

Teacher Answer Matrix

Below is a table with suggested outcomes for the main task from lesson 2. There are some suggestions for what the pupils should be able to infer from the evidence.

<i>Document Number</i>	<i>Summary of Document</i>	<i>What does it suggest about slave characteristics?</i>
CO 137/111	Copy of Haitian declaration of independence	• Rebellions were successful • The strength of the slaves • Slaves acted in unison and were co-ordinated • Element of education to present declaration
FO 315/31	Registry of Slaves including details of name, age, height and description	• Slaves consisted of all ages • No slave “type”
CO 28/104 ff.162-163	Petition of Eliza Howard-Austin. A free black woman petitioning for the return of her slave after the abolition of slavery	• Black people are not always slaves • Ex-slaves can own businesses and become successful
CO 5/175 part 2 ff. 264-66	Letter from Earl of Dunmore to Sir Henry Clinton describing how black men are more suited to the army	• Black men are considered fit • Slaves are willing to fight for Britain • Slaves can fight for their freedom
CO V53 ff.266	Call to arms for slaves	• Organisation among slaves • Bravery • Education- able to read and write • Willing to commit violent acts
CO 7/1	Runaway slave Ned Boy	• Not all slaves work on plantations • Some slaves are skilled • Slaves given European names • Slaves attempt to escape and rebel against slave status
ADM 7/830A	Explanation that Africans only capture their enemies not members of their own tribes unless they commit a crime against the tribe	• Africans have a social structure/law/rules for their tribes • Africans have a tribal identity rather than an African identity • Fear of Europeans/ being captured
T 70/50 f. 140	Letter to John Booker describing African knowledge	• Africans are intelligent • Local trades and skills • Informal education