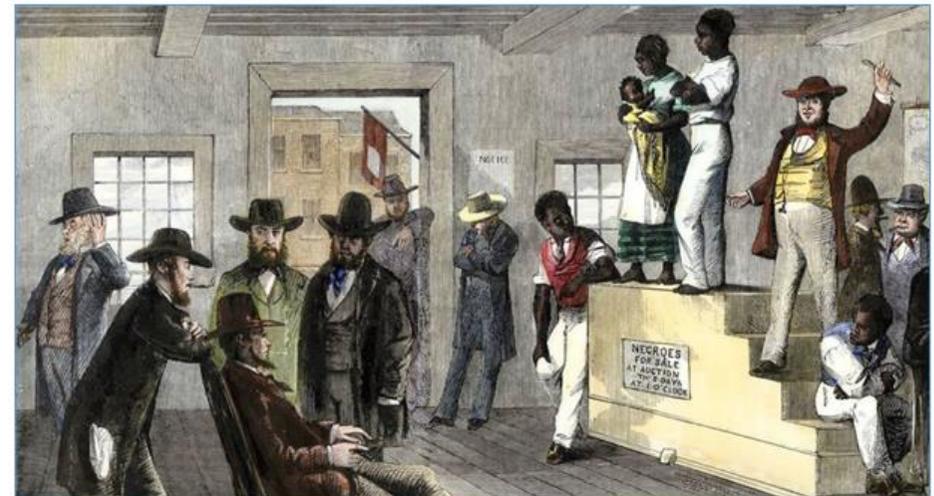
**NEGROES  
FOR SALE.**

Will be sold at public auction, at Spring Hill, in the County of Hempstead, on a credit of twelve months, on Friday the 28th day of this present month, 15 young and valuable Slaves, consisting of 9 superior Men & Boys, between 12 and 27 years of age, one woman about 43 years who is a good washer and cook, one woman about twenty-seven, and one very likely young woman with three children.

Also at the same time, and on the same terms, three Males, about forty head of Cattle, plantation tools, one waggon, and a first rate Gin-stand, manufactured by Pratt & Co.

Bond with two or more approved securities will be required.  
Sale to commence at 10 o'clock.

**E. E. Hundley,  
W. Robinson,  
H. M. Robinson.**  
Spring Hill, Jan. 6th, 1842.



# The life of a slave

Time	Activity
5.30am	Go straight to the fields. Take breakfast with you. Work until 8.00am. Latecomers are whipped.
8.00am	Stop work for breakfast: boiled yam and okra seasoned with salt and pepper.
8.30am	Continue with work.
12.00pm	Rest and lunch: salted meat or pickled fish
2.00pm	Start work again.
6.00pm	Return to huts.
Night time	During the harvest season, work in the mill or boiling houses through the night.

Slaves were forced to work hard for their masters. On huge farms, called plantations, they helped to plant, look after and harvest crops, such as a sugar (West Indies), cotton (North America), tobacco (North and South America) and coffee (South America).

A Slave would be expected to work for most of his or her life. Three and four-year-olds would work in 'trash gangs' weeding or as water carriers. Between the ages of nine and twelve, they would start to work in the fields with the adults. As they got older, slaves would often do less exhausting jobs such as gardening, cooking or cleaning. However, hard work, poor diet, tough punishments and no proper medical attention meant that few slaves lived to any great age. Shockingly, the average life expectancy for a slave was 26.

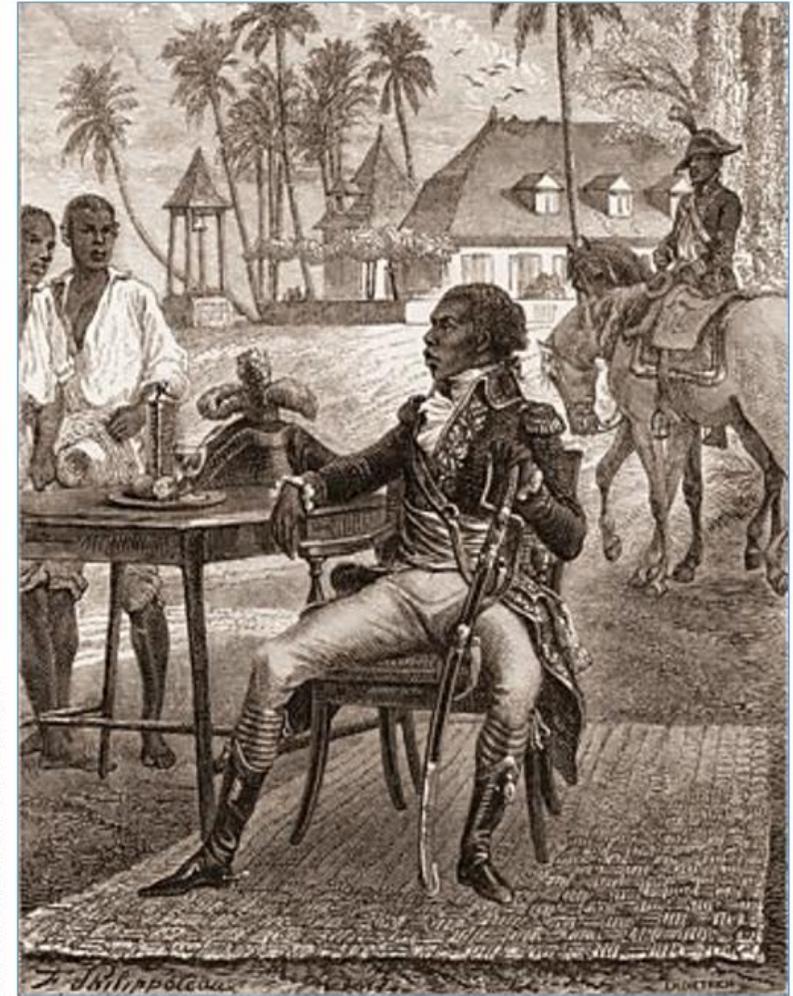


At the end of the 18th century, public opinion began to turn against the slave trade.

There was resistance to the slave trade:

- Some African rulers refused to sell slaves to the traders. Occasionally villages attacked British slave ships and set the slaves free.
- Sometimes slaves mutinied on board ships. The most famous case was the Amistad in 1839.
- There were many slave rebellions. The most famous slave leader was Toussaint l'Ouverture (pictured on the right) , who led a successful slave revolution in French Saint Domingue in 1791.
- In Jamaica, runaway slaves formed 'Maroon' communities that fought against the British soldiers.
- In Britain, slaves like James Somerset (or Somersett), frequently ran away from their masters. When he was recaptured, he and his friends contested his case in the courts

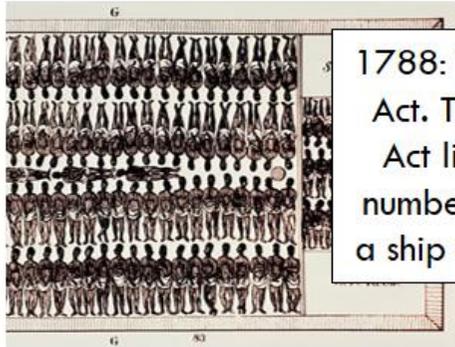
# Abolition



Did you know...?  
Josiah Wedgwood was a leading pottery maker of the Industrial Revolution. He gave away 200 000 medals and plates in an attempt to show people his disgust at the slave trade. The words on the seal say: 'Am I not a man and a brother?'



# Timeline of Abolition



1788: The Dolben Act. The Dolben Act limited the number of slaves a ship could carry

1806: British ships banned from carrying slaves to French colonies. This stopped two thirds of the slave trade



1815: All major European powers agree to abolish the slave trade



1772: The Somerset Case. A judge called Lord Mansfield, ruled that slavery was illegal in England



1789-1807: Wilberforce presented a bill for slave trade abolition every year between 1791 and 1807



1807: The British Parliament abolish the slave trade.



The Slavery Abolition Act 1833

(3 & 4 Will 4 c. 73)

1833: Abolition of Slavery itself throughout the British Empire.

# Consequences of the Slave Trade

The slave trade was huge – British ships transported 2.6 million slaves. It has been estimated overall, about 12 million Africans were captured to be taken to the Americas as slaves.

The majority of West African slaves were taken to South America. More than 55 per cent of slaves were taken to Brazil and Spanish South America. Brazil has the second largest black population in the world outside of Nigeria. Around 35 per cent of slaves were taken to the West Indies; less than five per cent were taken to North America. The death rate of the slaves was horrific

Capoeira is an Afro-Brazilian martial art that combines elements of dance, acrobatics, and music. It was developed by enslaved Africans in Brazil at the beginning of the 16th century.



- Unknown millions died in Africa before they even made it to the ships.
- It has been estimated that perhaps a fifth of the slaves died on the Middle Passage across the Atlantic.
- In the Americas, the death rate amongst the slaves was also very high. Some historians suggest that the death rate in the 'seasoning camps' was up to 50%.

The African slaves took with them their agricultural knowledge, skilled craftsmanship, religion, traditions, cooking, clothes, music and dance. For example, West Africans slaves brought their rice variety and cultivation techniques to parts of the southern United States. Their expertise in growing rice in the hot and swampy conditions led to rice being one of the biggest cash crops in the entire country. Musical instruments such as the banjo, language such as Haitian Creole, food such as rice and peas and dances such as the Brazilian Samba and Capoeira were imported and influenced by West African slaves.

Many historians think that white supremacist racism grew in the United States and Europe because the slave under-class in the West Indies and America were all sub-Saharan Africans.

The African historian Joseph Inikori (1987) suggested that the slave trade allowed the Industrial Revolution to happen. He believes that British industry benefited by supplying the factory-made goods in exchange for slaves and that profits made in the slave trade provided money for investment in British industry.

## Further Consequences of the Slave Trade

The slave trade ruined Africa because of the constant wars and the loss of millions of strong young people. Africa fell behind the rest of the world. Some historians think that this is why Africa was colonised by European countries in the 19th century.

After Britain abolished the slave trade in 1807, the 'West Africa Squadron' of the Royal Navy patrolled the Atlantic Ocean trying to stop the slave trade. The British also signed anti-slavery treaties with many African rulers.

## What the historians say

For many years, historians presented an account of the slave trade from a British point of view. They portrayed it as cruel and evil and that the British realised it was morally wrong.

In 1944, Eric Williams, a historian who later became Prime Minister of Trinidad, showed that the slave trade hadn't been making as much money in the years before abolition. He argued this was the reason it was abolished.

Recently, historians have shown that black Britons and women played significant parts in the Abolition campaign. Historians have also shown the importance of James Stephen's bill of 1806. In effect, Parliament only abolished the slave trade when it had all-but-collapsed anyway.

# Writing in different genres in History throughout Year 8

Genre	Recount	Describe	Explain	Persuade
Definition	This requires you to recall key information	This is where you highlight in detail key events, reasons or consequences	Give reasons for causes, events and consequences.	Explain why one point is more significant than others
Useful tips	Use lots of key words and make sure it is written in chronological order	Include a number of examples using detailed evidence to support points	Use the word 'because' to provide reasons for the points made	Provide a range of key factors. Provide justifications why one factor is more significant than others.



### Adding

and  
also  
as well as  
moreover  
too  
furthermore  
besides  
in addition

### Cause and Effect

because  
so  
therefore  
thus  
consequently  
as a result of

### Comparing

equally  
in the same way  
similarly  
likewise  
as with  
like  
compared with

### Illustrating

for example  
such as  
for instance  
as revealed by  
in the case of  
as shown by

## How can I improve my writing?

### Qualifying

however  
although  
unless  
except  
if  
as long as  
apart from  
yet  
despite

### Emphasising

above all  
in particular  
especially  
significantly  
indeed  
notably  
most of all

### Contrasting

whereas  
instead of  
alternatively  
otherwise  
unlike  
on the other hand  
in contrast

### Sequencing

next  
then  
first, second, third  
finally  
meanwhile  
after

# Summer Two

## Writing Genre: Persuade

### **What is it?**

A piece of writing where you give reasons for the causes, consequences, similarities or differences. You then go on to steer the reader to what you think is the most important point is or you want the reader to have a certain opinion in relation to the question.

### **Purpose:**

To give the reader the significant details including reasons for causes or consequences but then try to persuade the reader towards a certain view point.

### **What makes a good piece of explaining writing in History?**

- You need to give clear answers to the question
- Make sure you give accurate points
- Use the correct historical words and terms
- Give a range of reasons
- Go beyond describing factors and give reasons why something happened
- Make regular use of the word 'because'
- Use the words on the sheet on the next page to include interesting words and mix the vocabulary.
- Justify why points are more or less important than others.

# Model answer of *Persuasive writing*:

'The growth of the railway network was the main reason why people more people went on holiday by 1900.'

*How far do you agree with this statement?*

1 By 1900 there were hundreds of thousands of people looking forward to their annual  
2 holiday by the sea. This was not the case in 1750, when seaside holidays were just something  
3 for the richest in society. There are a number of reasons for this change such as the growth  
4 of the railway network and the offers set up by people like Thomas Cook, but I think the  
5 most important factor was the changes in the law which allowed workers to have consecutive  
6 days off work and still be paid.

7 One reason for the 'holiday boom' was the construction of thousands of miles of  
8 railway line. This meant that a journey from the middle of the country to the seaside could  
9 now be simple, comfortable and cheap, where it would have been the opposite of all of  
10 those things before the railway. It was also railway firms that paid for much of the  
11 advertising to encourage people to go on holiday and even built the hotels by the beach for  
12 people to stay in. There is no doubt this encouraged many people to go on holiday.

13 An additional factor in the growth of the holidays is the fact that the government  
14 actually passed laws to allow people to take their ~~days~~ holiday all together – consecutively.  
15 This means that there was now a possibility to go on holiday for a week and therefore travel  
16 further away. The government also created more Bank Holidays which meant that with  
17 Saturday and Sunday, people could go away for a 'long weekend'. The government also  
18 said that workers were entitled to pay during this holiday so going away would not mean  
19 missing out on pay. This would ensure place like Blackpool became incredibly popular during  
20 the Industrial Revolution.

21 **Other factors missed out to save time for this example**

22 In conclusion, I think the most important reason for the growth of holidays during the  
23 Industrial Revolution was the changes to the law. The development of the rail network was  
24 important to help people get there but that would not be possible without having the  
25 opportunity to go in the first place – and that was due to changes in the law.

# Retrieval Quiz

## Origins of the slave trade

1. Which country began the transatlantic slave trade?
2. Why were slaves wanted from Africa?
3. What was the slave trade triangle?
4. Between 1532 and 1832, how many Africans were taken to the Americas as slaves?

## The life of a slave

1. What was the name of the journey for the kidnapped Africans between Africa and the Americas?
2. What were the conditions like on this journey?
3. How many died making the journey?
4. What took place during the slave auction?
5. How did the auctioneers try to get more money for each of the Africans?
6. What did the slaves actually do?

## The abolition and consequences of the slave trade

1. When were people in Europe starting to criticise the slave trade?
2. What does 'slave rebellion' mean?
3. Who was Olaudah Equiano and why was he important?
4. When did slavery come to an end?
5. Why do people argue about how it came to an end?

# Retrieval Quiz – Answers

The answers over the next pages are basic knowledge points. You would need more detail for any assessment answers

## Origins of the slave trade?

1. Portugal
2. White farmers in America and the Caribbean realised they could make huge profits from farming. There was plenty of land to have farms almost as big as you wanted. The problem was there were no workers available. None of the white Europeans wanted to work for someone else when they could have their own farm. More cheap workers were needed.
3. Trade goods like the alcoholic drink brandy or guns were taken from Britain to West Africa and sold. Captured Africans were kidnapped from West Africa to the Americas and sold for a lot of money. Here cotton, tobacco, and sugar were taken to Britain where they were sold for a lot of money.
4. 12 million

## The life of a slave

1. The Middle Passage
2. Awful. There was nowhere to go to the toilet, the Africans were chained up for the whole journey and squashed up close to each other. There was very little food. Disease was common
3. 2 million
4. The captured Africans would be coated in oil to make their skin shine. They would be inspected by the potential buyers. The buyers would then bid to purchase the slave. The highest bidder would then purchase the slave.
5. The captured Africans who looked wild or angry would be drugged and the calm African would be given alcohol to make them livelier. Both these techniques helped to give the impression that the person would make a hard worker and would be any trouble.
6. Most slaves would work on plantations looking after the crops. They would work all day until they were close to collapse. They were given very little time off

## The abolition and the consequences of the slave trade

1. By the end of the 18<sup>th</sup> century, many people in Britain were starting to change their minds and were turning against the slave trade.
2. This is where slaves 'rebelled' or fought back against the slave owners. This is sometimes meant slaves were able to set themselves free.
3. Olaudah Equiano was a slave who was able to buy his own freedom. He then taught himself to read and write and wrote a book about his experiences as a slave. What he

wrote shocked people, and his book played an important role in putting pressure on the government to end slavery in the British Empire.

4. The slave trade was made illegal in the British Empire in 1807 but slavery itself was abolished in 1833 in the British Empire. It continued for another 35 years in America.
5. Some people say it was because of the work of white campaigners such as William Wilberforce but others say that gives too much credit to the idea of the 'white saviour'. Others say the work of the *Sons of Africa* was more important. Some even say that the government only made it illegal because it had stopped being so profitable.

# Articles for Wider Reading and Flipped Learning



This is Olaudah Equiano. If you want to understand the slave trade, you need to know his story.