

Lesson 2

Lesson Title: Triangular Trade and the Middle Passage

Museum Connection: Labor and the Black Experience

Purpose: In this lesson students will locate and label the Triangular Trade on a map of the Atlantic Ocean. Following this activity they will divide into three groups. Each group will read for information about a different leg of the trade route and the benefits of that leg to those involved. Once they share their findings with the class, students will then return to their groups in order to analyze primary sources about the costs of the slave trade to enslaved Africans. As an individual assessment, students will write and deliver a speech by a United States senator who wished to abolish the slave trade.

Grade Level and Content Area: Elementary, Social Studies

Time Frame: 2-3 Class Periods

Correlation to State Social Studies Standards:

USH 2.3.5.4 Examine the gradual institutionalization of slavery into America, including the various responses to slavery, and how slavery shaped the lives of colonists and Africans in the Americas

ECON 5.7.5.1 Conclude that people trade voluntarily because all parties expect to benefit

Social Studies: Maryland College and Career Ready Standards

4.A.4.a (Grade 4) Explain how available resources have influenced specialization in Maryland in the past and present

4.A.4.c (Grade 5) Explain specialization and interdependence using the triangular trade routes

5.A.1.c (Grade 4) Describe the establishment of slavery and how it shaped life in Maryland

5.B.2.c (Grade 5) Describe the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period

Correlation to State Reading and English Language Arts Maryland College and Career Ready Standards:

1.E.1.a (Grades 4 and 5) Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background

1.E.3 (Grades 4 and 5) Use strategies to make meaning from text (during reading)

Objectives:

- Students will locate and identify the Triangular Trade.
- Students will describe the benefits of the Triangular Trade to the regions involved.
- Students will describe the costs (consequences) of the Triangular Trade to the enslaved Africans who were forced to participate in it.

Vocabulary and Concepts:

Barracoon – An enclosure or barracks used for the temporary confinement of slaves was called a barracoon.

Goods – Tangible objects known as goods can be used to satisfy economic wants. Goods include but are not limited to food, shoes, cars, houses, books, and furniture.

Middle Passage – The term *Middle Passage* describes the forced transatlantic voyage of slaves from Africa to the Americas.

Senate – The upper house of the United States Congress is called the Senate. Each state elects two people as representatives in the Senate.

Senator – A senator is elected by popular vote to represent his or her state in the Senate. Each senator serves a 6-year term.

Slave Coffle – A train of slaves fastened together was called a slave coffle.

Slavery – Slavery is the institution of owning slaves or holding individuals in a condition of servitude.

Triangular Trade – Triangular Trade refers to the shipping routes that connected Africa, the West Indies, and North America in the transatlantic commerce of slaves and manufactured goods.

Voluntary – The term voluntary implies that a person has the power of free choice.

Materials

For the teacher:

Teacher Resource Sheet 1 – Sample Letter to Parents and Guardians

Student Resource Sheet 2 – Middle Passage (transparency)

For the student:

Atlases

Student Resource Sheet 1a – Map of the World

Student Resource Sheet 1b – Triangular Trade

Student Resource Sheet 2 – Middle Passage

Student Resource Sheet 16 – Writing A Speech

Document Set 1:

Student Resource Sheet 3 – Slave Coffle, Central Africa
Student Resource Sheet 4 – Wooden Yokes Used in Slave Coffles, Senegal
Student Resource Sheet 5 – Slave Barracoon, Congo
Student Resource Sheet 6 – Captured!

Document Set 2:

Student Resource Sheet 7 – Plan of the British Slave Ship *Brookes*
Student Resource Sheet 8 – Africans Forced to Dance on Deck of Slave Ship
Student Resource Sheet 9 – The Slave Deck on the Bark *Wildfire*
Student Resource Sheet 10 – The Voyage
Student Resource Sheet 11 – Africans Thrown Overboard from a Slave Ship, Brazil

Document Set 3:

Student Resource Sheet 12 – Slave Auction, Richmond, Virginia
Student Resource Sheet 13 – Advertisement for Slave Sale, Charleston, South Carolina
Student Resource Sheet 14 – Sold!
Student Resource Sheet 15 – Slave Sale, Richmond, Virginia

Resources

Books:

Christian, Charles Melvin. *Black Saga: The African American Experience*. Boston: Houghton Mifflin, 1995.

Emert, Phyllis Raybin, ed. *Colonial Triangular Trade: An Economy Based on Human Misery*. Carlisle, Massachusetts: Discovery Enterprises, Ltd., 1995.

Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, The African, Written by Himself*. Contained in Norton Anthology of African American Literature 1997.

Haskins, James, and Kathleen Benson. *Bound for America: The Forced Migration of Africans to the New World*. New York: Lothrop, Lee & Shepard Books, 1999.

Mannix, Daniel Pratt, and Malcolm Cowley. *Black Cargoes: A History of the Atlantic Slave Trade, 1518-1865*. New York: The Viking Press, 1969.

Reynolds, Edward. *Stand the Storm: A History of the Atlantic Slave Trade*. London: W. H. Allen & Co., 1989.

Wright, Donald R. *African Americans in the Colonial Era: From African Origins Through the American Revolution*. Arlington Heights, Illinois: Harlan Davidson, Inc., 1990.

Teacher Background:

The economies of colonial Maryland and Virginia depended on tobacco, and both used tobacco as a medium of exchange. In fact, King Charles I once said that Virginia was “wholly built on smoke.” The cultivation of tobacco, however, required considerably more manpower than was available in either colony. In 1619, John Rolfe, secretary and recorder of Virginia reported that “about the last of August there came to Virginia a Dutch man of warre that sold us twenty negers”(Johnson 36). The Africans on the ship were indentured servants, and they were treated as such. Yet both Maryland and Virginia were in need of a more permanent source of labor: slaves. Although Massachusetts was the first colony to recognize slavery, Maryland and Virginia soon followed, with both colonies legalizing slavery during the 1660s. By 1770, every colony except North Carolina and Georgia had legalized slavery, and thereafter the slave trade quickly grew into “the most profitable business” in the colonies.

The growing demand for slaves in the colonies fueled increasingly violent conflict among African tribes. Since some African chiefs or kings could increase their wealth by working closely with slave traders, one tribe might capture the warriors of another tribe and then sell their prisoners of war into slavery. Raiding parties might also kidnap Africans from their villages and sell them as slaves. African slaves were viewed as chattel, and because they had no government to protect them or place to hide in the British colonies, the slave trade flourished.

Triangular Trade receives its name from the shipping routes that connected Europe, Africa, the West Indies, and North America in the transatlantic commerce of slaves and manufactured goods. These routes began in England, where goods were shipped to Africa. In Africa, the goods were then traded for slaves bound for the Americas. Known as the Middle Passage, the forced voyage from the freedom of Africa to the auction blocks of the Americas was a physical and psychological nightmare that lasted several weeks or months. Having unloaded their cargoes in the colonies, the ships returned to England laden with tobacco, sugar, cotton, rum, and other slave-produced items. This trade pattern continued with some modifications into the early nineteenth century.

In order to maximize profits and offset any losses, most captains packed as many Africans as possible into the holds of their ships. During the late 1600s and throughout the 1700s, most English ships that sailed directly from Africa to the colonies carried about 200 enslaved Africans. Later slave ships could carry as many as 400 slaves with a crew of 47. Slaves were chained in pairs (the right arm and leg of one chained to the left leg and arm of another), and men and women were separated from each other. All of them were forced to lie naked on wooden planks below deck in extremely hot quarters. At times, small groups of slaves were allowed to come on deck for exercise; some of them were forced to dance. Women and children could occasionally roam the deck, but men were allowed on deck for only a short while.

Heat, limited sanitary facilities (sometimes buckets for human waste were not emptied for long periods of time), and epidemics from diseases such as smallpox and dysentery together produced an unbearable stench onboard. An outbreak of disease could devastate an entire cargo of enslaved Africans, and an estimated 15 to 20 percent of

slaves probably died en route to the colonies, primarily from diseases resulting from overcrowding, spoiled food, and contaminated water. Many also died of starvation and thirst. Yet captains most feared slave mutinies, 250 of which scholars estimate took place. As a result, those slaves who were disruptive or likely to cause a mutiny were thrown overboard or shot to death. Nevertheless, although some enslaved Africans did resist, they had little means either to protect themselves or to escape. Such hopeless misery led many slaves to commit suicide by jumping overboard or by refusing to eat. Because of the stench and disease, many slave ships had to be abandoned after about five years. Eventually ships were built especially for human cargo, with shackling irons, nets, and ropes as standard equipment.

The autobiography of Olaudah Equiano, a former slave who became an antislavery activist, paints a vivid portrait of the horrors of the Middle Passage (from "The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself," in *The Norton Anthology of African American Literature*, edited by Henry Louis Gates Jr. and Nellie Y. McKay (New York: W. W. Norton & Company, 1997), 158, 159-160):

When I . . . saw . . . a multitude of black people of every description chained together, every one of these countenances expressing dejection and sorrow, I no longer doubted of my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. . . .

The shrieks of the women, and the groans of the dying rendered the whole a scene of horror almost inconceivable. . . . One day, when we had a smooth sea and moderate wind, two of my wearied countrymen who were chained together (I was near them at the time), preferring death to such a life of misery, somehow made [it] through the nettings and jumped into the sea: immediately another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would very soon have done the same if they had not been prevented by the ship's crew, who were instantly alarmed. Those of us that were the most active were in a moment put down under the deck, and there was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully for thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate, hardships which are inseparable from this accursed trade. Many a time we were near suffocation from the want of fresh air, which we were often without for whole days together. This, and the stench of the necessary tubs [which served as toilets], carried off many.

For some enslaved Africans, the Middle Passage was temporarily interrupted in the West Indies, where they would undergo a process called "seasoning" or "breaking in." During this process, slaves were frequently and harshly flogged, sometimes with a paddle but more often with a whip that had a lead ball sewn on its end. They were also forced to learn how to speak a new language, eat new foods, and obey white masters.

In addition, slaves learned what to expect in the colonies. Brutal and intense, the seasoning process could last as long as four years, after which enslaved Africans were shipped to mainland British colonies in order to be sold.

While the slave trade resulted in the economic stagnation and destruction of many African tribes, it greatly benefited both England and the colonies. Since slavery created thousands of jobs (in shipbuilding, shipping, etc.), helped to spur the growth of cities (such as London, Liverpool, New York, and Boston), and created profits for investment, some tried to justify its abuses. For example, James H. Hammond, a slave owner who later became governor of South Carolina, once said that slavery was “the greatest of all the great blessings which a kind providence has bestowed.” Many others like Hammond ignored or refused to respond to the horrors associated with the Middle Passage. Slavery, Hammond claimed, “allowed Whites to tame the southern wilderness and turn it into an agricultural wonderland” and gave a slave owner the “leisure to cultivate his mind and create a society notable for its culture and gentility.”

Between 1690 and 1770, as many as 100,000 Africans were brought into the Chesapeake (Maryland and Virginia) region. The cotton they harvested supplied English and French companies with both the product and the profits necessary for initiating the industrial revolution. The invention of the cotton gin in 1793 would make cotton the most profitable crop in the country, and the growing demand for labor required direct importation of slaves into the South. At the same time, the slave trade expanded to include its own brisk internal slave-trading business. Both businesses were abusive, but each brought in large sums of money for the owners of slave pens and the captains of slave ships. A solidly built slave ship that carried 300 to 400 slaves and that had cost the owner about \$35,000, for instance, could make between \$30,000 and \$100,000 per trip.

By the late-17th century, southern colonists, including Marylanders, had become dependent on slave labor, and by 1800, almost one million slaves lived mainly in the cotton belt of the southern states. In 1808, a federal law went into effect that prohibited the importation of new slaves into the United States. Although this law was poorly enforced for several years, it became increasingly evident that both slave trading and the horrors of the Middle Passage were coming to an end.

Lesson Development:

Note to the teacher: Due to the sensitive nature of this subject, you may wish to inform parents and guardians prior to this lesson. A sample letter is available on Teacher Resource Sheet 1.

1. **Motivation:** Distribute Student Resource Sheet 1a-b. Have students use atlases in order to locate and label or circle the following on their resource sheets:
 - North America
 - South America
 - Europe
 - Africa

- Caribbean Islands (West Indies)
- Atlantic Ocean
- Caribbean Sea

After all students have completed labeling their maps, have them use one color and draw a line connecting the following:

- Europe to Africa
- Africa to the Caribbean Islands (West Indies)
- Caribbean Islands (West Indies) to Europe

Using a different color, students should draw a line connecting the following:

- Europe to Africa
- Africa to North America
- North America to Europe

Ask: What shape is made?

Explain to students that this shape represents the movement of people and goods that was the slave trade. Because of its shape, it was known as Triangular Trade. Tell them that they will be examining this exchange of goods in order to illustrate the fact that people trade because they expect to benefit.

2. Divide the class into three groups. Each group will be responsible for one of the three legs of the Triangular Trade. Distribute Student Resource Sheet 1b, Triangular Trade. Students should read the section of the reading that is about their leg of the journey. Using their map from the first activity, they should write the items that were traded between the regions.
3. Create a triangle that represents the trade routes on your classroom floor. After each group has completed the previous activity, reconvene the class. Students will report out by having one person from each group move from their port to the next explaining what they are bringing and speculating about how these exports benefit that region. As the student is explaining what he or she is trading, the rest of the class should write those items down on the appropriate line on their maps. Using information from the teacher background, explain to students how each region benefited from its exports.
4. Explain to students that enslaved Africans were traded as property or goods, just like the guns, sugar, tobacco, and other products that were traded. While Triangular Trade was beneficial to those doing the trade, it was not at all beneficial to the Africans who were enslaved and who had unwillingly become a part of the trade. Explain to students that they will be examining the Middle Passage to learn about the horrible conditions that enslaved Africans faced on their leg of the Triangular Trade.

5. Have students return to their work groups. Distribute Student Resource Sheet 2, Middle Passage, to all students. Distribute Document Set 1 to Group 1, Document Set 2 to Group 2, and Document Set 3 to Group 3. Each of the groups will be responsible for analyzing their own document set. Have each group list three facts about the conditions enslaved Africans faced during their assigned part of the journey and then complete the corresponding section of their Student Resource Sheet 2, Middle Passage.
6. After all groups have completed their section of the graphic organizer, bring the class together as a group. Display a transparency of Student Resource Sheet 2, Middle Passage. Have groups report their findings to the class and record it on the transparency. Have students also record the information on their organizers. Lead a discussion about the Middle Passage and the information they found.
7. Explain to students that the horrific conditions of the Middle Passage and the institution of slavery that followed caused many people to doubt the benefits of the slave trade. One of the ways that they chose to express their concerns was through politics. In that arena they advocated for the passage of laws that would abolish the slave trade.
8. **Assessment:** Distribute Students Resource Sheet 16, Writing a Speech, and have students prepare their speeches.
9. **Closure:** Have students present their speeches to the class. After all of the speeches have been presented, tell students that the United States Congress passed a law to eliminate the slave trade that went into effect in 1808. Have students hypothesize the results of this law on the institution of slavery in the United States. Share with students that the law was widely ignored for several years.

Thoughtful Application:

- Research the impact of the slave trade on the economies of the regions involved.
- Research the ways enslaved Africans reacted to their enslavement during the Middle Passage.

Lesson Extensions:

- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture.
- Research the effects of the abolition of the slave trade on the economy of the regions involved in the slave trade.
- Have students research individuals or groups that tried to abolish the slave laws, such as Frederick Douglass and Henry Highland Garnett.
- Have students create posters or placards to abolish the slave trade.

Sample Letter to Parents and Guardians

Dear Parent(s)/Guardian(s),

We will be learning about the Triangular Trade and the Middle Passage during the upcoming week of school. This topic deals with the sensitive subject of slavery, and we solicit your help in preparing the mindset of your child during the next week. If you have anything to lend to the successful teaching of this topic, please feel free to share. Thanks in advance for your help.

Sincerely,

Student Resource Sheet 1a

For resource, open the link below

<http://www.nationalgeographic.com/xpeditions/atlas/world/world-dw.gif>

Triangular Trade

European governments, like that of Great Britain, liked the economic benefits of owning colonies in North and South America and having open access to the raw materials that the colonies possessed. They soon found that slave labor was useful for the exploitation of raw materials.

A trade route, shaped much like a triangle, emerged between Europe, Africa, and the colonies of North and South America. On the first leg of the trade route, European goods such as alcohol, firearms, and textiles were shipped to West Africa. In West Africa, those goods were exchanged for enslaved Africans, who were then shipped to the Caribbean, South America, or North America in what became known as the "Middle Passage." Those Africans who survived the voyage were traded for sugar, tobacco, rice, cotton, and rum. These products were loaded onto ships that sailed to Europe. Once back in Europe, the trade began all over again.

Middle Passage

Enslavement in Africa

- *
- *
- *

Voyage Across the Atlantic

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- *
- *

Arrival in the Americas

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- *
- *

Slave Coffle, Central Africa



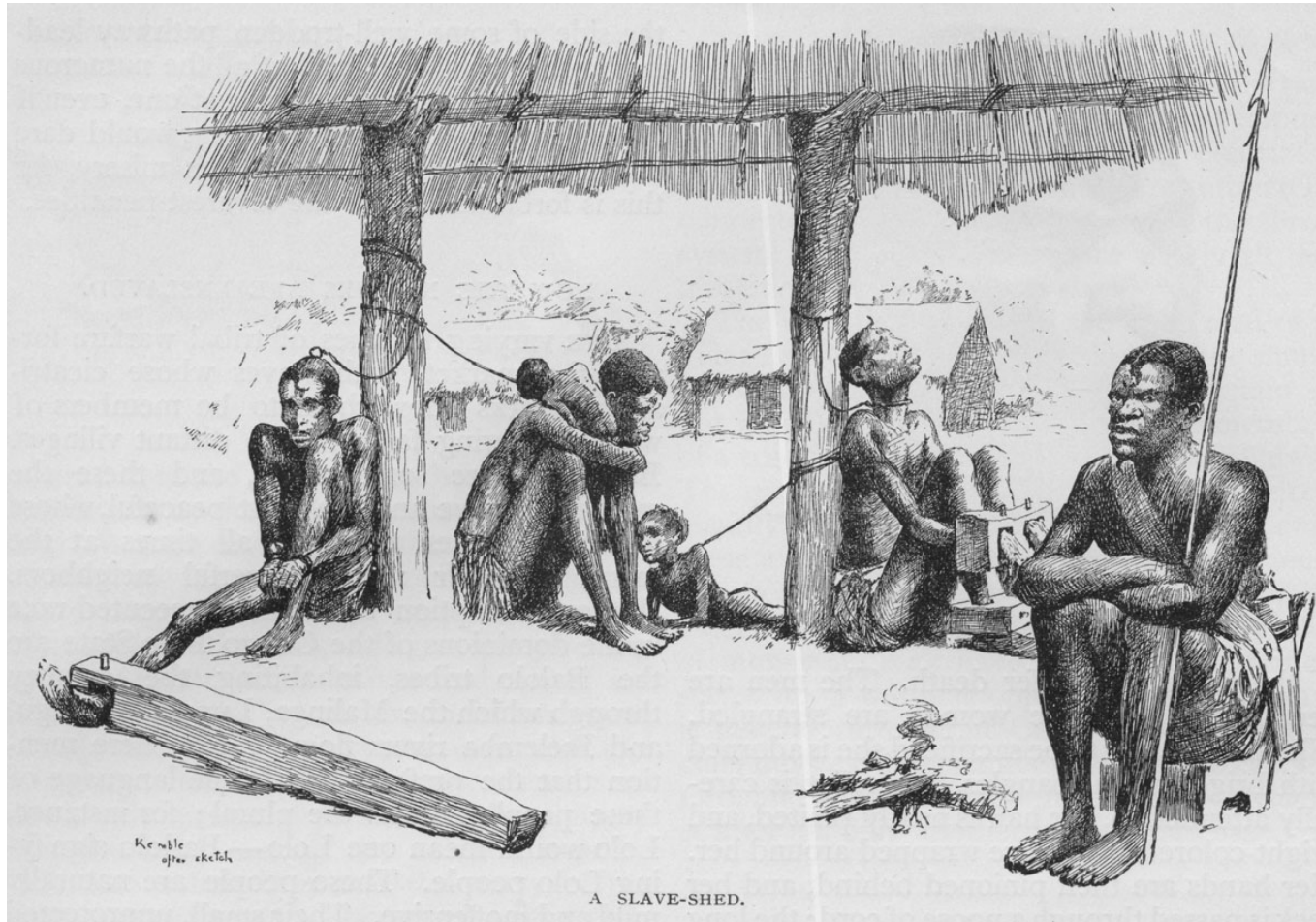
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Wooden Yokes Used in Slave Coffles, Senegal



From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.its.virginia.edu/Slavery/>

Slave Barracoon, Congo



From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.etc.virginia.edu/Slavery/>

Captured!
(From “The Interesting Narrative of the Life of Olaudah Equiano . . .”)

. . . I was born, in the year 1745, in a charming fruitful vale, named Essaka. . . .*

My father was one of [the] elders or chiefs . . .

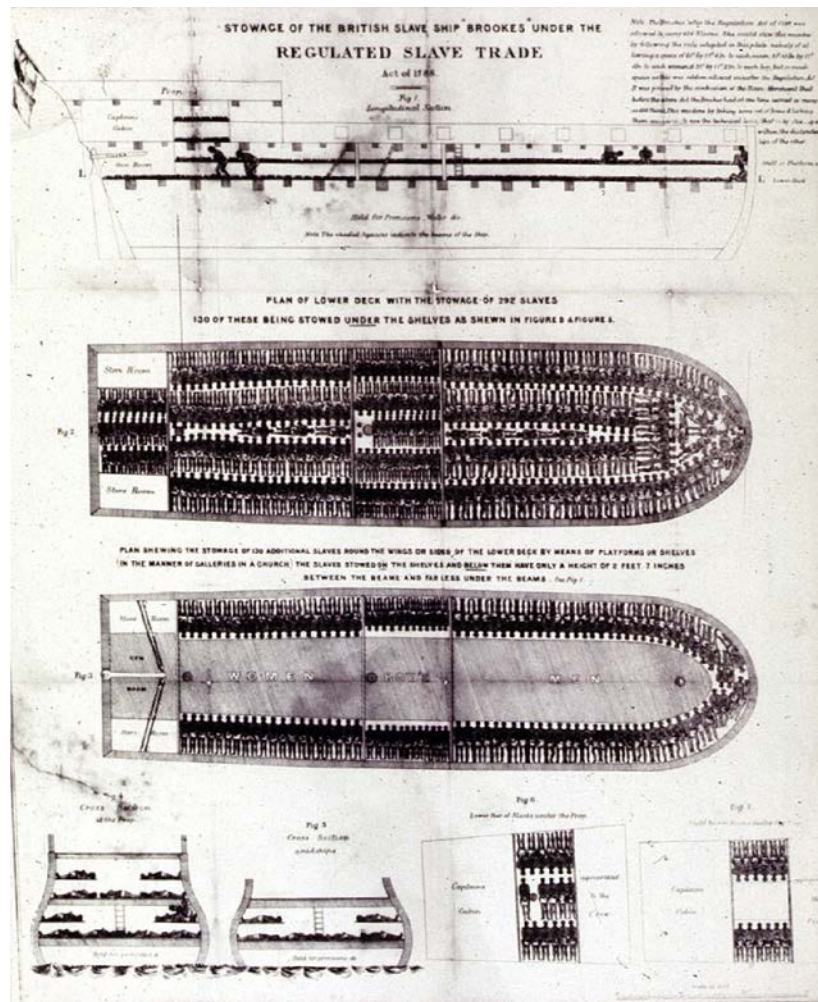
As I was the youngest of the sons, I became, of course, the greatest favourite with my mother, and was always with her; and she used to take particular pains to form my mind. . . . In this way I grew up till I was turned the age of eleven, when an end was put to my happiness in the following manner . . .

One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both, and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound, but were unable to take any food . . . The next morning we left the house, and continued traveling all the day. For a long time we had kept the woods, but at last we came into a road which I believed I knew. I had now some hopes of being delivered; for we had advanced but a little way before I discovered some people at a distance, on which I began to cry out for their assistance: but my cries had no other effect than to make them tie me faster and stop my mouth, and then they put me into a large sack.

* Essaka was a village in the ancient Benin Kingdom, a powerful African kingdom located in present-day Nigeria.

From “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself,” in *The Norton Anthology of African American Literature*, edited by Henry Louis Gates Jr. and Nellie Y. McKay (New York: W. W. Norton & Company, 1997), 141, 142, 151-152.

Plan of the British Slave Ship *Brookes*



Library of Congress, Prints and Photographs Division [LC-USZ62-44000].

Africans Forced to Dance on Deck of Slave Ship

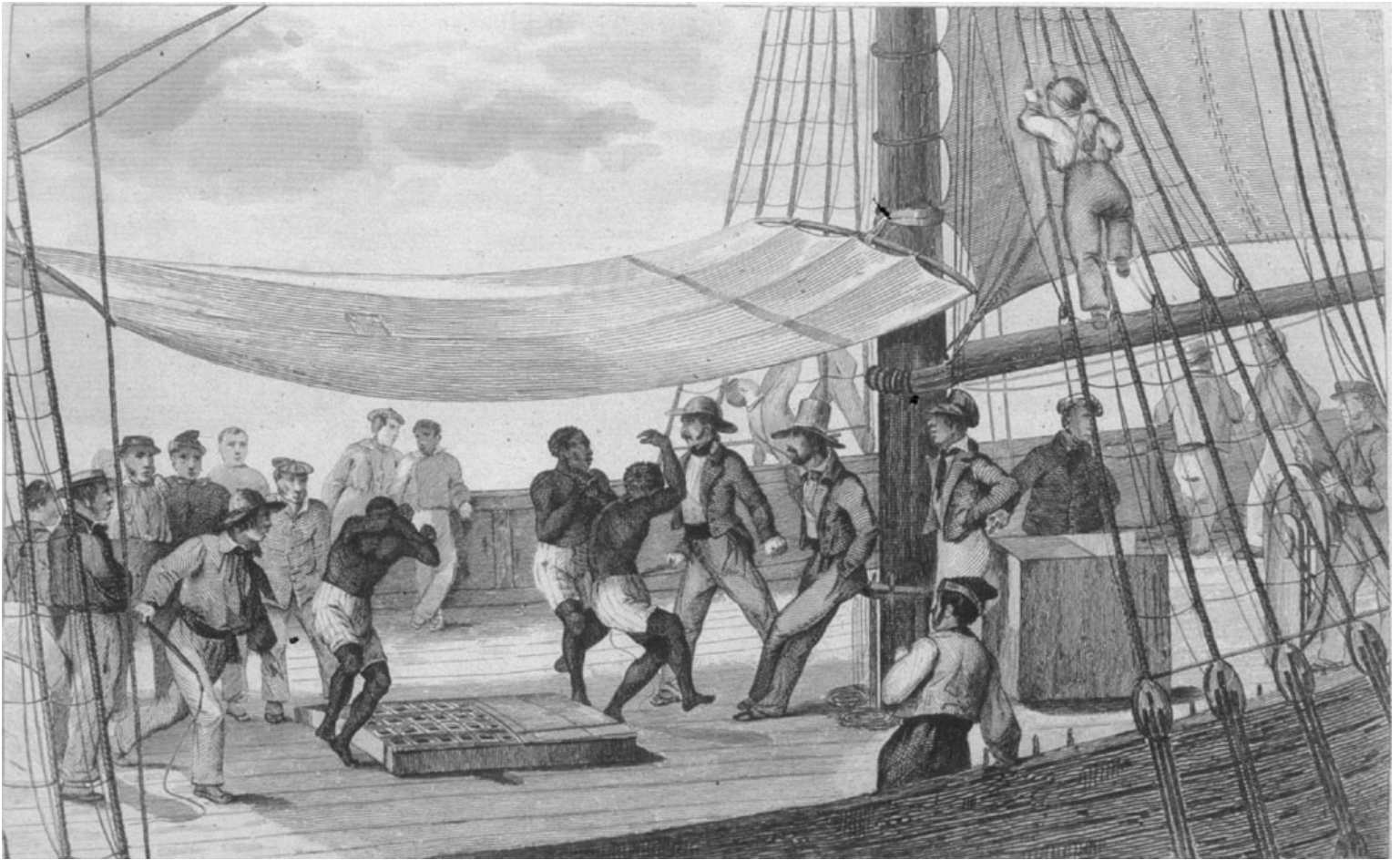
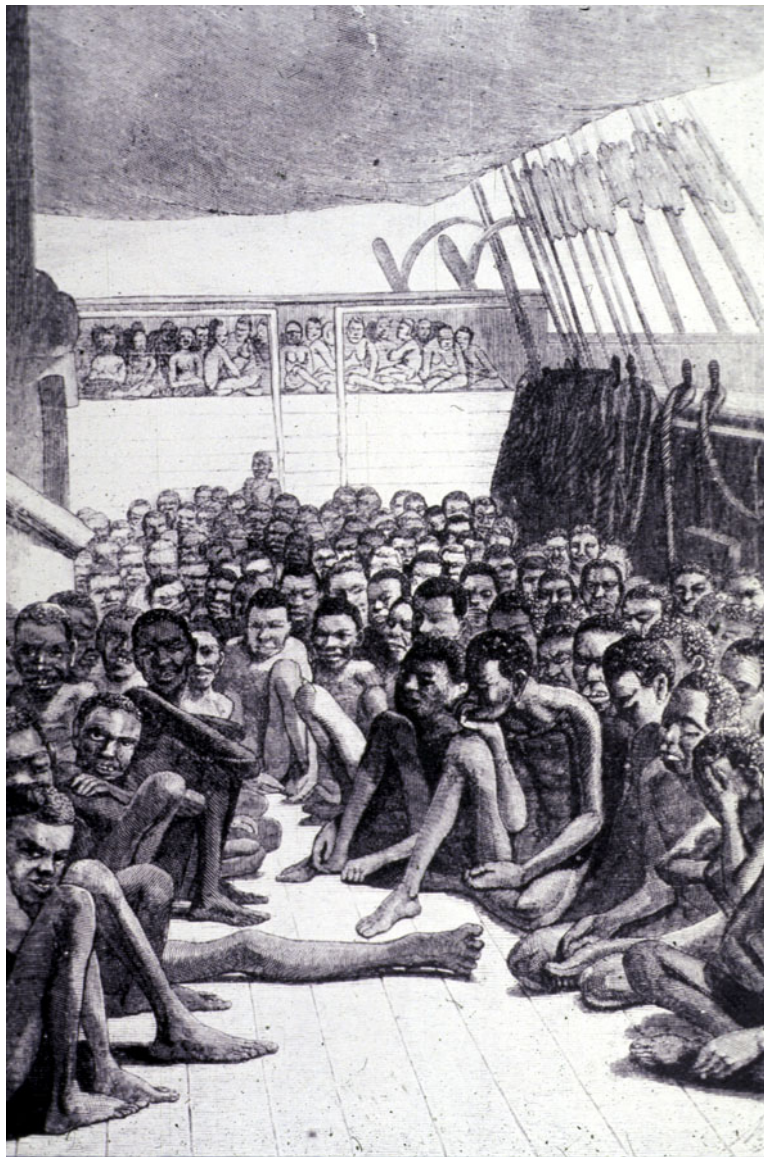


Illustration from *La France Maritime*, edited by Amédée Grehan, vol. 3, facing p. 179.

From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.its.virginia.edu/Slavery/> Student Resource Sheet 9

Student Resource Sheet 9

The Slave Deck on the Bark *Wildfire*



Library of Congress, Prints and Photographs Division [LC-USZ62-41678]

Student Resource Sheet 10

The Voyage
(From “The Interesting Narrative of the Life of Olaudah Equiano . . .”)

The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. I was immediately handled and tossed up . . . When I looked round the ship too and saw a large furnace of copper boiling, and a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate; and quite overpowered with horror and anguish, I fell motionless to the deck and fainted. . . .

I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands . . . and tied my feet, while the other flogged me severely. . . .

The stench of the hold . . . was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died . . . This wretched situation was again aggravated by the galling of the chains . . . and the filth of the necessary tubs, into which the children often fell, and were almost suffocated...

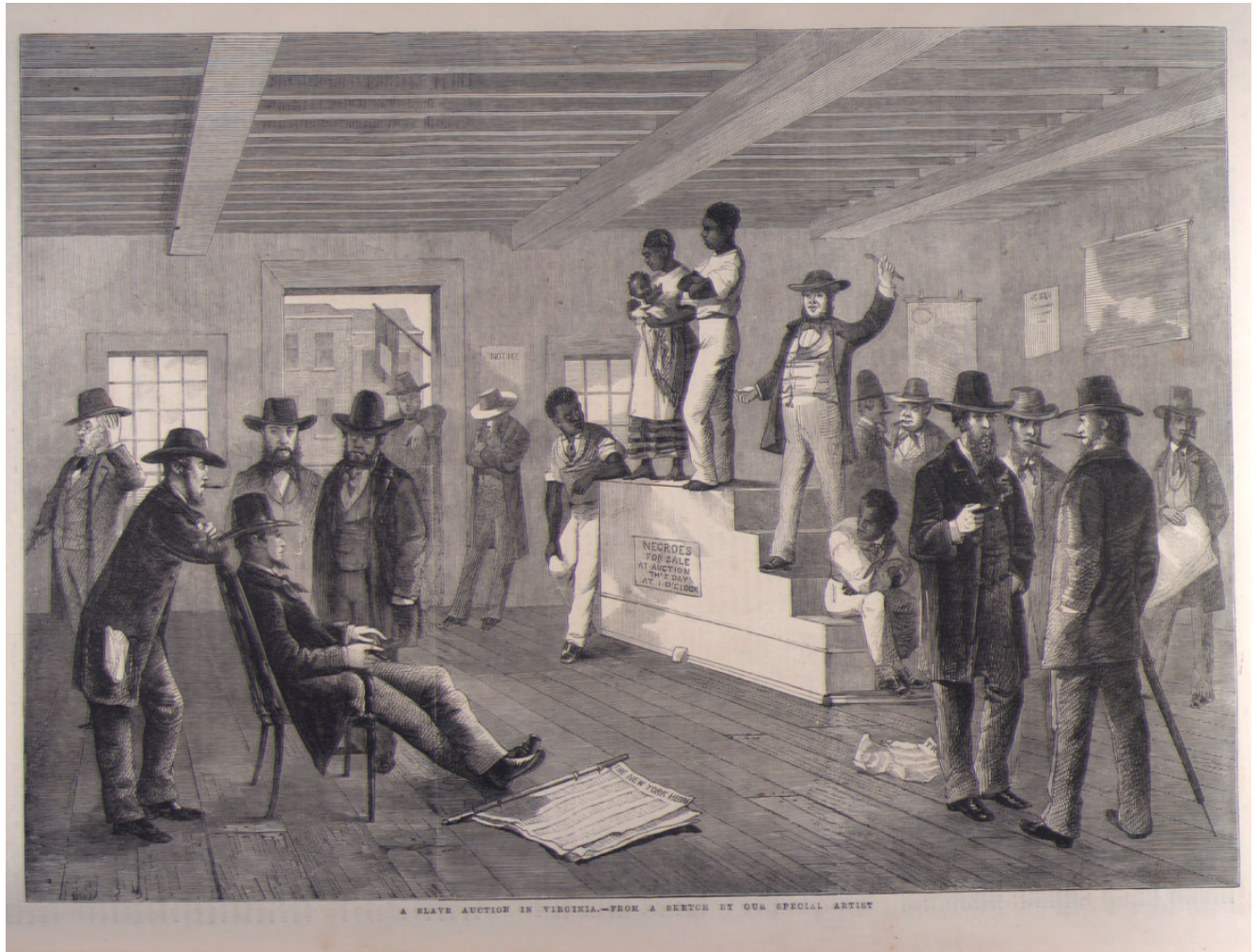
From “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself,” in *The Norton Anthology of African American Literature*, edited by Henry Louis Gates Jr. and Nellie Y. McKay (New York: W. W. Norton & Company, 1997), p. 157, 159.

Africans Thrown Overboard from a Slave Ship, Brazil



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Slave Auction, Richmond, Virginia



From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.etc.virginia.edu/Slavery/> Student Resource Sheet 13

Advertisement for Slave Sale, Charleston, South Carolina

TO BE SOLD, on board the
Ship *Bance-Yland*, on tuesday the 6th
of *May* next, at *Ashley-Ferry*; a choice
cargo of about 250 fine healthy

NEGROES,

just arrived from the
Windward & Rice Coast.
—The utmost care has
already been taken, and

shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.

Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.



Library of Congress, Prints and Photographs Division [LC-USZ62-10293].

Sold!
(From “The Interesting Narrative of the Life of Olaudah Equiano . . .”)

We were conducted immediately to the merchant’s yard, where we were all pent up together like so many sheep in a fold, without regard to sex or age. . . .

We were not many days in the merchant’s custody before we were sold after their usual manner, which is this:---On a signal given, (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel they like best. The noise and clamour with which this is attended, and the eagerness visible in the countenances of the buyers, serve not a little to increase the apprehensions of the terrified Africans . . . In this manner, without scruple, are relations and friends separated, most of them never to see each other again.

From “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself,” in *The Norton Anthology of African American Literature*, edited by Henry Louis Gates Jr. and Nellie Y. McKay (New York: W. W. Norton & Company, 1997), p. 160-161.

Slave Sale, Richmond, Virginia

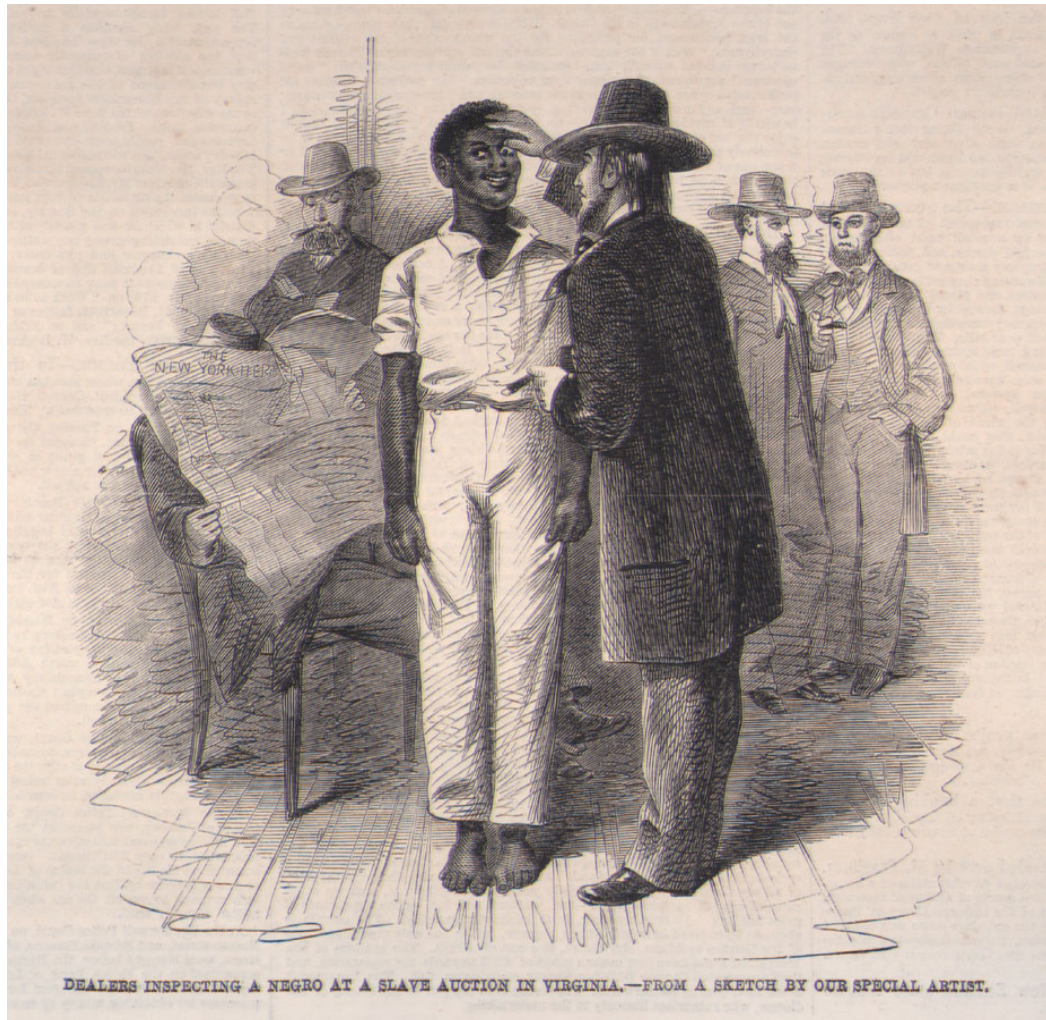


Illustration from *The Illustrated London News*, vol. 38 (Feb. 16, 1861), p. 138.

From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.its.virginia.edu/Slavery/>

Writing A Speech

It is 1806. You are a United States Senator who is trying to pass a bill that will abolish the slave trade. Write a 2 to 3 minute speech that will convince your fellow senators to vote for the act abolishing the importation of slaves. Be sure to include the following:

- the benefits of the trade to all traders
- the consequences of trading people and the horrors of the Middle Passage
- the benefits of outlawing the trade

Plan your speech on the organizer below.

Reason 1 _____

Supporting details:

Reason 2 _____

Supporting details:

Reason 3 _____

Supporting details:
