

MEL FISHER MARITIME MUSEUM

TRANSATLANTIC SLAVE TRADE ACTIVITY GUIDE



The true size of Africa shown as compared to regions from other continents.

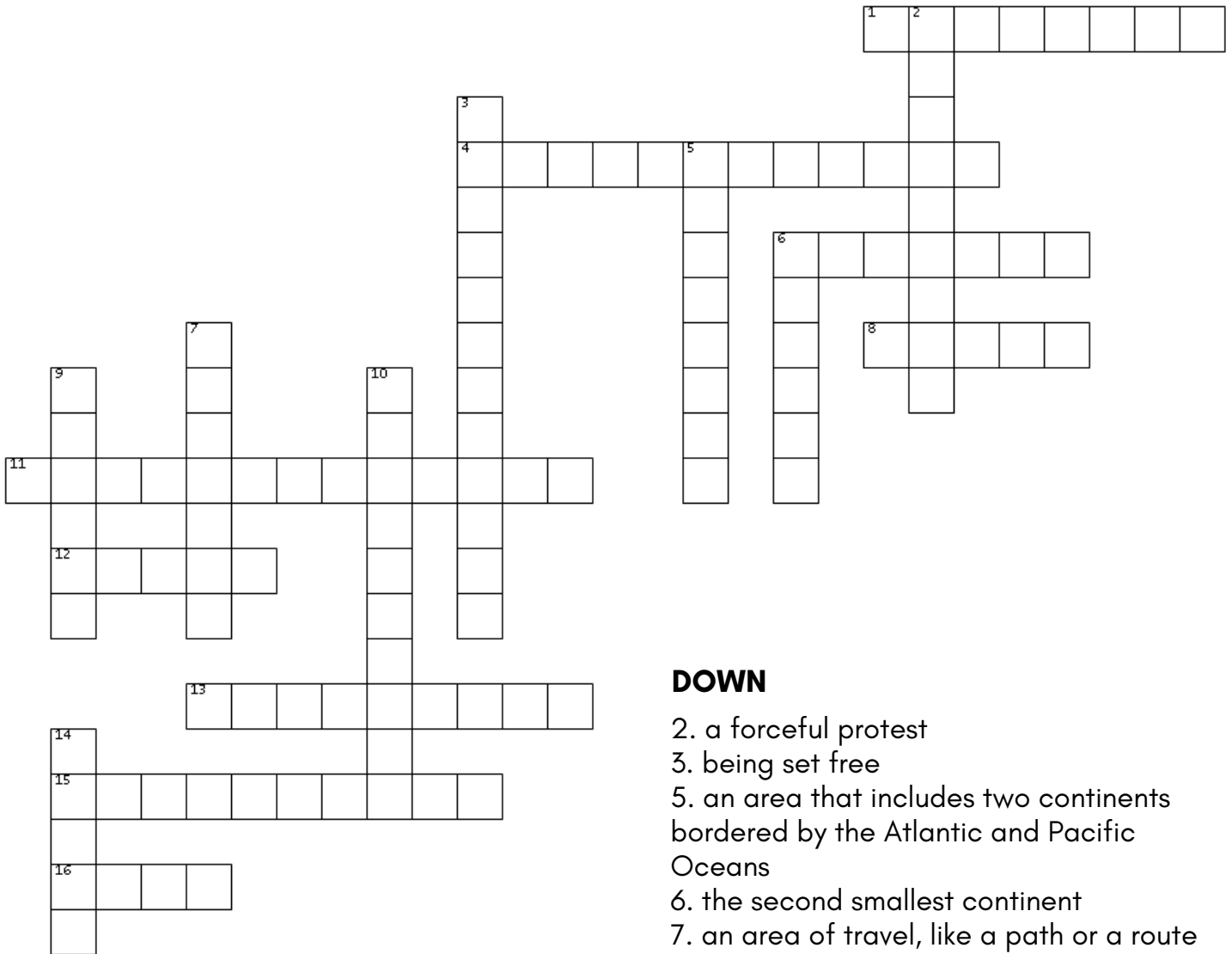
Source: Visual Capitalist

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A N T R A N S A T L A N T I C D N E
R O Q I G A P P T G M T D S B O H N
T I L N M X J A K C E D L L I J R S
I T S S O L C X S C V A G T O Z A L
F A Y A R I U A D S V J A B A H E A
A P W Y C J T S R E A T T F V D C V
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T C M B U S R Y L A O I E R S V A D
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D E R U T C A F U N A M N K G L S P
R E B E L L I O N C T P J Y W J E Q
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- | | | | | |
|-----------|--------------|--------------|------------|---------------|
| ABOLITION | CARGO | EUROPE | PASSAGE | SHIP |
| AFRICA | DECK | GOODS | PLANTATION | SLAVERY |
| AMERICAS | EMANCIPATION | HOLD | REBELLION | TRADE |
| ARTIFACT | ENSLAVED | MANUFACTURED | RESISTANCE | TRANSATLANTIC |



ACROSS

- 1. an object made by humans
- 4. an item made by hand or machine
- 6. to make someone your servant while removing their legal rights
- 8. items that are produced or made for sale
- 11. crossing or extending across the Atlantic Ocean
- 12. items transported from where they are made to be sold elsewhere
- 13. the act of officially ending or stopping something
- 15. a refusal to accept something
- 16. one of the levels on a ship

DOWN

- 2. a forceful protest
- 3. being set free
- 5. an area that includes two continents bordered by the Atlantic and Pacific Oceans
- 6. the second smallest continent
- 7. an area of travel, like a path or a route
- 9. the second largest continent
- 10. a large farm usually dedicated to a few specific crops
- 14. the buying and selling of goods and services

Esteban (circa 1500–1539)

Esteban was born in Morocco, in North Africa. There he was sold to a Spanish nobleman who took him to Cuba, where they joined Panfilo de Narvaez's ill-fated expedition to Florida.

Esteban was among only four survivors of the voyage. All four were captured and enslaved by Indigenous Floridians. It took eight years for them to manage to escape. During this time, Esteban learned Indigenous customs and many languages. He also became known for his abilities as a doctor, possibly drawing on his knowledge of Arab, Spanish, and Caribbean remedies.

Eventually he and the other survivors walked all the way to Mexico City, where they were welcomed by the Spanish colonists. Because of his experiences, Esteban became a guide for an exploratory expedition. It is believed that, when Esteban reached New Mexico, he angered an Indigenous leader, who had him killed.

Although Esteban was among the first Africans to set foot in the Americas, over 500 men of African or Afro-Hispanic descent fought alongside the conquistadors to establish Spanish colonies in Central and South America. Many of them used their military service to claim freedom and full inclusion into Spanish society.

This makes me wonder...

PROFILES IN RESISTANCE



Portrait of Esteban de Dorantes. José Cisneros. 2007.
Southwestcrossroads.org.

Benjamin Lay (1682–1759)

Benjamin Lay was born in England to a Quaker family. He became a sailor, then moved to Barbados and established himself as a merchant. As a Quaker, he believed that slavery was wrong. When he spoke out against the cruel treatment of enslaved Africans, he became so unpopular with the local plantation owners that he had to leave the island.

He moved to Pennsylvania, where he wrote a book opposing slavery that was published by Benjamin Franklin. The two men became friends, but they frequently argued about the fact that Franklin had enslaved servants. It was due to Lay's influence that Franklin changed his will, freeing his servants after his death.

Lay led an extraordinary and principled life. Although handicapped by the fact that he was hunchbacked and only four feet tall, he acted out several dramatic demonstrations to draw attention to the plight of those who were enslaved, including temporarily kidnapping the child of slave owners to get them to empathize with Africans whose children were stolen. He was also vegetarian and supported animal rights. He lived in a cave surrounded by his vast library, weaving his own clothes, and refusing to benefit from slave labor in any way.

PROFILES IN RESISTANCE



Portrait of Benjamin Lay. William Williams. 1750.
National Portrait Gallery.

This makes me wonder...

John Newton (1725–1807)

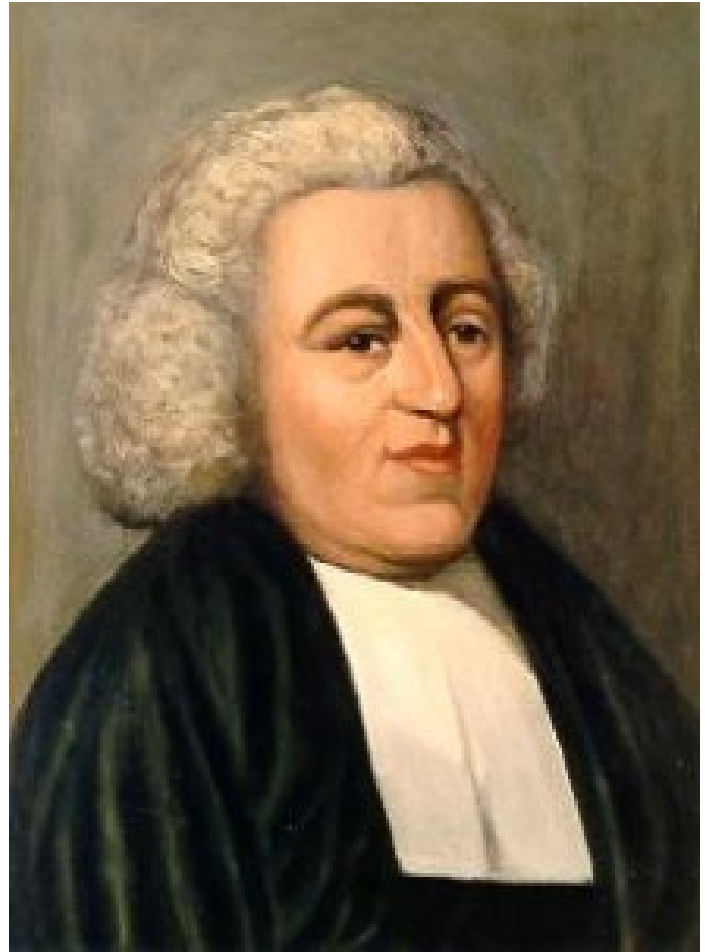
John Newton went to sea at the age of 11, under the command of his father, the ship's captain. At 18, he was forced to join the British Royal Navy but, after being flogged almost to death for trying to desert, he transferred to a ship that was on its way to West Africa. His new shipmates abandoned him once they got to Sierra Leone, where he became the slave of an African princess. She treated him badly, as she did all her slaves, Black or White. Eventually he was rescued by a friend of his father's and went back to slave trading.

In 1748, he survived a terrible storm which so frightened him that he prayed to God for the first time. Continuing to work as a slaver, he began to educate himself about the ideals of Christianity. He concluded that slavery was wrong and that he had been part of a terrible trade for most of his life.

He gave up the sea and became an Anglican minister, composing a number of hymns, including "Amazing Grace." Now an ardent abolitionist, he wrote about his experiences in the slave trade in order to convince people how wrong it was. He collaborated with other British abolitionists, including William Wilberforce, William Blake, Josiah Wedgewood, and Hannah Moore, to lobby against it. The maritime slave trade was finally abolished by Britain in 1807 and the United States in 1808.

This makes me wonder...

PROFILES IN RESISTANCE



Portrait of John Newton. Unknown artist. Circa 1800. Wikimedia.

Olaudah Equiano (1745–1797)

Olaudah Equiano was born in the kingdom of Benin, in West Africa. When he was about 11 years old, he was kidnapped and sold into slavery. In the early years of his enslavement he had various owners, most of whom were officers in the British Royal Navy. He was often in England but also traveled extensively and learned a great deal about seamanship.

As a teenager he was sold to Robert King, a Quaker merchant living in Montserrat in the Caribbean. By this time, many Quakers were joining the abolitionist movement and, although King continued to own enslaved people, he encouraged Equiano's education and business skills. He trusted Equiano and allowed him to work for other merchants to make money, enabling him to buy his freedom while still in his early twenties.

Equiano returned to England and became a writer, lecturer, and ardent abolitionist. His autobiography, *The Interesting Narrative of the Life of Olaudah Equiano*, included descriptions of the horrors of slavery. Although he did not live to see it, his book influenced the British Slave Trade Act of 1807, which ended England's participation in the transatlantic slave trade.

PROFILES IN RESISTANCE



Portrait of Olaudah Equiano. Daniel Orme. 1789. National Portrait Gallery.

This makes me wonder...

Phillis Wheatley (1753–1784)

In 1761, a young girl, possibly seven or eight years old, was kidnapped in West Africa, sold into slavery, and shipped to Boston. There, the wealthy Wheatley family purchased her as a domestic servant. She was given their last name; her first name came from the ship that carried her to the colonies—the *Phillis*. The Wheatleys came to admire her intelligence and their daughter, Mary, helped her to become educated. This was very unusual at the time because slaveowners typically considered enslaved people who could read and write more likely to escape or become dangerous.

Wheatley learned multiple languages by the time she was a teenager and became a skilled writer. By then, the family let her focus on writing and left the housework to other enslaved servants.

In 1773, Wheatley became the first published African American poet—and the second American woman! Her book, *Poems on Various Subjects, Religious and Moral*, remains in print today. She corresponded with several British abolitionists and the Wheatleys emancipated her after the publication of her book. She also wrote to George Washington, who invited her to meet with him in 1776. She tried to get a second book of poems published but, because the Revolutionary War was underway, this did not happen. She married, but died young at the age of 32.

This makes me wonder...

PROFILES IN RESISTANCE



Portrait of Phillis Wheatley. Scipio Moorehead. 1773.
Library of Congress.

James Forten (1766–1842)

James Forten was born free to free parents in Philadelphia, where he attended the African School, which was run by a Quaker abolitionist. Unfortunately, his father died when he was seven and he had to leave school at age nine. He went out to work to help support his mother and sister, first as a chimney sweep, and then a grocery store clerk. At 14, he joined the crew of an American privateer to fight the British in the Revolutionary War and became a prisoner of war when his ship was captured.

After his release, he went back to Philadelphia and served on merchant ships. Later, he became an apprentice sailmaker in a sail loft. While working there, he developed a tool to make moving the large sails easier and this sped up the manufacturing process. At 32, Forten bought the business, which became Philadelphia's most successful sail loft, employing both Black and White workers.

Forten also wrote a popular newspaper column, which influenced new legislation to help the Black community. He insisted that people of African descent should become full, free members of American society. Wealthy and respected, Forten spoke and wrote about human rights and encouraged his children to continue his fight for the abolition of slavery. When he died at the age of 75, thousands of people came to his funeral, both Black and White.

This makes me wonder...

PROFILES IN RESISTANCE



Portrait of James Forten. Robert Douglass Jr. Circa 1830.
Historical Society of Pennsylvania.

Joseph Cinqué (circa 1814–1879)

Cinqué was born in Sierra Leone in West Africa around 1814. He was a rice farmer but got into debt when his crops failed. In 1839, he was sold into slavery to pay the money he owed. Even though the transatlantic slave trade was already illegal, he was shipped to Havana, Cuba. There, he was sold along with 110 other enslaved Africans and forced aboard a small schooner, *La Amistad*. His captors planned to sail around the coast, selling the Africans to sugar plantations.

Knowing his fellow captives were starving, dehydrated, and desperate, Cinqué led them in a revolt. The ship's captain and the cook were killed, but the other sailors agreed to manage the ship. The Africans used the sun to direct the ship's course towards Africa, but because they did not know how to navigate by the stars, the sailors were able to steer the ship back every night.

After a zig-zag voyage, they eventually landed on Long Island, New York, where they were taken to New Haven, Connecticut. There, American abolitionists hurried to take their case to court. One of the Africans' leading attorneys was John Quincy Adams, a former US president. After a long trial, the Africans were freed and returned to Sierra Leone in 1842.

Modern research reveals that there were rebellions on at least one out of every nine slaving voyages, but few were as successful as the *Amistad*.

This makes me wonder...

PROFILES IN RESISTANCE

Portrait of Joseph Cinqué. Nathaniel Jocelyn. 1840.
New Haven Historical Society.

Harriet Tubman (circa 1822–1913)**PROFILES IN RESISTANCE**

Harriet Tubman was born enslaved in Maryland and was one of nine children. When the family's owner, Edward Brodess, sold three of Harriet's sisters and then planned to sell her youngest brother, Harriet saw her mother threaten to kill the first person who tried to take him. This inspired Harriet to realize that resistance was possible, and she never forgot.

In 1849, she escaped to Philadelphia but went back to rescue her family. After that, she guided small groups of people northwards, fleeing slavery. She hid them in various houses and barns along what became known as the "Underground Railroad." Neither underground nor a railroad, it was a route between the homes of daring people, Black and White, who hid the fugitives by day and help them move to the next "stop" under cover of darkness.



Photograph of Harriet Tubman. Horatio Seymour Squyer. 1895. National Portrait Gallery.

They had to operate in extreme secrecy because the Fugitive Slave Act of 1850 required law enforcement officials to arrest anyone suspected of escaping slavery or aiding a runaway. Since fugitive slaves had no right to a trial, this resulted not only in prosecutions but the kidnapping of free people of African descent.

During the Civil War, Tubman worked for the Union Army and became the first woman to lead an armed expedition. She guided a raid that freed more than 700 enslaved people. After the war she was active in women's suffrage, continuing her commitment to Civil Rights.

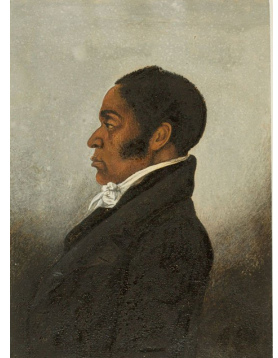
This makes me wonder...

PHILLIS WHEATLEY



Draw a line to match each person to one of their accomplishments.

JAMES FORTEN



ONE OF THE FIRST AFRICANS TO TRAVEL TO THE AMERICAS

CONVINCED BENJAMIN FRANKLIN TO FREE HIS SLAVES AFTER HIS DEATH

HARRIET TUBMAN



COMPOSED THE RELIGIOUS HYMN "AMAZING GRACE"

WROTE A BOOK THAT HELPED END BRITAIN'S SLAVE TRADE

ESTEBAN



BECAME THE FIRST PUBLISHED AFRICAN AMERICAN POET

BUILT THE LARGEST SAILMAKING BUSINESS IN PHILADELPHIA

JOSEPH CINQUÉ



LED ONE OF THE MOST SUCCESSFUL REVOLTS ABOARD A SLAVE SHIP

BECAME THE FIRST WOMAN TO LEAD AN ARMED EXPEDITION FOR THE UNION ARMY

BENJAMIN LAY



OLAUDAH EQUIANO



Scan the QR codes or click the artifact images to explore each artifact and then answer the questions below.



What is this artifact called and what was it used for?



What is this artifact called and what was it used for?



Learning about this artifact makes me wonder...



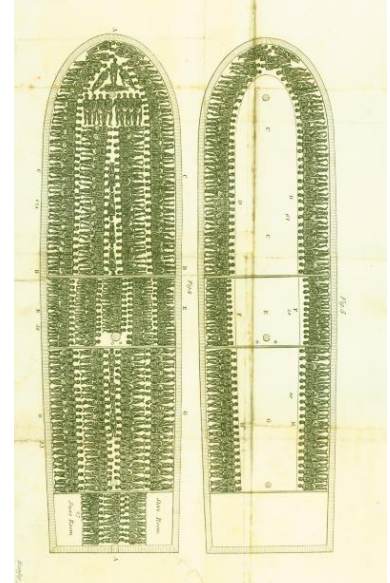
Learning about this artifact makes me wonder...



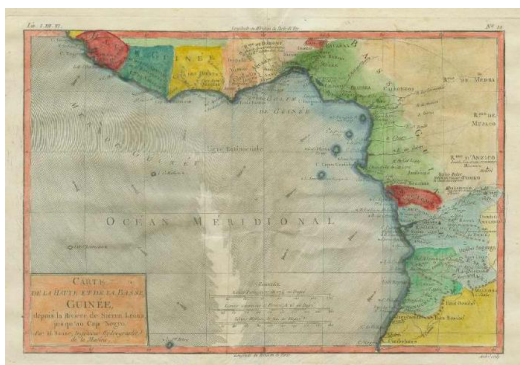
Scan the QR codes or click the document images to explore each document and find the answers to the questions below.



Don Alvaro was king of which African nation in 1642?



While the *Brookes* was designed to legally carry up to 454 captives, how many had it carried in the past?



The Bight of Benin spans the coastline between which two African countries?

NILES' REGISTER—FEBRUARY 2, 1828

FROM KEY WEST. Dec. 26, 1827—addressed to the editors of the Baltimore American:
 Captain Hopper of the Mexican schooner of war *Molestador*, from a cruise on the coast of Spain, sailed from here on the 24th for Vera Cruz, with her prize, a felucca, filled with Spanish oil and olives. Two more prizes daily expected for orders, will touch here and proceed for Vera Cruz.
 His B. majesty's schooner *Nimble*, (capt. Holland), boarded the schooner *Lapwing*, Kennedy, of your port, from Norfolk for New Orleans, off the Double-headed Shot Keys, on the 19th instant, all well. She at the same time fired two shots at the *Reuben Ross*, but could not overtake her. Next day she fell in with the Spanish guineaman, the brig *Guerrero*, of 18 guns and ninety



What happened to the hundreds of captive Africans carried aboard the *Guerrero* when it wrecked in 1827?

The image below was created by Serge Daget and was later published in a book for sea captains. The French book, *Le commerce de l'Amérique par Marseille*, advised how to purchase items for trade goods, including tobacco, cotton, indigo, and captive Africans. The numbers included on the drawing corresponded with notes from the book's author.

Take your time and study this image. How many people do you see? Who might they be? What does their body language tell you about their emotions? What is the difference between the two boats shown? Where do you think this location is? Where do you think the boats are going?

Answer the questions below after you have examined and reflected upon Daget's drawing.



A View of Calabar. Serge Daget. 1764. Bibliothèque Nationale.

- The artist named this piece of artwork *A View of Calabar*. If you could make your own title for this piece, what would it be? Why?
- Write a caption that describes what is being shown at each number on the image.

Caption 5:

Caption 6:

Caption 7:

Eastman Johnson was born in Maine in 1824. At first he trained as an artist in the United States but, in 1849, he had the opportunity to study in Europe with some of the most prominent artists of the day. He returned to the US in 1855 but did not have much success until 1859, when his painting, *Negro Life in the South*, brought him acclaim. *A Ride for Liberty*, speaks even more clearly to his feelings for enslaved people.

Take your time and study this image. How many people do you see? Who might they be? What does their body language tell you about their emotions in the moment?



A Ride for Liberty - The Fugitive Slaves. Eastman Johnson. 1863. Brooklyn Museum.

- There are four people shown in this painting. What would you guess their relationship is to each other?
- Is the horse going slow or fast? How can you tell?
- The artist took care to show each person in a way that showed something more than just a person sitting on a horse. Describe each person and what they each are doing and looking at.

Person 1:

Person 3:

Person 2:

Person 4:

Part 1: Meet Sarah Gudger

You're going to get to discover more about her later, but right now all you have is this picture. Use what you see in the photograph to answer the questions below.



Library of Congress.

- Describe the woman in the photograph.
- How old do you think she is? Explain your reasoning.
- When do you think this photo was taken? Explain your reasoning.
- What do you observe from her clothes and appearance?

Part 2: In Somebody Else's Words

Sarah Gudger was interviewed for the Works Progress Administration (WPA) Project called *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. Her interviewer included a personal description of Sarah. Read the interviewer's description and then answer the questions below.

Small in stature, about five feet tall, Aunt Sarah is rathered rounded in face and body. Her milk-chocolate face is surmounted by short, sparse hair, almost milk white. She is somewhat deaf but understands questions asked her, responding with animation. She walks with one crutch, being lame in the right leg. On events of the long ago her mind is quite clear. Recalling the Confederate "sojers, marchin', marchin'" to the drums, she beat a tempo on the floor with her crutch. As she described how the hands of slaves were tied before they were whipped for infractions she crossed her wrists.

Owen Gudger, Asheville postmaster (1913-21), member of the Buncombe County Historical Association, now engaged in the real estate business, says he has been acquainted with Aunt Sarah all his life; that he has, on several occasions, talked to her about her age and early associations, and that her responses concerning members of the Gudger and Hemphill families coincide with known facts of the two families.

Interviewed by a member of the Federal Writers' Project, Aunt Sarah seemed eager to talk, and needed but little prompting.

Library of Congress.

- How did the interviewer's description of Sarah Gudger differ from the one you created based on the photo in Part 1?
- What did you learn about Sarah Gudger here that you couldn't see in the photo?
- Why do you think that both a photo and a written description were included with Sarah Gudger's narrative?

Part 3: In Her Own Words

This interview was documented in writing on May 5, 1937. The interviewer was able to use correct grammar and spelling, but chose to write Sarah Gudger's words as you see them below.

#5 356

Dey wah ve'y few doctahs den. Ony three in de whole section. When dey wanted med'cine dey went t' de woods an' gathahed hoahhound, slippereelm foah poltices an' all kinds ba'k foah teas. All dis yarbs bring yo' round. Dey wah ve'y few lawyers den too, but law-sy me, yo' cain't turn round fer dem now.

I 'membahs when mah ole mammy die. She live on Rims (Reems) Crick with othah Hemphills. She sick long time. One day white man cum t' see me. He say: "Sarah, did yo' know yo' mammy wah daid?" "No," I say, "but I wants t' see mah mothah afoah dey puts huh away."

I went t' de house and say t' Ole Missie: "Mah mothah she die tofay. I wants t' see mah mothah afoah dey puts huh away," but she look at me mean an' say: "Git on outen heah, an' git back to yo' wok afoah I wallup yo' good." So I went back t' mah wok, with the tears streamin' down mah face, jest awringin' mah hands, I wanted t' see mah mammy so. 'Bout two weeks latah, Ole Missie she git tebble sick, she jes' lingah 'long foah long time, but she nebbah gits up no mo'. Want long afoah dey puts huh away too, jes' lak mah mammy.

I 'membahs de time when mah mammy wah alive, I wah a small chile, afoah dey tuk huh t' Rims Crick. All us chilluns wah playin' in de ya'd one night. Jes' arunnin' an' aplayin' lak chillun will. All a sudden mammy cum to de do' all a'sited. "Cum in heah dis minnit," she say. "Jes look up at what is ahappenin'", and bless yo' life, honey, de sta's wah fallin' jes' lak rain.* Mammy wah tebble skeered, but we

*(One of the most spectacular meteoric showers on record, visible all over North America, occurred in 1833.)

Library of Congress.

- In her interview, Sarah describes watching stars falling from the sky with her mother when she was a child. Why do you think she shared this story?

Part 3: In Her Own Words

This interview was documented in writing on May 5, 1937. The interviewer was able to use correct grammar and spelling, but chose to write Sarah Gudger's words as you see them below.

#6 357

chillun wa'nt afeard, no, we wa'nt afeard. But mammy she say evah time a sta' fall, somebuddy gonna die. Look lak lotta folks gonna die f'om de looks ob dem sta's. Ebbathin' wah jes' as bright as day. Yo' cudda pick a pin up. Yo' know de sta's don' shine as bright as dey did back den. I wondah wy dey don'. Dey jes' don' shine as bright. Wa'nt long afoah dey took mah mammy away, and I wah lef' alone.

On de plantation wah an ole woman whut de boss bought f'om a drovah up in Virginny. De boss he bought huh f'om one ob de ~~de~~speculators. She laff an' tell us: "Some ob dese days yo'all gwine be free, jes' lak de white folks," but we all laff at huh. No, we jes' slaves, we allus hafta wok and nevah be free. Den when freedom cum, she say: "I tole yo'all, now yo' got no larnin', yo' got no nothin', got no home; whut yo' gwine do ? Didn' I tell yo' ?"

I wah gittin along smartly in yeahs when de wah cum. Ah 'membah jes' lak yestiddy jes' afoah de wah. Marse William wah atalkin' t' hes brothah. I wah standin' off a piece. Marse's brothah, he say: "William, how ole Aunt Sarah now ?" Marse William look at me an' he say: "She gittin' nigh onta fifty." Dat wah jes' a lil while afoah de wah.

Dat wah awful time. Us da'kies didn' know whut it wah all bout. Ony one of de boys f'om de plantation go. He Alexander, he 'bout twenty-five den. Many de time we git word de Yankees comin'. We take ouh food an' stock an' hide it till we sho' dey's gone. We wan't bothahed much. One day, I nebbah fo'git, we look out an' see sojers ma'chin'; look lak de whole valley full ob dem. I thought: "Poah helpless crittaha, jes' goin' away t' git kilt." De drums wah

Library of Congress.

- Why do you think that the interviewer chose to write Sarah Gudger's words as she did, instead of using proper grammar and spelling?

Part 3: In Her Own Words (continued)

- Sarah describes what they used to do when the Yankees were coming near their home. What did they hide?
- What happened to Sarah's father, brother, and sisters after the Civil War ended?
- If Sarah Gudger was "nigh onta fifty" near the start of the Civil War in 1861, what age would she have been in 1937 when this interview was recorded?



Library of Congress.

- Slavery was abolished in 1865. Why do you think that the US government created a program to interview and photograph formerly enslaved people 70 years later?
- What did you think was the most interesting part of Sarah Gudger's interview? Why?
- If you could ask Sarah Gudger three questions, what would they be?
 - Question 1:
 - Question 2:
 - Question 3:

For More Information

Project Background

Born in Slavery: Slave Narratives from the Federal Writers Project, 1936-1938 contains more than 2,300 first-person accounts of slavery and 500 black-and-white photos of formerly enslaved people. These narratives were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA) and assembled and microfilmed in 1941 as the 17-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*. This online collection is a joint presentation of the Manuscript and Prints and Photographs Divisions of the Library of Congress and includes more than 200 photographs from the Prints and Photographs Division that are now made available to the public for the first time.

Born in Slavery was made possible by a major gift from the Citigroup Foundation.



Library of Congress.



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**Voices and Faces from the Collection |
Articles and Essays | Born in Slavery: Slav...**

The narrative excerpts presented here are a small sample of the wealth of stories available in this online collection. Some narratives contain startling...

An Introduction to Sarah Gudger

The excerpt of Sarah Gudger's interview reveals a firsthand glimpse into what life had been like for an enslaved person during the time of slavery, the experience of living through a war, and what the future would hold.

At the time of this interview, Sarah Gudger was believed to be 121 years old. Information she shared during the interview (such as witnessing the meteor shower in 1833 as a child) and testimonies from neighbors and family members corroborate her assertion of age.

Considerations and Resources for Teaching About the Transatlantic Slave Trade

In *Teaching About the Abolition of the Atlantic Slave Trade: Principles to Adopt, Pitfalls to Avoid*, author Berenice Miles stresses "the importance of a broad framework that contains not only abolition but also great African civilizations, Black heroes of the resistance, a human rights approach, White abolitionists as role models but not as the principal agents of change, and respect for the dignity of all pupils."

- Make sure that every child in your class can maintain their dignity and self-esteem during the teaching of this topic.
- Do not approach the topic from a deficit model of "poor, helpless Black people in Africa and the Caribbean".
- Make sure that pupils understand about great African civilizations. Never start with African people as slaves.
- Teach pupils the complex nature of cruelty in the Atlantic slave trade and plantation life.
- Include the stories of African heritage leaders of rebellion and opposition in the Americas and the Caribbean.
- Include the stories of freed African heritage slaves and servants in America who took part in the fight for abolition.
- Include the stories of white abolitionists as role models in the fight against injustice and racism, but do not imply that only white people were responsible for the abolition.
- Place the topic in a context of human rights.
- Take care of your own professional development beforehand. This is a sensitive issue.

EXPLORE MORE!

Discover how abolitionists used popular culture to influence change in their time.

DOCUMENTS

Slavery in the United States: Primary Sources and the Historical Record from the Library of Congress



ART

A Visual Record of the African Slave Trade and Slave Life in the Early African Diaspora from Slavery Images



CERAMICS
Anti-Slavery Ceramics from the Decorative Arts Trust



POETRY
Abolitionist Poetry Book from the British Library

ABOLITION: (*n.*) the act of officially stopping or ending something

ABOLITIONIST: (*n.*) a person working to end slavery

AFRICA: (*n.*) the second largest continent, surrounded by the Mediterranean Sea to the north, the Suez Canal and the Red Sea to the northeast, the Indian Ocean to the southeast and the Atlantic Ocean to the west

AMERICAS: (*n.*) an area that includes the two continents of North and South America, the Latin American and Caribbean regions, and many individual countries

APPRENTICE: (*n.*) a person who learns a job or skill by working with an expert for a specific amount of time

ARTIFACT: (*n.*) an object made by humans

BASIN: (*n.*) a bowl or open container used for holding liquids or solids

BEAD: (*n.*) a small piece of glass, stone, clay, or crystal that is drilled to be strung on string or wire for use in making jewelry or other decorations

BILBOES: (*n.*) iron shackles used to confine a prisoner

CARGO: (*n.*) items transported from where they are made to be sold at a profit in another location

CHATTEL: (*n.*) something other than land or buildings that a person owns, such as money or animals

COLONIALISM: (*n.*) aggressive conquest by one country to take control over another region and its people

CONTINENT: (*n.*) a large landmass holding individual countries that have different languages and customs

COUNTRY: (*n.*) an area with defined borders that is controlled by a single government

COTTON: (*n.*) a soft, strong plant fiber that is often woven to make fabric

DECK: (*n.*) one of the levels on a ship, especially the main outside floor

DIASPORA: (*n.*) people who have moved away from their homeland by choice or by force

EMANCIPATION: (*n.*) being set free from legal, social, or political restrictions

ENSLAVE: (*v.*) to make someone your servant while removing their legal and political rights

EUROPE: (*n.*) the second smallest continent, bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and the continent of Asia to the east

GOODS: (*n.*) things that are made, usually used to mean items that are made to be sold

HOLD: (*n.*) the ship's deck that is designed to hold cargo

INDENTURED SERVANT: (*n.*) a person who signs an unbreakable contract to work for another person for a specified amount of time, usually without pay

MANUFACTURED: (*adj.*) something made from raw materials, either by hand or by machine

MARITIME: (*adj.*) relating to sailing on or doing business by sea

MIDDLE PASSAGE: (*n.*) the forced voyage of African people across the Atlantic Ocean

NATION: (*n.*) a group of people who share the same culture, history, language, or ethnicity

PEWTER: (*n.*) a gray metal made from the elements of tin and lead

PLANTATION: (*n.*) a large farm usually dedicated to planting a few specific crops

REBELLION: (*n.*) a forceful protest by a group of people that are trying to change the way they are governed

RESISTANCE: (*n.*) a refusal to accept something, typically by taking an action or making an argument

TANKARD: (*n.*) a tall metal mug that usually has a handle and a lid

TRADE: (*v.*) the act of exchanging one thing for another, such as money for goods

TRANSATLANTIC: (*adj.*) involving areas on both sides of the Atlantic Ocean

TRIANGLE TRADE: (*n.*) the term used to describe the route used to bring goods from Europe to Africa, which were traded for people who were then sold into slavery in the Americas in exchange for goods later sold in Europe.

ANSWER KEY

Word Search Solution



Crossword Answers:

Across:

- 1. Artifact
- 4. Manufactured
- 6. Enslave
- 8. Goods
- 11. Transatlantic
- 12. Cargo
- 13. Abolition
- 15. Resistance
- 16. Deck

Down:

- 2. Rebellion
- 3. Emancipation
- 5. Americas
- 6. Europe
- 7. Passage
- 9. Africa
- 10. Plantation
- 14. Trade

Exploring Through Profiles:

Phillis Wheatley became the first published African American poet

John Newton composed the religious hymn "Amazing Grace"

Joseph Cinqué led one of the most successful revolts aboard a slave ship

Benjamin Lay convinced Benjamin Franklin to free his slaves after his death

James Forten built the largest sailmaking business in Pennsylvania

Harriet Tubman became the first woman to lead an armed expedition for the Union Army

Esteban was one of the first Africans to travel to the Americas

Olaudah Equiano wrote a book that helped end Britain's slave trade

Exploring Through Documents:

- 1. Kongo
- 2. Ghana to Kongo
- 3. The ship's captain acknowledged that the *Brookes* had carried as many as 700 captives before the new law.
- 4. Some of the rescued pirates hijacked two wrecking vessels and made their way to Cuba with 400 of the Africans. The *Nimble* and the *Surprize* sailed to Key West with 121 Africans.