

Power Point and Teaching Guide

Lesson 1- Amazing Grace

Activity 1

1. Students will begin with writing their own definition of identity. They will then compare answers with the remainder of the class. Students will then choose the best answer to use as a guideline.

-Ask the students if they believe identities can change over time, or throughout different experiences.

-Ask the class if they have examples they want to share to support their answer.

Tell students that they will be analyzing various sources connected through the transatlantic slave trade that show how identities can change over time.

-Review the concept of slavery with the students:

What was slavery? Who was involved? Why? What impact did the transatlantic slave trade have on the rest of the world?

-Answers could include the following: slavery is the unwillful captivity of a people. Any social class was involved in slavery for their own purposes-economic advantage, social, political, and even religious. The transatlantic slave trade influenced culture, religion, ethnicities, and values.

Activity 2

2. Begin PPT show.

Slide 2- John Newton- Born July 24, 1725 to a merchant seaman. He started working on the sea when he was 11 years old...sailing, being captured and enslaved, then eventually working on a slave ship. There he witnessed the atrocities of slavery, but it wasn't until his life was threatened by a storm that he became converted to God. He worked slaving for a few more years after that, then became fully converted and started being part of an abolitionist movement as a preacher.

Slide 3-

Analyze Amazing Grace from perspective of Slave, Merchant, and Trader

Slide 4-

What impact did the slave trade have on John Newton?

-slave captain for many years-was going to be lost at sea, reformed his life and became a preacher, later a key player in the abolitionist movement

-saw first hand what slave life was like

Impact on identity?

Slave- identified himself as being a wretch, was blind (captive) and now free, grace will deliver and protect from tragedies, Faith in God, living many years

Merchant- being lost while marketing slaves, believing god has a hand in all things, and living to make money

Slave Trader- identified himself as being a wretch, someone that was lost, and repentant of the atrocities committed during the slave trade, protected through the strife, and god found him, will help him endure life as a changed man.

Slide 5-

The Planter's Son-

This gives an insight to what a young boy would have thought about the slave trade.

Read slide and answer questions:

-Has his viewpoint changed from one statement to the?

A twelve year old boy, if raised under the impression of slavery might look at it as a normal institution-or he might think it is bad to enslave and torture a group of people. Analyze his statement. Initially he was alarmed at the mistreatment. He had a difficult time adjusting to their howlings. Eventually his concept of the slaves changed (second statement) where he did not even view them as human beings. ("ignorant creatures") What may have caused this change? Possibly environmental influences. He was surrounded by crew that had an ethnocentric viewpoint. That influence made an impression on the twelve year old boy.

-Who did he first identify with?

Initially he identified with the enslaved...showing empathy towards their situation-eventually that changed with the influence of the captain and the crew members. He eventually held the same viewpoint as the rest of the crew.

Slide 6-

Same 12 year old boy. He witnessed a revolt while travelling. This statement is his response.

-Different impression than from beginning of voyage?

He gained a very different perspective than the beginning of the voyage. What were "ignorant creatures" now had power over him.

-Who were the "victors" here, if any?

They (slaves)were the true victors here, even while in the grave.

-Will it leave a lasting impression on him?

He will most likely be haunted by this the rest of his life-due to his age, and inexperience in life.

Slide 7-

-Was Richard Drake identifying with anyone?

Richard Drake was a slave smuggler. He wrote a biography detailing his life events. He died penniless and remorseful for the events in which he participated. This poem helps to identify the role of a slave smuggler.

What key words/ phrases can be picked out?

Savage (meaning slave smuggler), Remorseless, false as the winds, Christian broker in the trade of blood. Identified as being just as bad as a slave.

Slide 8-

-What positive impact could conditions on a slave ship pose on identity?

Often slaves united together during this tragedy. They were from different tribes and spoke various languages-but they had a common bond. Similar to men that go to war, or anyone that is united by a common circumstance.

-What identity was created?

This created a positive identity and sense of unity and family.

Slide 9-

Josiah Henson was married and working as a slave in Virginia. He heard his wife being sexually assaulted and ran to help her. After doing so he was tracked down. The penalty for beating a white man was to have your ear pinned to a pole and then sliced off. He ran to avoid the punishment-but was eventually caught. This statement is from his son. After the incident all human kindness left his heart and he was a completely changed man. All being the consequence of defending his wife from being raped.

Slide 10-

-What changes did you notice?

-Identities formed through experiences?

Possible answers to this statement about identity changes and formations:

John Newton-from slave trader to preacher

Planter's son-viewpoint of slaves as individuals to savage creatures (powerful though)

Richard Drake- realization of atrocities committed and regret

Josiah Henson- happy hard worked, to sullen man. Divided from his family and unrecognizable personality.

Activity 3-

APPARTS analysis per document:

As students read-also have them answer the following questions about their document:

Doc. 1-

A-Unknown from information provided

P-1855-time period for anti-slavery movement, abolishment of slavery

P-Africans had traditions and customs that were sacred to them-by being forced to dance on a ship destroyed that perception and free identity they once had of these rituals

A-Abolitionists

R-To show the maltreatment of human beings

T-Recognize the other aspect of abuse, besides physical from the slave voyages

S-Demonstrates the destructiveness slavery had on the psyche of an enslaved individual, also demonstrates the viewpoint of slaves as commodities that needed to be exercised

Doc.2-4

A-John Barbot-A slave merchant

P-Guinea, 1732-in the midst of the trade

P-Europeans were no better at treating the enslaved than the slavers in Africa.

A-Anyone interested in slavery, abolitionists, investors,etc.

R-To demonstrate that slaves were “used” to this kind of violence, and that according to Barbot they expected it, and being transferred outside of Africa would be a relief to them.

T-That slavery was not really that bad. Convince others of the “goodness” slavery can do.

S-Shows the disillusioned perspective of a trader, the lust for money and power, and colonization influence

Doc.5-8

A-Venture Smith

P-Connecticut, 1796

P-Varies by student

A-To depict the life of Africans before, during and after slavery

R-Written for the abolishment movement

T-Africans were well informed, educated, had families, traditions and customs. They were all taken by the Europeans

S-Primary source of someone that was enslaved, rose from the enslavement and could now tell people what actually happened

Doc.9-11

A-Alexander Falconbridge-Surgeon, and then Governor

P-London, 1788

P-Varies, but students should have a general idea of what life was like aboard a slave ship

A-Abolitionists

R-To support the movement against slavery

T-Demonstrates the mistreatment of slaves, and how one’s identity may change from being influenced by the horrible conditions on board a slave ship

S-Shows how the psyche is influenced from slavery

Doc.12-

A-Charles Ball

P-Maryland, 1837

P-Some students may know that traditions and customs were brought with the enslaved

A-Anyone

R-Demonstrates the identity that some Africans still had about their own cultures and traditions

T-Identity was not lost

S-Important to demonstrate how valuable traditions were to the enslaved

Doc.13-

A-Peter Randolph, 1893

P-Prince George County, VA 1800's

P-Some slave rituals possibly, the viewpoint that slaves were heathens and could not be Christians unless baptized and converted

A-Abolitionist

R-Shows the mentality about Africans and Christianity and how they are two separate things

T-How religion was taught and the identities that Africans still held on to.

S-Africans held fast to their religious beliefs, and they were intelligent individuals