

Title: The Long Arm of Slavery
Lesson Author: Christine Esposito
Key Words: slavery, slave trade
Grade Level: Middle/High School
Time Allotted: 50 – 60 minutes

Lesson Overview	Students will challenge their misconceptions about slavery and its reach during the early-to-mid-19 th century.
Guiding Question(s)	Who benefited from the slave trade?

Learning Objectives

Students will be able to use the Slave Voyages Database to:

- determine the number of slave voyages originating from Great Britain and mainland North America
- determine the number of slave voyages landing in mainland North America
- collect information to make predictions regarding where and what groups of people benefited from slavery and the slave trade
- dispel common misperceptions about what regions of the United States and England benefited from slavery

Standards of Learning & Essential Historical Skills Taught:

- Selected State & National Standards –
 - **Virginia Standards of Learning:**
 - USI.1 The student will develop skills for historical and geographical analysis and responsible citizenship, including
 - d. interpret ideas and events from different historical perspectives
 - e. evaluate and discuss issues orally and in writing
 - j. identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
 - USI.9a The student will demonstrate knowledge of the causes, major events and effects of the Civil War by describing the cultural, economic and constitutional issues that divided the nation
 - **National History Standards:**
 - Era 5: Civil War and Reconstruction – Standard 1: The student understands how the North and South differed and how politics and ideologies led to the Civil War.
 - Identify and explain the economic, social and cultural differences between the North and South.
 - Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.

- OAH Historical Inquiry Skills –

- **Historical Comprehension:**

- Students will use primary sources to create an historical narrative which will explain who benefited from slavery and the slave trade

- **Historical Research**

- Students will use primary sources to
 - ask questions based on historical documents
 - obtain historical information from a variety of sources, including an online database, maps, data and paintings

Assessment Tool(s):

- Individual list of people and groups of people who benefited from the slave trade
- Group list of people and groups of people who benefits from the slave trade

Materials/Resources

Resources:

- Agricultural vs Industrial.ppt: This PowerPoint will give students a very brief glance at life in Liverpool, New England and the South. It is designed to play into their perceptions of life in each region. Their exploration of the database should expose their misperceptions of life in Britain and New England.
- Long Arm PowerPoint: This PowerPoint serves as a guide through the lesson after the completion of the Agricultural vs. Industrial ppt.
- Slave voyages database (<http://www.slavevoyages.org>). The Slave Voyages Database contains information on more than 30,000 slave voyages from 1514-1866. The database could be used for a wide variety of lessons. Once introduced to this database, it might be beneficial to let students do their own queries and let them come with and answer their own questions.
- Answer Keys to all worksheets

Materials:

- Computers, at least one per 2 students
- Butcher paper
- Marker
- The following directions and worksheets **found at the end of this document:**
 - Predicting British and American Involvement in the Slave Trade (one per student, half page)
 - Agricultural vs. Industrial Worksheet (one per student, question frame for PPT)
 - What was the extent of the slave trade in Britain and the United States (one for every two students)
 - Directions: What was the extent of the slave trade in Britain and the United States (class set)

Modifications:

- Students who complete the activity early should be encouraged to create a list of questions they'd like to ask the database and see if they can create queries to answer those questions.
- Groups of students could be assigned a different query, based on levels of readiness (query one would be an easy one for struggling students).
- For a class that struggles with independent work, this activity could be done as a teacher-led activity.

Instructional Procedures/Process

Hook (10 minutes): Have this question visible in the classroom as students come in. They should write down their answer.

Who benefited from slavery? (After they've written down a few thoughts, have them add this to their answer: List every region, person, or group of people you think might have benefited).

Likely answers: plantation owners, slave traders, the South, etc.

Discussion: Ask students to share their answers. Students should be able to explain why they picked the regions and people they did. As students give their answers, gradually introduce the idea that all of those people depended on others to do their jobs.

Lesson (Approximately 37-49 minutes):

1. (Approximately 2-4 minutes) Hand out *Predicting British and American Involvement in the Slave Trade*, which requires students to make a prediction about British and American involvement with the slave trade. To conserve paper, this has been formatted as a half-sheet. Collect this paper before moving on to the next step. Students will come back to their predictions later.
2. (Approximately 10-15 minutes) Hand out *Agricultural vs. Industrial* worksheet. Teacher will guide students through the *Agricultural vs. Industrial*.ppt. Students should be completing the *Agricultural vs. Industrial* worksheet individually during the PowerPoint.
3. (Approximately 5 minutes) Before moving on to the next step, do a quick check-in. Ask students to show their answer to the following questions: A quick way to do this would be to have students do a thumbs up if slavery did a play a part in the economy, a thumbs down if it didn't and a sideways thumb if they're not sure.
 - a. Does slavery play a substantial part in the New England economy?
 - b. Does slavery play a substantial part in the British economy?
 - c. Does slavery play a substantial part in the Southern economy?
4. Tally their answers and write them on a piece of butcher paper. At the end of class, use the same paper to record student answers on who benefited from the slave trade.

	Britain	New England	South
Does slavery play a substantial role in the economy?			
Who benefits from slavery?			

5. (Approximately 20-25 minutes) Move students into pairs to work on the next part of the activity. Students will be searching for information using the Slave Voyages Database. Hand out *What was the extent of the slave trade in Britain and the United States?* Separately, hand out the directions for this activity.
 - a. Query #1: students will look for the number of slave voyages that originated in Britain.
 - b. Query #2: students will look for the number of slave voyages that originated in Liverpool.
 - c. Query #3: students will look for the number of slave voyages that originated in the United States, and specifically, in Rhode Island.
 - d. Query #4: students will look for the number of slave voyages that ended in the United States, and specifically, in which state the highest number ended (South Carolina)
6. Have students work on this activity in pairs. This allows one person to write down the information while the other searches the database. It also allows the assignment to be done with a minimum of computers.
7. Explain that students will now test their theories about the involvement of slavery in each region by using the Slave Voyages Database.
8. Students should use the database to answer the questions on the worksheet.
9. As students complete their worksheets, have them begin to brainstorm a list of people and businesses that might have been making money from the slave trade.
10. Students will likely finish at different rates, to keep students engaged, it might be worth it to group two pairs together and have them compare their lists and generate more ideas to share with the class.

Wrap-up (Approximately 5-10 minutes): Bring the class together to generate a more comprehensive list of people and businesses that were benefiting from the slave trade. (List could include: shipbuilders, merchants, insurance agents, newspapers, gunsmiths, farmers, slave ship owners, ship crews, captains, dock workers, port cities, distilleries (rum going to Africa in exchange for slaves), African traders, African kings, banks, people living in major slave trading centers, as well as people living in major port cities, etc.).

Ask students to look back at their answers to the first question, “Does slavery play a substantial role in the economy?” and ask them if they are surprised by the extent of slavery. Ask what other questions they may have as a result of this new information.

Write the list on chart paper and leave it hanging in the class to help students remember that the slave trade benefited many people, not just slave owners and slave traders.

Name: _____

Predicting British and American Involvement in the Slave Trade

1. Make a prediction: How involved was Britain in the slave trade? Write a short explanation for your prediction. _____

2. Make a prediction: How involved was the United States in the slave trade? Where do you think most of these people lived? Write a short explanation for your prediction. _____

Name: _____

Predicting British and American Involvement in the Slave Trade

1. Make a prediction: How involved was Britain in the slave trade? Write a short explanation for your prediction. _____

2. Make a prediction: How involved was the United States in the slave trade? Where do you think most of these people lived? Write a short explanation for your prediction. _____

Agricultural vs. Industrial

Directions: Answer the following questions while viewing the pictures on the board.

Part I. Liverpool, England

1. Describe Liverpool's location. Is it near the ocean, rivers, mountains, etc.? _____

2. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____

3. Does slavery play a substantial part in this economy? Explain why or why not, using your prior knowledge and information from the maps and pictures. _

Part II. New England, United States

4. Describe New England's location. Is it near the ocean, rivers, mountains, etc.? _

5. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____

6. Does slavery play a substantial part in this economy? Explain why or why not, using your prior knowledge and information from the maps and pictures. _

Part III. Southern United States

7. Describe the South's location. Is it near the ocean, rivers, mountains, etc.? _____

8. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____

9. Does slavery play a substantial part in this economy? Explain why or why not, using your prior knowledge and information from the maps and pictures. _

Answer Key

Agricultural vs. Industrial

Directions: Answer the following questions while viewing the pictures on the board.

Part I. Liverpool, England

1. Describe Liverpool's location. Is it near the ocean, rivers, mountains, etc.? _____
Atlantic Ocean, River Mersey British Isles
2. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____ Urban, shipping, industrial,
little evidence of agriculture
3. Does slavery play a substantial part in this economy? Explain why or why
not, using your prior knowledge and information from the maps and pictures. _____

Part II. New England, United States

4. Describe New England's location. Is it near the ocean, rivers, mountains, etc.? _____
Atlantic Ocean, Boston Harbor, Appalachian Mts.
5. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____ Urban, shipping, industrial,
little evidence of agricultural
6. Does slavery play a substantial part in this economy? Explain why or why
not, using your prior knowledge and information from the maps and pictures. _____

Part III. Southern United States

7. Describe the South's location. Is it near the ocean, rivers, mountains, etc.? _____
Atlantic Ocean, Coastal Plain, Chesapeake Bay
8. What type of economy do they appear to have? Is it agricultural or industrial?
Cite specific visuals from the pictures. _____ Agricultural, cotton, tobacco
Does slavery play a substantial part in this economy? Explain why or why
not, using your prior knowledge and information from the maps and pictures. _____

What was the extent of the slave trade in Britain and the United States?

Your job is to find how involved Britain and the United States were in the slave trade.

Query #1

1. How many slave voyages originated in Great Britain between 1514 and 1866?

Query #2

2. How many slave voyages originated in Liverpool, England? _____

Query #3

3. How many slave voyages originated in the United States? _____
4. What is surprising about the cities on the first page of results? _____

5. In which state did the highest number of slave voyages begin? _____

Query #4

6. How many voyages ended in the United States? _____
7. In which two states did the highest number of slave voyages end? _____

Answer Key

What was the extent of the slave trade in Britain and the United States?

Your job is to find how involved Britain and the United States were in the slave trade.

Query #1

1. How many slave voyages originated in Great Britain between 1514 and 1866?

10,449

Query #2

2. How many slave voyages originated in Liverpool, England? 4,975

Query #3

3. How many slave voyages originated in the United States? 1641

4. What is surprising about the cities on the first page of results? Most are from the North

5. In which state did the highest number of slave voyages begin? Rhode Island

Query #4

6. How many voyages ended in the United States? 1,763

7. In which two states did the highest number of slave voyages end? South Carolina and Virginia

Directions: What was the extent of the slave trade in Britain and the United States?

Go to <http://www.slavevoyages.org>. Slide your mouse near the upper left-hand corner, where it says “Voyages Database”. This will bring up a pull-down menu. Click on “Search the Voyages Database.”

Query #1

To find the number of slave voyages that originated in Great Britain between 1514 and 1866:

1. Click on “Voyage Itinerary”.
2. Choose “Place where voyage began”



Basic variables	
Ship, nation, owners (4 variables)	1
Voyage Outcome (3 variables)	2
Voyage Itinerary (4 variables)	3
Voyage Dates (1 variable)	4
Captain and Crew (3 variables)	5
Slaves (numbers) (2 variables)	6

Place where voyage began*

Principal place of slave purchase*

Principal place of slave landing*

Place where voyage ended

3. Click “select”

Current query

Place where voyage began*

[nothing selected]

Select

Search

New query

4. Click the arrow next to Europe. Choose the boxes “Great Britain” and “England.”
5. Click “OK”
6. Click “Search”
7. Look at the bottom of the screen. It will show you the total number of voyages that began in Great Britain.

Current query

Place where voyage began*

Quicksearch

Europe

Spain

Portugal

Great Britain

England

Scotland

Ireland

France

Netherlands

OK

Select all

Deselect all

Search

New query

Query #2

To find the number of voyages that originated in Liverpool:

1. Keep the query you've already created.
2. At the bottom, use the pull down menu next to "display" to change the view to 200 records.
3. Click "Configure Columns of the table" near the top right corner.

display 200 results per page.



List of voyages

[Configure columns of the table>](#)

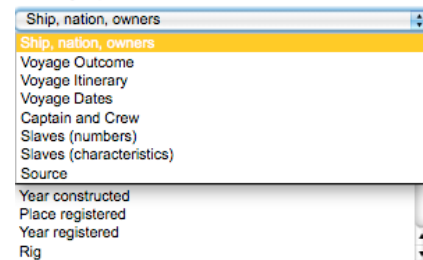
Voyage identification number	Vessel name	Captain's name	Year arrived with slaves*	Principal region of slave purchase*	Principal region of slave landing*
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4. Using the pull-down menu, choose "Voyage Itinerary".

List of voyages

Configure columns

Choose group of variables

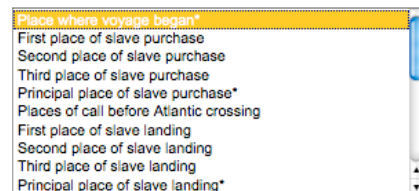


5. Highlight "Place where voyage began"
6. Click right arrow to add that to the list of selected variables.
7. Click "apply configuration".

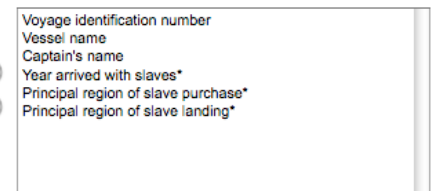
Choose group of variables

Voyage Itinerary

Available variables



Selected columns



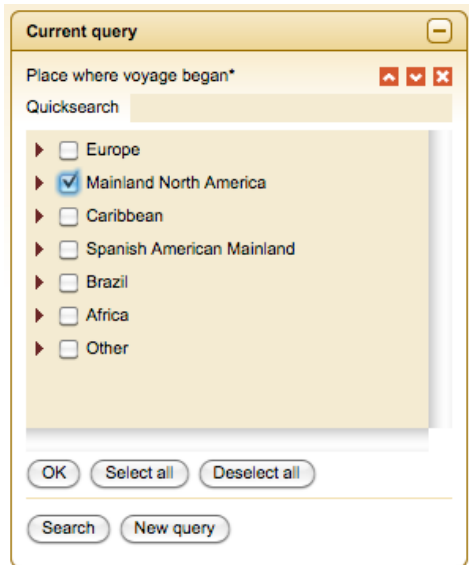
Apply configuration Cancel

8. Click "Place where voyage began" to sort voyages into alphabetical list by city.
9. Click on page number 9 at the bottom of the page, then click on page number 12.
10. There are 149 entries on page 12 for Liverpool. Scroll through each page to find the last entry for Liverpool. Make sure you keep track of the number of pages that contain Liverpool as the only entry. On the last page, there are 26 additional entries for Liverpool. Add all 3 numbers together to obtain the total number of voyages that began in Liverpool.

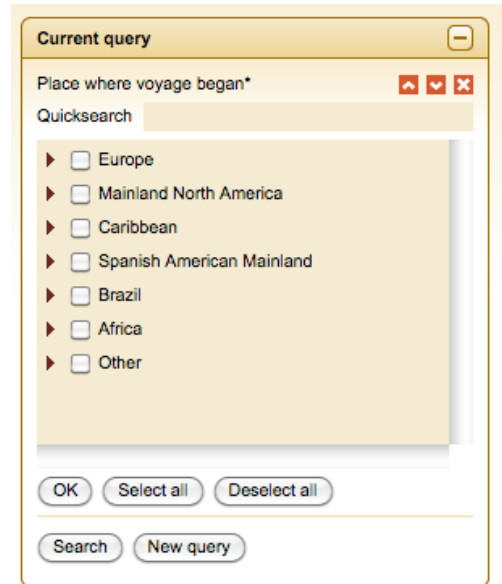
Query #3

To find the number of slave voyages that began in the United States:

- Click on “New Query”.
- Click on “Voyage Itinerary”.
- Choose “Place where voyage began”
- Click “select”
- Click “Mainland North America”.
- Click “OK”



- Click “Search”
- At the bottom, use the pull down menu next to “display” to change the view to 200 records.
- Click “Configure Columns of the table” near the top right corner.
- Using the pull-down menu, choose “Voyage Itinerary”.
- Highlight “Place where voyage began”
- Click right arrow to add that to the list of selected variables.
- Click “apply configuration”.
- Click “Place where voyage began” to sort voyages into



alphabetical list by city.

- Scroll through all of the pages to answer question #7.

Query #4

To find the number of voyages which ended in the mainland United States:

1. Click “new query”
2. Click on “Voyage Itinerary”
3. Choose “Principal place of slave landing”
4. Click “select”
5. Click “mainland North America”
6. Click “Ok”
7. Click “Search”
8. Click on the box “Principal region of slave landing” to sort the list into alphabetical