**WHAP Webquest and Analysis Activity**

**The Atlantic Slave Trade and Coerced Labor Systems in the Early Modern World**

Directions: **Record your answers in red in size 10 font** in the spaces provided. Then print at home to turn in on **Monday 1.30.17**. If you can’t print in color, please print in black ink and highlight your answers on the printout. Thank you. ☺

**1. The Voyage**

Click on [Account of a Slave Trade on the Coast of Africa](http://www.recoveredhistories.org/pamphlet1.php?page=1&orderby=MaxID&catid=602&page=70) (an excerpt from The African Slave Trade and Its Remedy, by Sir Fowell Buxton, 1810)

The Middle Passage was part of the dehumanizing process associated with Atlantic world slavery. Skim throughpages 124-128 of the primary source document provided. Then, **use three pieces of specific evidence from the source** to support this point about the Middle Passage.

 a.

 b.

 c.

Use the information in the link below to help you write a statement analyzing the POV of the author of the primary document in number one above. <http://www.bu.edu/missiology/missionary-biography/a-c/buxton-thomas-fowell-1786-1845/>

**2. Slavery in the North**

We study history in part to dispel stereotypes and to have a more comprehensive view of the world. We often focus on plantation slavery in the southern British colonies/ U.S. states, but many times slavery in the North is overlooked. Before you click on the link, jot down 2-3 generalizations that you have about slavery in the North: [slavenorth.com/slavenorth.htm](http://slavenorth.com/slavenorth.htm)

|  |  |
| --- | --- |
| What you know before reading the link | What you learned after reading “Slavery in the North”-**read paragraphs 4-7 only** |
|  |  |
|  |  |
|  |  |

**3. What led to emancipation in the North? When and why?** <http://slavenorth.com/emancipation.htm>

**4. Images of the Atlantic Slave Trade**

For each gallery, browse several images (7 or 8 minimum). Then write a few sentences describing what the documents reveal about the Atlantic slave trade.

* Visit: [Capture](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=3&categoryName=Capture%20of%20Slaves%20and%20Coffles%20in%20Africa): (Look up and briefly define the word “coffle.”)
* Visit: [Slave Ships and the Middle Passage](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=5&categoryName=Slave%20Ships%20and%20the%20Atlantic%20Crossing%20(Middle%20Passage))
* Visit: [Slave Auction](http://hitchcock.itc.virginia.edu/Slavery/return.php?categorynum=6&categoryName=Slave%20Sales%20and%20Auctions:%20African%20Coast%20and%20the%20Americas)

**5. John Green’s Lesson on Atlantic Slavery**

Watch Crash Course episode #24 and answer the following questions. [**https://www.youtube.com/watch?v=dnV\_MTFEGIY&index=24&list=PLBDA2E52FB1EF80C9**](https://www.youtube.com/watch?v=dnV_MTFEGIY&index=24&list=PLBDA2E52FB1EF80C9)

* From 1500 – 1880, between 10-12 million Africans were forcibly moved to the Americas, with about 15% dying during the journey. What percentage of enslaved Africans went to **the Caribbean? Brazil? The U.S. South?**
* When/where was the “first real European slave trade?”
* What was the average life expectancy for a Brazilian slave on a sugar plantation in the 18th century?
* What is the evidence that things were slightly better for slaves on British sugar colonies and in the U.S. South?
* Where does the word “chattel” come from?
* List three historical ideas or ideologies that contributed to the emergence and justification of Atlantic slavery.

**6.** **The Abolition Movement**

As you read through and analyze the following documents (A through C) and information, answer these questions:

* Who were the abolitionists, and what characterized their backgrounds and motivations?
* What methods were used by abolitionists to promote the movement? What do you think was most effective?
* Notes dates and think about historical context. What does the abolition movement reveal about social, intellectual, and political changes over time?

A. J.M.W. Turner's Slave Ship (1840) <https://www.khanacademy.org/humanities/becoming-modern/romanticism/england-constable-turner/v/turner-slave-ship-slavers-throwing-overboard-the-dead-and-dying-typhoon-coming-on-1840>

Turner was inspired to paint the scene after reading Abolitionist literature. He chose the timing of the exhibition of the painting with a meeting of the British Anti-Slavery Society at which Prince Albert would be speaking and would thus be inspired to increase the British government’s action on abolition of slavery. The picture shows a ship caught in a storm, which has evidently thrown a large number of slaves overboard because slave ships would receive insurance compensation for slaves lost at sea. The slaves can be seen in the water in the foreground.

|  |
| --- |
|  |

B.The majority of people who used sugar to sweeten their tea and eat cakes, drink rum, and wear cotton had no idea where their sugar and cotton came from or the conditions under which it was produced. Click on the following link. <http://abolition.e2bn.org/campaign_17.html> Read the short section on “Consumer Action.”

C. Slaves and former slaves were a powerful and integral component of the abolition movement. Click on the following link <http://gallery.nen.gov.uk/image75271-abolition.html> and use the example provided in your answers to the bulleted questions above.

**7. Timeline: Global Changes in Legislation Involving Slavery up to Today**

Read through the timeline and answer the questions that follow. Also highlight the six most significant steps in achieving abolition, in your opinion.

1. 1590: Toyotomi Hideyoshi bans slavery in Japan. However, it continued as a punishment for criminals.

2. 1706: In the case of Smith v. Browne & Cooper, Sir John Holt, Lord Chief Justice of England, rules that "as soon as a Negro comes into England, he becomes free. One may be a villein in England, but not a slave."

3. 1723: Russia abolishes outright slavery but retains serfdom.

4. 1772: Somerset's case held that no slave could be forcibly removed from Britain. This case was generally taken at the time to have decided that the condition of slavery did not exist under English law in England and Wales, and emancipated the remaining ten to fourteen thousand slaves or possible slaves in England and Wales, who were mostly domestic servants.

5. 1775–83: Britain's rebellious North American Colonies ban or suspend the Atlantic slave trade. However, muggling of slaves continues.

6. 1783: New Hampshire begins a gradual abolition of slavery.

7. 1792: Denmark–Norway declares transatlantic slave trade illegal after 1803 (though slavery continues in Danish colonies to 1848 (for example, the Annaberg Plantation on St. John’s).

8. 1794: France abolishes slavery in all its possessions. (However, slavery is restored by Napoleon in 1802.)

9. 1794: The United States bans American ships from the trade and prohibits export by foreign ships in the Slave Trade Act but smuggling continues the trade.

10. 1799: New York State passes gradual emancipation act freeing future children of slaves, and all slaves in 1827.

11. 1802: Emperor Napoleon re-introduces slavery in French colonies growing sugarcane..

12. 1803: Denmark–Norway: abolition of transatlantic slave trade takes effect 1 January 1803. (For example, St. John’s Island, Annaberg Plantation)

13. 1804: New Jersey begins a gradual abolition of slavery, freeing future children of slaves. Those born prior to the Act remain enslaved for life. The process later becomes complete with the ratification of the 13th Amendment in 1865.

14. 1804: Haiti declares independence and abolishes slavery.

15. 1807, 2 March: The US makes international slave trade a felony in Act Prohibiting Importation of Slaves; this act takes effect on 1 January 1808.

16. 1807, 25 March: Abolition of the Slave Trade Act abolishes slave trading in British Empire. Captains fined £120 per slave transported.

17. 1807: The British begin patrols of African coast to arrest slaving vessels. The West Africa Squadron (Royal Navy) is established to suppress slave trading; by 1865, nearly 150,000 people freed by anti-slavery operations.

18. 1808: The US bans only the importing of new slaves.

19. 1811: Slave trading made a felony in the British Empire, punishable by transportation for British subjects and foreigners.

20. 1811: Spain abolishes slavery at home and in all colonies except Cuba, Puerto Rico, and Santo Domingo.

21. 1817: New York State sets a date of 4 July 1827 to free all its ex-slaves from indenture.

22. 1818: France abolishes slave trading.

23. 1822: Liberia founded by American Colonization Society (USA) as a colony for emancipated slaves.

24. 1831: Brazil adopts the Law of 7 November 1831, declaring the maritime slave trade abolished, prohibiting any form of importation of slaves, and granting freedom to slaves should they be illegally imported into Brazil. In spite of its adoption, the law was seldom enforced prior to 1850, when Brazil, under British pressure, adopted additional legislation to criminalize the importation of slaves.

25. 1834: The British Slavery Abolition Act comes into force, abolishing slavery throughout most of the British Empire. Legally frees 700,000 in West Indies, 20,000 in Mauritius, and 40,000 in South Africa. The exceptions, territories controlled by the East India Company and Ceylon, were liberated in 1843 when they became part of the British Empire.

26. Slave owners are paid by the government of Great Britain to compensate for their loss of “property”. Amount paid is equal to 50% of Great Britain’s GDP.

27. 1836: Republic of Texas is established. Slavery is made legal again.

28. 1838, 1 August: Enslaved men, women, and children in the British Empire finally became fully free after a period of forced apprenticeship following the passing of the Slavery Abolition Act in 1833.

29. 1845: 36 British Royal Navy ships are assigned to the Anti-Slavery Squadron, making it one of the largest fleets in the world.

30. 1847: Slavery is abolished in Pennsylvania, thus freeing the last remaining slaves, those born before 1780 (fewer than 100 in 1840 Census).

31. 1848: Slavery abolished in all French and Danish colonies.

32. 1859: Trans-Atlantic slave trade completely ends.

33. 1861: Russia frees its serfs in the Emancipation reform of 1861.

34. 1861: Starting April 12, the American Civil War was fought between the United States and a Confederacy of breakaway slave states.

35. 1862: Cuba abolishes slave trade.

36. 1863: In the United States, Abraham Lincoln issues the presidential order the Emancipation Proclamation declaring slaves in Confederate-controlled areas to be freed. Most slaves in "border states" are freed by state action; separate law freed the slaves in Washington, D.C.

37. 1865, December: US abolishes slavery with the Thirteenth Amendment to the United States Constitution; about 40,000 remaining slaves are affected..

38. 1888, 13 May: Brazil enacts the Golden Law, decreeing the total abolition of slavery with immediate effect, without indemnities to slave owners. This is the last state to ban slavery with its roots in the colonial period.

40. 1948: UN Article 4 of the Universal Declaration of Human Rights bans slavery globally.

41. 2016: Although slavery is now illegal in all countries, practices similar to slavery continue today in many places throughout the world, and human trafficking is a major global issue and challenge.

* What were some important developments (or setbacks) regarding slavery outside of the West?

* What might be reasons for why slavery and the slave trade took so long to fully end in different countries and regions?

**8. Synthesizing information**

Using what you learned in this activity and in chapters 24-25 of your textbook, answer the following questions.

* Fill in the chart below.

|  |  |  |
| --- | --- | --- |
| **Name of Forced Labor System** | **Where it was Commonly Used and by Whom** | **Description of System** |
| African Slave Trade |  |  |
| Encomienda |  |  |
| Hacienda |  |  |
| Indentured servitude |  |  |
| Mit’a |  |  |
| Serfdom |  |  |

* How did coercive labor systems change social organization in the 15th through 19th centuries?
* Looking back at the postclassical era, what are some continuities regarding labor systems?